

# **He Puka Whakaaetanga, Whakamana Hōtaka | Programme Approval and Accreditation Document**

**Programme of Study:  
New Zealand Certificate in  
Animal Healthcare Assisting (Level 4)  
Leading to the award of:  
New Zealand Certificate in  
4388 – 1 Animal Healthcare Assisting (Level 4)**



**Te Pūkenga**

© Te Pūkenga - New Zealand Institute of Skills and Technology

All rights reserved. Te Pūkenga is the owner of the copyright in this publication. Other than as permitted by the Copyright Act, no part of this publication may be reproduced, copied or transmitted in any other form, or by any other means, without the prior written permission of Te Pūkenga, P.O. Box 19400, Hamilton 3244, New Zealand.

The electronic version of this document which is filed in Te Pūkenga E-Academic Library is the definitive version.

---

## Ngā Ihirangi | Contents

<b>1. The Unified New Zealand Certificate in Animal Healthcare Assisting (Level 4)</b> .....	<b>1</b>
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 1.1 Te Rapunga Whakaaro mō te Hōtaka   Programme Philosophy .....	2
1.4 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka   Transition to the Unified Programme .....	2
<b>2. Te Hono o te Kahurangi   Qualification Details</b> .....	<b>3</b>
<b>3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa   Title, Aims, Learning Outcomes and Coherence</b> .....	<b>5</b>
<b>4. Te Kawenga o te Hōtaka   Programme Delivery</b> .....	<b>6</b>
4.1 Ngā Momo Kawenga   Delivery Modes .....	6
4.2 Te Huarahi o te Kawenga   Delivery Methods .....	7
4.3 Te Mana Akoranga   Academic Integrity .....	8
<b>5. Waeture ā-Hōtaka   Programme Regulations</b> .....	<b>8</b>
5.1 Whakatapoko   Admission .....	8
5.2 Tūtukitanga Whakamihi   Credit Recognition .....	9
5.3 Tohu o te Hōtaka   Award of Qualification .....	10
5.4 Waeture Aromatawai   Assessment Regulations .....	11
<b>6. Aromatawai me te Whakataurite   Assessment and Moderation</b> .....	<b>11</b>
6.1 Aromatawai   Assessment .....	11
6.2 Te Whakataurite Aromatawai   Moderation of Assessment .....	14
<b>7. Te Whakaaetanga me te Uiuitanga   Programme Acceptability and Consultation</b> .....	<b>15</b>
7.1 Te Whakapānga mā roto i te Whanake Hōtaka   Socialisation during Programme Development .....	15
<b>Appendix 1: Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes</b> .....	<b>17</b>
<b>Appendix 2: Akoranga   Courses</b> .....	<b>22</b>
<b>Appendix 3: Consultation Summary Log</b> .....	<b>66</b>
<b>Appendix 4: Learning and Teaching Methods</b> .....	<b>76</b>
<b>Appendix 5: Assessment Activities</b> .....	<b>81</b>

## 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 Healthcare Assisting (Level 4)

## 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 Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare (Level 4)] qualification was created, with Version 1 published in May 2021. This qualification supersedes NZ2490 New Zealand Certificate in Animal Technology (Level 5). The last date for assessments to take place for Version 2 of NZ2490 is 31/12/2024. The NZCAHA has been developed in response to the new qualification listed by NZQA. This is designed to lead to employment in a veterinary clinic under the direction of a veterinarian or veterinary nurse.

The NZCAHA is a 120 credit (one-year full time) qualification, requiring 240 hours of practicum, contains 10 GPOs, with a species range of cats, dogs, rabbits, rodents, and birds for the Companion animal strand, a range of equines for the Equine strand, and cattle, sheep, plus one other required for the Rural strand. These changes to the qualifications were consulted on by NZQA at the end of 2020 and must be met by the Te Pūkenga programme that we are now consulting on. You may wish to make comments on these qualification requirements, but changes to the qualification are beyond the scope of this programme consultation.

Development of the Te Pūkenga programmes started with workshops with reference groups – including kaimahi, ākonga, employers, and industry bodies. Representatives from eight different Te Pūkenga subsidiaries that currently provide veterinary nursing training then formed a sub-working group to develop these programmes collaboratively. The resulting programmes are intended to be integrative, holistic, progressive and learner-centred in their approach, allowing for development of the students' capabilities in clinical skills and knowledge alongside their interpersonal skills. As such, subjects build on each other to allow learning to be scaffolded throughout the programme leading to structured achievement of the GPOs.

Theory and practicum assessment are completed in separate courses to allow students to succeed in theoretical courses even if they are unable to attend placement for any reason, but these courses

are designed to be delivered alongside each other, to allow linking of theoretical knowledge and practical application.

There are no prerequisites currently recommended in these programmes. This is so that the providers of the education experience are able to manage students flexibly and without creating barriers to success. It is expected that students will complete practicum 1 before practicum 2, and the first half of the programme before the second half.

Rather than each network partner dedicating time and resource to develop programmes of study for the new qualification individually, one programme of study was developed to become the unified programme of study.

The programme of study presented here is based on a collaborative design process 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)
- Toi Ohomai Institute of Technology Ltd (ToiO)
- Unitec New Zealand Ltd (Unitec)
- Waikato Institute of Technology Ltd (Wintec)
- Wellington Institute of Technology Ltd (Weltec)

Te Tiriti o Waitangi principles will be embedded across the programme.

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

The development also engaged with representatives from National Trades Academy and AGC Training in the rural and equine strands.

### **1.3 1.1 Te Rapunga Whakaaro mō te Hōtaka | Programme Philosophy**

The programme philosophy and design approach was developed through reference groups including representatives from the New Zealand Veterinary Nursing Association, New Zealand Veterinary Association, Veterinary Council of New Zealand, the Allied Veterinary Professionals Regulatory Council, previous ākonga, and industry employers resulting in the programme philosophy:

Ākonga in the animal healthcare and veterinary nursing programmes will be respected as individuals and holistically supported to achieve their goals. They will engage in active learning experiences that will develop knowledge, skills, and competencies to ensure they are prepared to enter the workforce. Ākonga will experience an authentic and relevant curriculum which has been designed alongside stakeholders to ensure it is culturally inclusive, industry related and future focused. Collaboration and communication will ensure learning and teaching is research informed and responsive to stakeholder needs. Work integrated learning underpins the programmes and contribute to the development of professional identity.

### **1.4 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 **transformation** to a single unified programme, developed on the basis of a co-design process

informed by parties internal and external to Te Pūkenga. This approach is consistent with the requirements of Te Pūkenga Charter to use the insights gained through partnerships to:

- align education and training delivery to support the unique social and economic goals of local communities, and
- work towards equity for ākonga and staff of different genders, ethnicities, cultures and abilities
- hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the unique types of support different ākonga need to succeed
- meet the needs of all of its ākonga, in particular those who are under-served by the education system, including Māori, Pacific, and (with limitations) disabled ākonga
- promote equitable access to learning opportunities for ākonga across all regions, and
- have culturally responsive delivery approaches, whether on campus, in the workplace, online or otherwise

Programme content and delivery is contextualised and provides relevant pathways to meet the needs of relevant 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
<b>New Zealand Certificate in Animal Healthcare Assisting</b>	XXXXXX	1	120	4
with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare				

*which leads to the award of the following qualification*

<b>New Zealand Certificate in Animal Healthcare Assisting</b>	4388	1	120	4
with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare				
NZSCED	061103 Health>Veterinary Studies>Veterinary Assisting			
Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council			
Next review	30/04/2026			

### **Strategic purpose**

The purpose of this qualification is to provide the animal healthcare sector with people who have technical knowledge and skills to assist in the provision of healthcare for animal patients, working in collaboration with clients and multidisciplinary animal healthcare teams, and following

protocols in all aspects of clinical veterinary practice or animal healthcare settings. Graduates will have the technical knowledge and skills to assist veterinarians and veterinary nurses in a clinical veterinary setting. They will work under broad supervision, or guidance, within their scope of practice, in a wide range of dynamic and often unpredictable situations. This qualification is structured to recognise the specialist skills required for providing healthcare assisting to either companion animal, equine, or rural animal veterinary practice. Graduates will be eligible to apply for registration on the New Zealand Register of Animal Healthcare Assistants.

### **Graduate profile outcomes**

Graduates of this qualification will be able to:

1. Apply knowledge of professional and ethical standards, compliance with legislative and regulatory requirements, record keeping, and waste control for animal care and welfare to the provision of care for animals.
2. Apply critical thinking to the delivery of effective clinical practice, quality improvement processes, and animal patient centred care.
3. Apply knowledge of teamwork and effective communication to manage interpersonal relationships and customer service in the animal healthcare environment.

Graduates of the Companion Animal Healthcare strand will also be able to:

4. Apply knowledge of animal species requirements, husbandry and behaviour to exercise, house, groom, and feed hospitalised companion animal patients.
5. Apply knowledge of behaviour and welfare to effectively handle and restrain companion animal patients with minimum stress.
6. Apply knowledge of hygiene and infection control to prepare, maintain and clean the companion animal clinical environment.
7. Apply knowledge of animal health to monitor and provide supportive care to companion animal patients.
8. Assist with common clinical procedures for companion animal patients.
9. Apply knowledge of basic companion animal anatomy and physiology to carry out clinical tasks, and to support patient care.
10. Apply basic first aid, and emergency processes for companion animal patients in emergency or simulated emergency situations.

Graduates of the Equine Healthcare strand will also be able to:

11. Apply knowledge of equine species requirements, husbandry, and behaviour to, house, groom, and feed hospitalised equine patients.
12. Apply knowledge of behaviour and welfare to effectively handle and restrain equine patients with minimum stress.
13. Apply knowledge of hygiene and infection control to prepare, maintain and clean the equine healthcare environment.
14. Apply knowledge of animal health to monitor and provide supportive care to equine patients.
15. Assist with common clinical procedures for equine patients.
16. Apply knowledge of basic anatomy and physiology to provide care for equines and carry out clinical tasks.
17. Apply basic first aid, and emergency processes for equine patients in emergency or simulated emergency situations.

Graduates of the Rural Animal Healthcare strand will also be able to:

18. Apply knowledge of rural animal species requirements, husbandry and behaviour to house and feed rural animal patients.
19. Apply knowledge of behaviour and welfare to effectively handle and restrain rural animal patients with minimum stress.
20. Apply knowledge of hygiene and infection control to prepare, maintain and clean the rural animal healthcare environment.



21. Apply knowledge of animal health to monitor and provide supportive care to rural animal patients.
22. Assist with common clinical procedures for rural animal patients.
23. Apply knowledge of basic anatomy and physiology to provide care for rural animals and carry out clinical tasks.
24. Apply basic first aid, and emergency processes for rural animal patients in emergency or simulated emergency situations.

## Practicum

All strands:

- At least 240 hours of practicum during the programme.
- Practicum must take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.
- Practicum must be completed in a minimum of 80 hours in a clinical veterinary practice.
- A suitable animal healthcare environment for Practicum is a veterinary clinic, or hospital providing healthcare services for species applicable for the strand and may in some cases include veterinary supervised or animal healthcare services in offsite locations.

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 have an interest in working with animals and clients, as part of an interprofessional team, to improve animal health and welfare outcomes. Graduates of the programme will have the skills and knowledge required to work in the animal healthcare sector, to assist in the provision of healthcare for animal patients, working in collaboration with clients and interprofessional animal healthcare teams, and following protocols in all aspects of clinical veterinary practice or animal healthcare settings. Graduates will have the technical knowledge and skills to assist veterinarians and veterinary nurses in a clinical veterinary setting. They will work under broad supervision, or guidance, within their scope of practice, in a wide range of dynamic and often unpredictable situations.

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.
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.
-----------------------------	---

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)
- 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.

<ul style="list-style-type: none"> <li>• Case-studies</li> <li>• Scenario-based learning</li> <li>• Collaborative learning</li> <li>• Flipped classroom</li> <li>• Engagement with technical and professional standards</li> <li>• Group critiques</li> <li>• Guest speakers/Industry professionals</li> <li>• HyFlex models</li> <li>• Individual learning and career planning</li> <li>• Interactive lectures/Large-group teaching</li> <li>• Investigative/Field trips</li> <li>• Kanohi ki te kanohi and other culturally responsive options</li> </ul>	<ul style="list-style-type: none"> <li>• Laboratory sessions</li> <li>• Practical learning</li> <li>• Noho marae</li> <li>• Online learning</li> <li>• Project-based/Activity-based learning</li> <li>• Research project</li> <li>• Role play</li> <li>• Mahi-ā-ipurangi   Self-directed learning</li> <li>• Studio/Workshop</li> <li>• Team/Peer-based learning</li> <li>• Tuākana – Teina</li> <li>• Tutorials/Small-group learning</li> <li>• Wānanga</li> <li>• Work-integrated learning</li> </ul>
---	---

Detailed descriptions of each of the above are available in the [Appendix](#).

### 4.2.2 Practical and work-integrated learning

Practical and work-integrated learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment, either real or simulated. 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. Such practical and/or work-integrated learning also provides opportunities for observation by qualified practitioners. Work-integrated learning in this programme may include

- Practical placements in the workplace
- Practical workshops
- Simulations

The requirements for practical and work-integrated learning in this programme (e.g., skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed) will be specified in delivery documentation. Related resources will also be supplied in delivery documentation, such as templates for tripartite agreements and workplace observation

feedback. This will support consistency in ākonga experience across the network, irrespective of delivery mode (e.g., provider-based or work-based).

### 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 Maiororo | 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), or references. Te Pūkenga may employ equity-focussed 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. 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

<b>General admission</b>	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), and meet the following requirements: <b>NCEA Level 1, and 36 credits at level 2,</b> including a minimum of 12 NCEA literacy credits at Level 2 and 12 credits of a relevant <a href="#">science rich subject</a> (eg: Biology, Chemistry, Physics, etc.) at Level 1 or above, <b>Or</b> Successful completion of an <a href="#">approved qualification</a> at Level 3 or above which demonstrates ability in English, Mathematics and relevant <a href="#">science rich subject</a> (eg: Biology, Chemistry, Physics, etc.), such as:
--------------------------	--

	<p>[2587] New Zealand Certificate in Animal Care (Level 3)  [2863] New Zealand Certificate in Study and Employment Pathways (Level 3)  <b>Or</b>  Equivalent.  <b>Note: see <a href="#">NCEA Subject Resources</a> for the full range of science rich subjects at each level.</b></p>
<b>Special admission</b>	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.
<b>Discretionary admission</b>	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.
<b>Additional requirements</b>	All applicants must complete a criminal convictions and health declaration.
<b>English language requirements</b>	<p>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.</p> <p>International applicants are required to have an IELTS score of 5.5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in <a href="#">NZQA Rules</a>.</p>

## 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 Maiorooro | Educational Regulatory Framework](#).

## 5.3 Tohu o te Hōtaka | Award of Qualification

<b>Credit requirements</b>	<p>To be awarded the <b>[New Zealand Certificate in Animal Healthcare Assisting (Strand if any)]</b>, ākonga must achieve a minimum of 140 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below.</p> <p><b>Table 1: Credit Requirements</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Compulsory Credits</th> <th>Elective Credits</th> <th>Total Credits</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>120</td> <td></td> <td>120</td> </tr> <tr> <td></td> <td></td> <td></td> <td><b>120</b></td> </tr> </tbody> </table> <p><b>Table 2: Course details</b></p> <table border="1"> <thead> <tr> <th>Course No</th> <th>Course Name</th> <th>Credits</th> <th>Requisites</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Companion Animal Healthcare Strand</b></td> </tr> <tr> <td>AN4101</td> <td>Companion Animal Professionalism and Infection Control</td> <td>15</td> <td></td> </tr> <tr> <td>AN4102</td> <td>Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4103</td> <td>Companion Animal Husbandry</td> <td>15</td> <td></td> </tr> <tr> <td>AN4104</td> <td>Companion Animal Clinical Skills 1</td> <td>15</td> <td></td> </tr> <tr> <td>AN4105</td> <td>Companion Animal Health and Hygiene</td> <td>15</td> <td></td> </tr> <tr> <td>AN4106</td> <td>Companion Animal Clinical Assistance</td> <td>15</td> <td></td> </tr> <tr> <td>AN4107</td> <td>Companion Animal Preparation for Practice</td> <td>15</td> <td></td> </tr> <tr> <td>AN4108</td> <td>Companion Animal Clinical Skills 2</td> <td>15</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Compulsory Credits</b></td> <td><b>120 credits</b></td> <td></td> </tr> <tr> <td colspan="4"><b>Equine Healthcare Strand</b></td> </tr> <tr> <td>AN4201</td> <td>Equine Professionalism and Infection Control</td> <td>15</td> <td></td> </tr> <tr> <td>AN4202</td> <td>Equine Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4203</td> <td>Equine Animal Husbandry</td> <td>15</td> <td></td> </tr> <tr> <td>AN4204</td> <td>Equine Clinical Skills 1</td> <td>15</td> <td></td> </tr> <tr> <td>AN4205</td> <td>Equine Health and Hygiene</td> <td>15</td> <td></td> </tr> <tr> <td>AN4206</td> <td>Equine Clinical Assistance</td> <td>15</td> <td></td> </tr> <tr> <td>AN4207</td> <td>Equine Preparation for Practice</td> <td>15</td> <td></td> </tr> <tr> <td>AN4208</td> <td>Equine Clinical Skills 2</td> <td>15</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Compulsory Credits</b></td> <td><b>120 credits</b></td> <td></td> </tr> <tr> <td colspan="4"><b>Rural Animal Healthcare Strand</b></td> </tr> <tr> <td>AN4301</td> <td>Rural Animal Professionalism and Infection Control</td> <td>15</td> <td></td> </tr> <tr> <td>AN4302</td> <td>Rural Animal Anatomy and Physiology</td> <td>15</td> <td></td> </tr> <tr> <td>AN4303</td> <td>Rural Animal Husbandry</td> <td>15</td> <td></td> </tr> <tr> <td>AN4304</td> <td>Rural Animal Clinical Skills 1</td> <td>15</td> <td></td> </tr> <tr> <td>AN4305</td> <td>Rural Animal Health and Hygiene</td> <td>15</td> <td></td> </tr> <tr> <td>AN4306</td> <td>Rural Animal Clinical Assistance</td> <td>15</td> <td></td> </tr> <tr> <td>AN4307</td> <td>Rural Animal Preparation for Practice</td> <td>15</td> <td></td> </tr> <tr> <td>AN4308</td> <td>Rural Animal Clinical Skills 2</td> <td>15</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: right;"><b>Total Compulsory Credits</b></td> <td><b>120 credits</b></td> <td></td> </tr> </tbody> </table>				Level	Compulsory Credits	Elective Credits	Total Credits	4	120		120				<b>120</b>	Course No	Course Name	Credits	Requisites	<b>Companion Animal Healthcare Strand</b>				AN4101	Companion Animal Professionalism and Infection Control	15		AN4102	Anatomy and Physiology	15		AN4103	Companion Animal Husbandry	15		AN4104	Companion Animal Clinical Skills 1	15		AN4105	Companion Animal Health and Hygiene	15		AN4106	Companion Animal Clinical Assistance	15		AN4107	Companion Animal Preparation for Practice	15		AN4108	Companion Animal Clinical Skills 2	15		<b>Total Compulsory Credits</b>		<b>120 credits</b>		<b>Equine Healthcare Strand</b>				AN4201	Equine Professionalism and Infection Control	15		AN4202	Equine Anatomy and Physiology	15		AN4203	Equine Animal Husbandry	15		AN4204	Equine Clinical Skills 1	15		AN4205	Equine Health and Hygiene	15		AN4206	Equine Clinical Assistance	15		AN4207	Equine Preparation for Practice	15		AN4208	Equine Clinical Skills 2	15		<b>Total Compulsory Credits</b>		<b>120 credits</b>		<b>Rural Animal Healthcare Strand</b>				AN4301	Rural Animal Professionalism and Infection Control	15		AN4302	Rural Animal Anatomy and Physiology	15		AN4303	Rural Animal Husbandry	15		AN4304	Rural Animal Clinical Skills 1	15		AN4305	Rural Animal Health and Hygiene	15		AN4306	Rural Animal Clinical Assistance	15		AN4307	Rural Animal Preparation for Practice	15		AN4308	Rural Animal Clinical Skills 2	15		<b>Total Compulsory Credits</b>		<b>120 credits</b>	
Level	Compulsory Credits	Elective Credits	Total Credits																																																																																																																																									
4	120		120																																																																																																																																									
			<b>120</b>																																																																																																																																									
Course No	Course Name	Credits	Requisites																																																																																																																																									
<b>Companion Animal Healthcare Strand</b>																																																																																																																																												
AN4101	Companion Animal Professionalism and Infection Control	15																																																																																																																																										
AN4102	Anatomy and Physiology	15																																																																																																																																										
AN4103	Companion Animal Husbandry	15																																																																																																																																										
AN4104	Companion Animal Clinical Skills 1	15																																																																																																																																										
AN4105	Companion Animal Health and Hygiene	15																																																																																																																																										
AN4106	Companion Animal Clinical Assistance	15																																																																																																																																										
AN4107	Companion Animal Preparation for Practice	15																																																																																																																																										
AN4108	Companion Animal Clinical Skills 2	15																																																																																																																																										
<b>Total Compulsory Credits</b>		<b>120 credits</b>																																																																																																																																										
<b>Equine Healthcare Strand</b>																																																																																																																																												
AN4201	Equine Professionalism and Infection Control	15																																																																																																																																										
AN4202	Equine Anatomy and Physiology	15																																																																																																																																										
AN4203	Equine Animal Husbandry	15																																																																																																																																										
AN4204	Equine Clinical Skills 1	15																																																																																																																																										
AN4205	Equine Health and Hygiene	15																																																																																																																																										
AN4206	Equine Clinical Assistance	15																																																																																																																																										
AN4207	Equine Preparation for Practice	15																																																																																																																																										
AN4208	Equine Clinical Skills 2	15																																																																																																																																										
<b>Total Compulsory Credits</b>		<b>120 credits</b>																																																																																																																																										
<b>Rural Animal Healthcare Strand</b>																																																																																																																																												
AN4301	Rural Animal Professionalism and Infection Control	15																																																																																																																																										
AN4302	Rural Animal Anatomy and Physiology	15																																																																																																																																										
AN4303	Rural Animal Husbandry	15																																																																																																																																										
AN4304	Rural Animal Clinical Skills 1	15																																																																																																																																										
AN4305	Rural Animal Health and Hygiene	15																																																																																																																																										
AN4306	Rural Animal Clinical Assistance	15																																																																																																																																										
AN4307	Rural Animal Preparation for Practice	15																																																																																																																																										
AN4308	Rural Animal Clinical Skills 2	15																																																																																																																																										
<b>Total Compulsory Credits</b>		<b>120 credits</b>																																																																																																																																										

<b>Programme completion</b>	<p>The normal time to complete this programme is one year (full-time study) or two years (part-time study).</p> <p>The maximum period to complete this Programme is four 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>
-----------------------------	--

## 5.4 Waeture Aromatawai | Assessment Regulations

<b>Grading</b>	<p>Assessment in this programme is achievement-based for theory courses and competency-based for practicum courses. Grading follows the guidelines in <a href="#">Te Kawa Maiooro   Educational Regulatory Framework</a>.</p> <p>Specific assessment and/or course pass requirements are detailed in course outlines.</p>
<b>Additional assessment opportunities</b>	<p>Opportunities for and requirements of resit and/or resubmission opportunities for failed assessments, and reassessment opportunities for failed courses are outlined in the Programme Handbook and/or course outlines.</p>
<b>Assessment submission</b>	<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

<b>Course assessment</b>	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.
<b>Assessment in te reo Māori</b>	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 <a href="#">Te Kawa Maiororo   Educational Regulatory Framework</a> .
<b>Affected performance</b>	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 <a href="#">Te Kawa Maiororo   Educational Regulatory Framework</a> .

### 6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

<b>Validity</b>	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.
<b>Authenticity</b>	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.
<b>Reliability</b>	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
<b>Fairness and inclusivity</b>	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.
<b>Manageability</b>	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.
<b>Transparency</b>	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.
<b>Sustainability</b>	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.



### 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"><li>• Assignments</li><li>• Case-studies</li><li>• Examinations</li><li>• Exhibition presentations</li><li>• Group/Collaborative assessments</li><li>• Practical demonstrations</li><li>• Presentations</li></ul>	<ul style="list-style-type: none"><li>• Projects</li><li>• Research projects</li><li>• Tests/Quizzes</li><li>• Visual development records</li><li>• Written reports, summaries, contextual documents</li><li>• Work-based/Work-integrated assessment</li></ul>
---	--

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
<b>Local</b>	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.
<b>National</b>	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 Uiuitanga | 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 July/August 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

Companion Animal Strand

Course Code & Name		Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9	GPO 10			
<p>Apply knowledge of professional and ethical standards, compliance with legislative and regulatory requirements, record keeping, and waste control for animal care and welfare to the provision of care for animals.</p> <p>Apply critical thinking to the delivery of effective clinical practice, quality improvement processes, and animal patient centred care.</p> <p>Apply knowledge of teamwork and effective communication to manage interpersonal relationships and customer service in the animal healthcare environment.</p> <p>Apply knowledge of animal species requirements, husbandry and behaviour to exercise, house, groom, and feed hospitalised companion animal patients.</p> <p>Apply knowledge of behaviour and welfare to effectively handle and restrain companion animal patients with minimum stress.</p> <p>Apply knowledge of hygiene and infection control to prepare, maintain and clean the companion animal clinical environment.</p> <p>Apply knowledge of animal health to monitor and provide supportive care to companion animal patients.</p> <p>Assist with common clinical procedures for companion animal patients.</p> <p>Apply knowledge of basic companion animal anatomy and physiology to carry out clinical tasks, and to support patient care.</p> <p>Apply basic first aid, and emergency processes for companion animal patients in emergency or simulated emergency situations.</p>					AN4101	Companion Animal Professionalism and Infection Control	Aim: The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an animal health care environment										
					LO1	Discuss the application of legislation, ethics, and welfare when providing care for animals.	All LOs:	√									
					LO2	Explain the application of health, safety, and infection control principles in an animal healthcare setting.	Portfolio of evidence (100%)	√				√					
					LO3	Describe attributes for professionals in an animal healthcare setting.				√							
					AN4102	Companion Animal Anatomy and Physiology	Aim: The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support companion animal patient care.										
					LO1	Describe basic structure and function of companion animal body systems.	All LOs:										√
					LO2	Outline different species and their development through life stages.	Portfolio of evidence (100%)										√
					LO3	Explain the digestive process and nutritional requirements for a range of species.					√						√
					AN4103	Companion Animal Husbandry	Aim: The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support companion animal health and welfare.										
					LO1	Explain husbandry requirements for companion animal species.	All LOs:					√					
					LO2	Describe how animal behaviour and condition informs low-stress handling and restraint.	Portfolio of evidence (100%)						√				
					LO3	Describe the role of reflective practice in promoting safe and effective animal healthcare.			√								
					AN4104	Companion Animal Clinical Skills 1	Aim: The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of companion animals as part of an interprofessional team.										
					LO1	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	All LOs:					√	√	√			
					LO2	Communicate effectively within a team.	Portfolio of evidence (100%)	√	√	√							
AN4105	Companion Animal Health and Hygiene	Aim: The aim of this course is to develop the knowledge, skills, and competencies to assist in the provision of companion animal healthcare.															
LO1	Discuss infection control protocols in an animal care facility.	All LOs:							√	√							
LO2	Explain care responses to signs of companion animal ill health.	Portfolio of evidence (100%)								√							

AN4106	Companion Animal Clinical Assistance	LO3	Describe preventative healthcare in companion animals.														v				
		Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide clinical assistance in all aspects of the animal healthcare environment.																		
		LO1	Discuss the basic principles of assisting with diagnostic procedures.	All LOs:	v	v														v	
		LO2	Explain the preparation and maintenance of surgical and anaesthesia equipment for routine procedures.	Portfolio of evidence (100%)																v	
AN4107	Companion Animal Preparation for Practice	LO3	Describe the clinical skills required to assist with animal healthcare.																		
		Aim:	The aim of this course is to develop the knowledge, skills, and competencies required for effective clinical practice and first aid.																		
		LO1	Explain the principles of animal learning and communication in relation to behaviour and welfare.	All LOs:							v										
		LO2	Describe the roles and responsibilities of an animal healthcare assistant within an interprofessional team.	Portfolio of evidence (100%)		v	v														
AN4108	Companion Animal Clinical Skills 2	LO3	Discuss common companion animal emergencies and appropriate first aid responses.																	v	
		Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare and clinical procedures in companion animals as part of an interprofessional team.																		
		LO1	Demonstrate skills related to animal healthcare and clinical procedures.	All LOs:																	
		LO2	Contribute to shared goals within the animal healthcare team.	Portfolio of evidence (100%)	v	v	v					v	v	v							

### Equine Strand

Course Code & Name		Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 11	GPO 12	GPO 13	GPO 14	GPO 15	GPO 16	GPO 17	
AN4201	Equine Professionalism and Infection Control	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an equine and animal health care environment.												
		LO1	Discuss the application of legislation, ethics, and welfare when providing care for animals.	All LOs:	v										
		LO2	Explain the application of health, safety, and infection control principles in equine and animal healthcare settings.	Portfolio of evidence (100%)	v					v					
		LO3	Describe attributes for professionals in an animal healthcare role					v							
AN4202	Equine Anatomy and Physiology	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support equine patient care.												
		LO1	Describe basic structure and function of equine body systems.	All LOs:										v	

		LO2	Outline development through equine life stages.	Portfolio of evidence (100%)															√		
		LO3	Explain the equine digestive process and nutritional requirements.						√										√		
AN4203	Equine Animal Husbandry	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support equine health and welfare.																		
		LO1	Explain animal husbandry requirements for equine species.	All LOs: Portfolio of evidence (100%)					√												
		LO2	Describe how animal behaviour and condition informs low-stress handling and restraint.								√										
		LO3	Describe the role of reflective practice in promoting safe and effective animal healthcare.			√															
AN4204	Equine Clinical Skills 1	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of equines as part of an interprofessional team.																		
		LO1	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	All LOs: Portfolio of evidence (100%)					√	√	√										
		LO2	Communicate effectively within a team.		√	√	√														
AN4205	Equine Health and Hygiene	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist in the provision of equine healthcare.																		
		LO1	Discuss biosecurity in equine healthcare.	All LOs: Portfolio of evidence (100%)									√	√							
		LO2	Explain care responses to signs of equine ill health.											√							
		LO3	Describe preventative healthcare in equine animals.											√							
AN4206	Equine Clinical Assistance	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide clinical assistance in all aspects of the animal healthcare environment.																		
		LO1	Discuss the basic principles of assisting with diagnostic procedures.	All LOs: Portfolio of evidence (100%)	√	√														√	
		LO2	Explain the preparation and maintenance of equipment for routine procedures.																	√	
		LO3	Describe the clinical skills required to assist with equine healthcare.																	√	
AN4207	Equine Preparation for Practice	Aim:	The aim of this course is to develop the knowledge, skills, and competencies required for effective clinical practice and first aid.																		
		LO1	Explain the principles of animal learning and communication in relation to behaviour and welfare.	All LOs: Portfolio of evidence (100%)								√									
		LO2	Describe the roles and responsibilities of an animal healthcare assistant within an interprofessional team.			√	√														
		LO3	Discuss common equine emergencies and appropriate first aid responses.																		√
AN4208	Equine Clinical Skills 2	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare and clinical procedures in equines as part of an interprofessional team.																		
		LO1	Demonstrate skills related to animal healthcare and clinical procedures.	All LOs: Portfolio of evidence (100%)										√	√	√					
		LO2	Contribute to shared goals within the animal healthcare team.		√	√	√														

## Rural Animal Strand

Course Code & Name		Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 18	GPO 19	GPO 20	GPO 21	GPO 22	GPO 23	GPO 24	
AN4301	Rural Animal Professionalism and Infection Control	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in a rural animal and animal health care environment.												
		LO1	Discuss the application of legislation, ethics, and welfare when providing care for animals.	All LOs: Portfolio of evidence (100%)	√										
		LO2	Explain the application of health, safety, and infection control principles in rural animal and animal healthcare settings.		√					√					
		LO3	Describe attributes for professionals in an animal healthcare role.				√								
AN4302	Rural Animal Anatomy and Physiology	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support rural animal patient care.												
		LO1	Describe basic structure and function of rural animal body systems.	All LOs: Portfolio of evidence (100%)									√		
		LO2	Outline different species and their development through life stages.											√	
		LO3	Explain the digestive process and nutritional requirements of rural animals.					√						√	
AN4303	Rural Animal Husbandry	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support rural animal health and welfare.												
		LO1	Explain husbandry requirements for rural animal species.	All LOs: Portfolio of evidence (100%)				√							
		LO2	Describe how animal behaviour and condition informs low-stress handling and restraint.						√						
		LO3	Describe the role of reflective practice in promoting safe and effective animal healthcare.			√									
AN4304	Rural Animal Clinical Skills 1	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of rural animals as part of an interprofessional team.												
		LO1	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	All LOs: Portfolio of evidence (100%)				√	√	√					
		LO2	Communicate effectively within a team.		√	√	√								
AN4305	Rural Animal Health and Hygiene	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to assist in the provision of rural animal healthcare.												
		LO1	Discuss biosecurity in rural animal healthcare.	All LOs: Portfolio of evidence (100%)						√	√				
		LO2	Explain care responses to signs of rural animal ill health.								√				





## 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.

### Companion Animal Healthcare Strand

COMPANION ANIMAL PROFESSIONALISM AND INFECTION CONTROL						
Course code:	AN4101	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Strands:	Companion Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

#### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an animal health care environment.

#### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the application of legislation, ethics, and welfare when providing care for animals.	GPO 1
2.	Explain the application of health and safety, and infection control principles in an animal healthcare setting.	GPO 1, 6
3.	Describe attributes for professionals in an animal healthcare setting.	GPO 3

#### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>• Legislation as it applies to the AHCA role</li> <li>• Animal welfare and professional ethics</li> <li>• Scope of practice of the animal healthcare Assisting</li> </ul>
LO2	<ul style="list-style-type: none"> <li>• Fundamentals of microbiology</li> <li>• Infection control</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Self-management and personal effectiveness</li> <li>• Cultural awareness</li> </ul>

#### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### ***Aromatawai|Assessment***

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

<b>Assessment Activity</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### ***Ngā Rauemi Ako|Learning Resources***

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

#### **Version Tracking:**

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

## COMPANION ANIMAL ANATOMY AND PHYSIOLOGY

Course code:	AN4102	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Companion Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support companion animal patient care.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Describe basic structure and function of companion animal body systems.	GPO 9
2.	Outline different species and their development through life stages.	GPO 9
3.	Explain the digestive process and nutritional requirements for a range of species.	GPO 4, 9

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Anatomy and physiology of animal cells</li> <li>Structure and function of organs and organ systems</li> <li>Body organisation</li> <li>Directional terms</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Identification of animals</li> <li>Growth and development</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Digestive physiology of cats, dogs, rabbit, rodents, and birds</li> <li>Nutritional requirements for companion animals</li> <li>Appropriate feeding</li> <li>Feeding behaviour</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## COMPANION ANIMAL HUSBANDRY

Course code:	AN4103	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Companion Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support companion animal health and welfare.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Explain husbandry requirements for companion animal species.	GPO 4
2.	Describe how animal behaviour and condition informs low-stress handling and restraint.	GPO 5
3.	Describe the role of reflective practice in promoting safe and effective animal healthcare.	GPO 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Fundamentals of animal husbandry including legislative requirements</li> <li>Environmental requirements for the five domains of animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Animal communication</li> <li>Assessing animal demeanour</li> <li>Low stress handling and restraint techniques</li> <li>Restraint aids and equipment</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Reflective practice</li> <li>Evidence based practice</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## COMPANION ANIMAL CLINICAL SKILLS 1

Course code:	AN4104	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Companion Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of companion animals as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	GPO 4, 5, 6
2.	Communicate effectively within a team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

- 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

#### Version Tracking:

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



## COMPANION ANIMAL HEALTH AND HYGIENE

Course code:	AN4105	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Companion Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist in the provision of companion animal healthcare.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss infection control protocols in an animal care facility.	GPO 6, 7
2.	Explain care responses to signs of companion animal ill health.	GPO 7
3.	Describe preventative healthcare in companion animals.	GPO 7

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Isolation protocols, including barrier nursing and infection control</li> <li>Assisting with patient and theatre preparation and clean up, following appropriate protocols</li> <li>Cleaning, packaging and sterilisation of instruments, drapes, kits</li> <li>Concepts of asepsis, sterilisation, and decontamination</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Recognising and recording signs of health, with normal and abnormal parameters</li> <li>Signs of pain and stress</li> <li>Care of companion animals</li> <li>Interpreting nursing care plans for patients with a range of conditions</li> <li>Common companion animal diseases and conditions</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Preventative healthcare for companion animals, including the principles of immunology</li> <li>Identification, treatment and control of common endo- and ectoparasites</li> <li>Dental disease prevention and risk factors</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

***Ngā Rauemi Ako | Learning Resources***

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

**Version Tracking:**

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

## COMPANION ANIMAL CLINICAL ASSISTANCE

Course code:	AN4106	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Companion Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide clinical assistance in all aspects of the animal healthcare environment.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the basic principles of assisting with diagnostic procedures.	GPO 1, 2, 8
2.	Explain the preparation and maintenance of surgical and anaesthesia equipment for routine procedures.	GPO 8
3.	Describe the clinical skills required to assist with animal healthcare.	GPO 8

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Health and safety and legislation in relation to radiography and laboratory diagnostics</li> <li>Laboratory and radiography equipment care &amp; maintenance</li> <li>Assisting with diagnostics including restraint and diagnostic procedures</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Preparation and maintenance of the surgical area and assisting during surgical procedures</li> <li>Aseptic management of equipment for routine procedures</li> <li>Care and maintenance of anaesthetic and surgical equipment</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Care requirements of hospitalised and surgical patients</li> <li>Health and safety, hygiene, restocking and preparation of clinical and consult areas</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## COMPANION ANIMAL PREPARATION FOR PRACTICE

Course code:	AN4107	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Companion Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies required for effective clinical practice and first aid.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Explain the principles of animal learning and communication in relation to behaviour and welfare.	GPO 5
2.	Describe the roles and responsibilities of an animal healthcare assistant within an interprofessional team.	GPO 2, 3
3.	Discuss common companion animal emergencies and appropriate first aid responses.	GPO 10

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Animal learning and communication</li> <li>Health and safety, animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Customer service, sales, interpersonal conflicts</li> <li>Teamwork, workload management, and personal wellbeing</li> <li>Problem solving in an animal-related facility</li> <li>The importance of CPD, reflective practice, SOPs, and team communication</li> <li>Animal and client management using software</li> <li>Product knowledge and management in relation to stocking and legislation</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Recognition of emergencies</li> <li>Basic first aid techniques</li> <li>Owner communication (history collection) and management strategies</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

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 ākonga.		
---	--	--

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

***Ngā Rauemi Ako | Learning Resources***

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

**Version Tracking:**

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

## COMPANION ANIMAL CLINICAL SKILLS 2

Course code:	AN4108	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Companion Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare and clinical procedures in companion animals as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills related to animal healthcare and clinical procedures.	GPO 6, 7, 8
2.	Contribute to shared goals within the animal healthcare team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

- 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

#### Version Tracking:

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

## Equine Healthcare Strand Courses

### EQUINE PROFESSIONALISM AND INFECTION CONTROL

Course code:	AN4201	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Equine Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <input checked="" type="checkbox"/> Work-based	Total learning hours:			15
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

#### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an equine and animal health care environment.

#### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the application of legislation, ethics, and welfare when providing care for animals.	GPO 1
2.	Explain the application of health and safety, and infection control principles in equine and animal healthcare settings.	GPO 1, 13
3.	Describe attributes for professionals in an animal healthcare role	GPO 3

#### Ngā Tūtohu o te Kiko | Indicative Content

- |     |   |
|-----|---|
| LO1 | <ul style="list-style-type: none"> <li>Acts and Legislation as it applies to the AHCA role</li> <li>Animal welfare and professional ethics</li> <li>Scope of practice of the animal healthcare Assisting</li> </ul> |
| LO2 | <ul style="list-style-type: none"> <li>Fundamentals of microbiology</li> <li>Infection control</li> </ul>   |
| LO3 | <ul style="list-style-type: none"> <li>Interpersonal skills</li> <li>Self-management and personal effectiveness</li> <li>Cultural awareness</li> </ul>  |

#### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

#### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

#### Ngā Rauemi Ako | Learning Resources



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

**Version Tracking:**

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

## EQUINE ANATOMY AND PHYSIOLOGY

Course code:	AN4202	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Equine Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support equine patient care.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Describe basic structure and function of equine body systems.	GPO 16
2.	Outline development through equine life stages.	GPO 16
3.	Explain equine digestive process and nutritional requirements.	GPO 11, 16

### Ngā Tūtohu o te Kiko | Indicative Content

- |     |  |
|-----|--|
| LO1 | <ul style="list-style-type: none"> <li>Anatomy and physiology of animal cells</li> <li>Structure and function of organs and organ systems</li> <li>Body organisation</li> <li>Directional terms</li> </ul> |
| LO2 | <ul style="list-style-type: none"> <li>Identification of animals</li> <li>Growth and development</li> </ul>  |
| LO3 | <ul style="list-style-type: none"> <li>Digestive physiology of equines</li> <li>Nutritional requirements of equines</li> <li>Appropriate feeding</li> <li>Feeding behaviour</li> </ul>                     |

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## EQUINE ANIMAL HUSBANDRY

Course code:	AN4203	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Equine Animal Healthcare	Compulsory			
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support equine health and welfare.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Explain animal husbandry requirements for equine species.	GPO 11
2.	Describe how animal behaviour and condition informs low-stress handling and restraint.	GPO 12
3.	Describe the role of reflective practice in promoting safe and effective animal healthcare.	GPO 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Fundamentals of animal husbandry including legislative requirements</li> <li>Environmental requirements for the five domains of animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Animal communication</li> <li>Assessing animal demeanour</li> <li>Low stress handling and restraint techniques</li> <li>Restraint aids and equipment</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Reflective practice</li> <li>Evidence based practice</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## EQUINE CLINICAL SKILLS 1

Course code:	AN4204	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Equine Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of equines as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	GPO 11, 12, 13
2.	Communicate effectively within a team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & LO2 • 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

### Version Tracking:

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

<b>1</b>			DD-MM-YYYY	New Course

## EQUINE HEALTH AND HYGENE

Course code:	AN4205	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Equine Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist in the provision of equine healthcare.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Discuss biosecurity in equine healthcare.	GPO 13, 14
2.	Explain care responses to signs of equine ill health.	GPO 14
3.	Describe preventative healthcare in equine animals.	GPO 14

### Ngā Tūtohu o te Kiko | Indicative Content

- |     |  |
|-----|--|
| LO1 | <ul style="list-style-type: none"> <li>• Biosecurity protocols, including isolation, quarantine and infection control</li> <li>• Concepts of asepsis, sterilisation, and decontamination</li> <li>• Zoonotic and notifiable diseases</li> </ul>  |
| LO2 | <ul style="list-style-type: none"> <li>• Recognise and record signs of health, with normal and abnormal parameters</li> <li>• Signs of pain and stress</li> <li>• Common equine diseases and conditions</li> <li>• Responding to animal healthcare plans for a range of conditions</li> <li>• Record keeping for animal healthcare management</li> </ul> |
| LO3 | <ul style="list-style-type: none"> <li>• Preventative healthcare for equine, including the principles of immunology</li> <li>• Identification, treatment and control of common endo- and ectoparasites</li> <li>• Nutrition related and dental prevention and risk factors</li> </ul>  |

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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



**Ngā Rauemi Ako | Learning Resources**

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

**Version Tracking:**

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

## EQUINE CLINICAL ASSISTANCE

Course code:	AN4206	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Equine Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:				Compu	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide clinical assistance in all aspects of the animal healthcare environment.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the basic principles of assisting with diagnostic procedures.	GPO 1, 2, 15
2.	Explain the preparation and maintenance of equipment for routine procedures.	GPO 15
3.	Describe the clinical skills required to assist with equine healthcare.	GPO 15

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Health and safety and legislation in relation to imaging and laboratory diagnostics</li> <li>Laboratory and imaging equipment care &amp; maintenance</li> <li>Assisting with diagnostics including restraint and diagnostic procedures</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Preparation and maintenance of the equipment used for equine healthcare procedures</li> <li>Aseptic management of equipment for routine procedures</li> <li>Preparation and maintenance of the surgical area and assisting during surgical procedures</li> <li>Management of biosecurity and environmental hygiene</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Preparation for equine healthcare procedures in relation to health and safety, hygiene, and environment</li> <li>Care requirements of equine patients</li> <li>Recognising normal and abnormal responses to equine healthcare procedures</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### ***Ngā Rauemi Ako | Learning Resources***

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

#### **Version Tracking:**

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

## EQUINE PREPARATION FOR PRACTICE

Course code:	AN4207	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Equine Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies required for effective clinical practice and first aid.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Explain the principles of animal learning and communication in relation to behaviour and welfare.	GPO 12
2.	Describe the roles and responsibilities of an animal healthcare assistant within an interprofessional team.	GPO 2, 3
3.	Discuss common equine emergencies and appropriate first aid responses.	GPO 17

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Animal learning and communication</li> <li>Health and safety, animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Customer service, sales, interpersonal conflicts</li> <li>Teamwork, workload management, and personal wellbeing</li> <li>Problem solving in an animal-related facility</li> <li>The importance of CPD, reflective practice, SOPs, and team communication</li> <li>Animal and client management using software</li> <li>Product knowledge and management in relation to stocking and legislation</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Recognition of equine emergencies</li> <li>Basic first aid techniques</li> <li>Owner communication (history collection) and management strategies</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

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.		
---	--	--

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

***Ngā Rauemi Ako | Learning Resources***

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

**Version Tracking:**

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

## EQUINE CLINICAL SKILLS 2

Course code:	AN4208	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Equine Animal Healthcare			Compulsory		
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare and clinical procedures in equines as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills related to animal healthcare and clinical procedures.	GPO 13, 14, 15
2.	Contribute to shared goals within the animal healthcare team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

- 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

#### Version Tracking:

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

## Rural Animal Healthcare Strand Courses

### RURAL ANIMAL PROFESSIONALISM AND INFECTION CONTROL

Course code:	AN4301	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Rural Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <input checked="" type="checkbox"/> Work-based	Total learning hours:			15
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

#### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in a rural animal and animal health care environment.

#### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Discuss the application of legislation, ethics, and welfare when providing care for animals.	GPO 1
2.	Explain the application of health and safety, and infection control principles in rural animal and animal healthcare settings.	GPO 1, 20
3.	Describe attributes for professionals in an animal healthcare role.	GPO 3

#### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Acts and Legislation as it applies to the AHCA role</li> <li>Animal welfare and professional ethics</li> <li>Scope of practice of the animal healthcare Assisting</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Fundamentals of microbiology</li> <li>Infection control</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Interpersonal skills</li> <li>Self-management and personal effectiveness</li> <li>Cultural awareness</li> </ul>

#### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

#### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

#### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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



## RURAL ANIMAL ANATOMY AND PHYSIOLOGY

Course code:	AN4302	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Rural Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to animal nutrition, and basic anatomy and physiology to support rural animal patient care.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Describe basic structure and function of rural animal body systems.	GPO 23
2.	Outline different species and their development through life stages.	GPO 23
3.	Explain the digestive process and nutritional requirements of rural animals.	GPO 18, 23

### Ngā Tūtohu o te Kiko | Indicative Content

- |     |  |
|-----|--|
| LO1 | <ul style="list-style-type: none"> <li>Anatomy and physiology of animal cells</li> <li>Structure and function of organs and organ systems</li> <li>Body organisation</li> <li>Directional terms</li> </ul>                     |
| LO2 | <ul style="list-style-type: none"> <li>Identification of animals</li> <li>Growth and development</li> </ul>  |
| LO3 | <ul style="list-style-type: none"> <li>Digestive physiology of cattle and two other rural animal species</li> <li>Nutritional requirements of rural animals</li> <li>Appropriate feeding</li> <li>Feeding behaviour</li> </ul> |

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

**Version Tracking:**

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

## RURAL ANIMAL HUSBANDRY

Course code:	AN4303	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Rural Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support rural animal health and welfare.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Explain husbandry requirements for rural animal species.	GPO 18
2.	Describe how animal behaviour and condition informs low-stress handling and restraint.	GPO 19
3.	Describe the role of reflective practice in promoting safe and effective animal healthcare.	GPO 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Fundamentals of animal husbandry including legislative requirements</li> <li>Environmental requirements for the five domains of animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Physiological basis of rural animal behaviour</li> <li>Assessing animal demeanour</li> <li>Strategies for influencing behaviour</li> <li>Animal communication</li> <li>Low stress handling and restraint techniques</li> <li>Yards, restraint aids and equipment</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Reflective practice</li> <li>Evidence based practice</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

**Ngā Rauemi Ako | Learning Resources**

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

**Version Tracking:**

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

## RURAL ANIMAL CLINICAL SKILLS 1

Course code:	AN4304	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Rural Animal Healthcare	Compulsory			
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <input checked="" type="checkbox"/> Work-based	Total learning hours:			150
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide day to day care of rural animals as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Demonstrate skills related to animal behaviour, husbandry, hygiene, and handling.	GPO 18, 19, 20
2.	Communicate effectively within a team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

LO1 & LO2 • 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

#### Version Tracking:

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

<b>1</b>			DD-MM-YYYY	New Course

## RURAL ANIMAL HEALTH AND HYGIENE

Course code:	AN4305	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Rural Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Discuss biosecurity in rural animal healthcare.	GPO 20, 21
2.	Explain care responses to signs of rural animal ill health.	GPO 21
3.	Describe preventative healthcare in rural animals.	GPO 21

### Ngā Tūtohu o te Kiko | Indicative Content

- |     |   |
|-----|---|
| LO1 | <ul style="list-style-type: none"> <li>• Biosecurity protocols, including isolation, quarantine and infection control</li> <li>• Concepts of asepsis, sterilisation, and decontamination</li> <li>• Zoonotic and notifiable diseases</li> </ul>   |
| LO2 | <ul style="list-style-type: none"> <li>• Recognising and recording signs of health, with normal and abnormal parameters</li> <li>• Signs of pain and stress</li> <li>• Common rural animal diseases and conditions</li> <li>• Responding to animal healthcare plans for a range of conditions</li> <li>• Record keeping for animal healthcare management</li> </ul> |
| LO3 | <ul style="list-style-type: none"> <li>• Preventative healthcare for rural animals, including the principles of immunology</li> <li>• Identification, treatment and control of common endo- and ectoparasites</li> <li>• Reproductive and metabolic disease prevention and risk factors</li> </ul>  |

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

**Ngā Rauemi Ako | Learning Resources**

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

**Version Tracking:**

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



## RURAL ANIMAL CLINICAL ASSISTANCE

Course code:	AN4306	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)				
Pathway:	Rural Animal Healthcare			Compulsory	
Requisites:					
Other Programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide clinical assistance in all aspects of the animal healthcare environment.

### Ngā Hua o te Ako | Learning Outcomes

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

*Graduate Outcomes/  
Professional Standards*

1.	Discuss the basic principles of assisting with diagnostic procedures	GPO 1, 2, 22
2.	Explain the preparation and maintenance of equipment for routine procedures	GPO 22
3.	Describe the clinical skills required to assist with rural animal healthcare	GPO 22

### Ngā Tūtohu o te Kiko | Indicative Content

- |     |   |
|-----|---|
| LO1 | <ul style="list-style-type: none"> <li>Health and safety and legislation in relation to imaging and laboratory diagnostics</li> <li>Laboratory and imaging equipment care &amp; maintenance</li> <li>Assisting with diagnostics procedures including restraint of rural animals for diagnostics</li> </ul>  |
| LO2 | <ul style="list-style-type: none"> <li>Preparation and maintenance of the equipment used for equine healthcare procedures</li> <li>Aseptic management of equipment for routine procedures</li> <li>Management of biosecurity and environmental hygiene</li> </ul>   |
| LO3 | <ul style="list-style-type: none"> <li>Preparation for rural animal healthcare procedures in relation to health and safety, hygiene, and environment</li> <li>Care requirements of rural non-surgical patients</li> <li>Pre and post operative care of rural animal surgical patients</li> <li>Recognising normal and abnormal responses to rural animal healthcare procedures</li> </ul> |

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

***Ngā Rauemi Ako | Learning Resources***

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

**Version Tracking:**

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

## RURAL ANIMAL PREPARATION FOR PRACTICE

Course code:	AN4307	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Rural Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies required for effective clinical practice and first aid.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Explain the principles of animal learning and communication in relation to behaviour and welfare.	GPO 19
2.	Describe the roles and responsibilities of an animal healthcare assistant within an interprofessional team.	GPO 2, 3
3.	Discuss common equine emergencies and appropriate first aid responses.	GPO 24

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>Animal learning and communication</li> <li>Health and safety, animal welfare</li> </ul>
LO2	<ul style="list-style-type: none"> <li>Customer service, sales, interpersonal conflicts</li> <li>Teamwork, workload management, and personal wellbeing</li> <li>Problem solving in an animal-related facility</li> <li>The importance of CPD, reflective practice, SOPs, and team communication</li> <li>Animal and client management using software</li> <li>Product knowledge and management in relation to stocking and legislation</li> </ul>
LO3	<ul style="list-style-type: none"> <li>Recognition of rural animal emergencies</li> <li>Basic first aid techniques</li> <li>Owner communication (history collection) and management strategies</li> </ul>

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio	100%	All

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 ākonga.		
---	--	--

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

***Ngā Rauemi Ako | Learning Resources***

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

**Version Tracking:**

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

## RURAL ANIMAL CLINICAL SKILLS 2

Course code:	AN4308	Level:	4	Credits:	15	
Main programme:	New Zealand Certificate in Animal Healthcare Assisting (Level 4)					
Pathway:	Rural Animal Healthcare	Compulsory				
Requisites:						
Other Programmes:						
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Work-based: Pathway to work <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	

### Course-specific requirements

This will include a minimum of 120 hours of practicum.

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with healthcare and clinical procedures in rural animals as part of an interprofessional team.

### Ngā Hua o te Ako | Learning Outcomes

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

#### Graduate Outcomes/ Professional Standards

1.	Demonstrate skills related to animal healthcare and clinical procedures.	GPO 20, 21, 22
2.	Contribute to shared goals within the animal healthcare team.	GPO 1, 2, 3

### Ngā Tūtohu o te Kiko | Indicative Content

- 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.

### Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching 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 ākonga.

### Aromatawai | Assessment

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

Assessment Activity	Weighting	Learning Outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

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

### Ngā Rauemi Ako | Learning Resources

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

#### Version Tracking:

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

### Appendix 3: Consultation Summary Log

#### Consultation Log for New Zealand Certificate in Animal Healthcare Assisting (Level 4 – Socialisation Phase – Compiled on 8/8/22)

Date	Mode of consultation	Who was consulted	Are there any gaps/omissions that need to be addressed to ensure the proposed programme aligns with the qualification requirements?	Development response to feedback
July/August 2022	Programme Socialisation	Network Kaiako	<ol style="list-style-type: none"> <li>1. Yes, a few gaps - please see general feedback below</li> <li>3. Great to see biosecurity covered in equine health care and rural – would like to see it across all programmes plus general animal emergency care/plan for earthquakes, floods gas leaks etc.... This was an evident skill gap discussed during industry meetings.</li> <li>7. Pre req suggested for Clinical skills 2</li> <li>8. Sustainable practice – not evidence of sustainable practice being covered</li> <li>9. Te Tiriti O Waitangi – lacking - culture is mentioned once</li> </ol>	<p>Thank you. This will be considered after consultation feedback.</p> <p>Sustainable practice and Te Tiriti O Waitangi will be embedded throughout the programme as core concepts. The delivery document will provide detail on this.</p>
			<p>No, I think everything is covered. Some interesting combinations of subjects such as first aid and interpersonal conflict in the Preparation for Practice course but I can understand how it ties nicely in with triage. Love the inclusion of wellbeing and workload management.</p> <p>I wonder whether some marketing and social media should be included in the Preparation for Practice as this is likely to be a requirement in this role.</p>	<p>Thank you. This will be considered after consultation feedback.</p>
			<ol style="list-style-type: none"> <li>1. Gap around Matauranga Maori. Qualification document reads: Programmes must recognise the place of Te Tiriti o Waitangi/the Treaty of Waitangi, and Capabilities supporting cultural sensitivity and responsiveness in animal care. Only covered as indicative content in one course.</li> <li>2. Unclear/open to interpretation : "Ākonga are required . to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course" will this be clarified within the delivery document.</li> <li>3. Difficult to provide feedback due to level of detail within this document.</li> <li>4. Title of clinical skills 1 &amp; 2 confusing as imply scaffolding but no pre-requisites</li> </ol>	<ol style="list-style-type: none"> <li>1. Te Tiriti O Waitangi and associated principles will be embedded throughout the programme as core concepts. The delivery document will provide detail on this.</li> <li>2. This will be clarified.</li> <li>3. No response</li> <li>4. Noted</li> </ol>

			5. Are these entry requirements in line with other Level 4 qualifications?: What is a relevant science? Be specific. What are we looking for with science? Step 3 LNAAT lower than NCEA Level 2 literacy requirements.	5. Entry requirements will be confirmed by Te Pukenga.
			I am interested in really making sure we have the skills and role right - I've been doing a bit of research and am close to having clarity on this - there are some grey areas too - I think we need to look at that in context of the learning in this qual - I only have companion work done to check it aligns, as confusion is a big issue for the uptake on this role. I am just a bit concerned it maybe offers more than the industry research I have done. There are a few grey areas as noted so perhaps we could look at that when checking it covers it off.	Noted
			<ol style="list-style-type: none"> <li>1. Why is "simulated" included in GPOs 10, 17, and 24? Wouldn't a graduate be expected to be able to assist in real-life situations once graduated?</li> <li>2. All "indicative content" under clinical/practical skills courses is not, in fact, indicative content. This needs to be specified to a point like the other courses have done (e.g. includes 150 hours of placement, daily husbandry of animals staying in clinic, diagnostics including blood/urine/faecal sampling).</li> <li>3. Professionalism and infection control, why is this in the same course?</li> <li>4. Large discrepancies in amount of indicative content across L/Os.</li> <li>5. Companion animal clinical assistance: LO 3 is much too broad and subjective for a LO. Each provider, kaiako, or etc. could interpret this differently which makes it too vague to assess clearly and fairly for learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Simulation is used to allow for assessment of these outcomes.</li> <li>2. This information will be available in the delivery document to allow flexibility as skill requirements change over time.</li> <li>3. To allow for teaching of students in these concepts before they enter work placement.</li> <li>4. More information will be provided in the delivery documents.</li> <li>5. More information will be provided in the delivery documents.</li> </ol>
			Yes, feel the entry requirements for Numeracy LZNAAT step is set too low. Should this not be similar to the Level 4 Companion Animal?	Entry requirements will be confirmed by Te Pukenga.
			<ol style="list-style-type: none"> <li>1. Have already commented into L5 Animal Management Companion Animals that these courses have a lot in common and should have more transferrable options - particularly Anatomy which should be 15 credits</li> </ol>	<ol style="list-style-type: none"> <li>1. These courses will be reviewed with this feedback in mind after</li> </ol>

			<p>and the other topics moved into the other two courses - eg Husbandry/Housing/Nutrition</p> <ol style="list-style-type: none"> <li>2. Seems to be a lot of early emphasis onto legislation and theory content. 75 contact hours seems a lot for this totally theory course.</li> <li>3. Reflective practice / EBP which might be more relevant in diploma. Could be integrated more with classes on self management etc. and put ID and Nutrition into Husbandry and Behaviour Theory 3</li> <li>4. The remaining 15 contact hours above practicum is to be used for assessment of skills/ Coms and wellbeing? These are taught elsewhere? Prof and Legislation?</li> <li>5. The L4 Ani Management only has 60 hours of prac so uses the remaining 45 hours for this delivery.</li> <li>6. AN4105 - • Assisting with patient and theatre preparation and clean up, following appropriate protocols <ul style="list-style-type: none"> <li>• Cleaning, packaging and sterilisation of instruments, drapes, kits</li> <li>• Concepts of asepsis, sterilisation, and decontamination</li> </ul>           Could these sit in AN4106 as part of surgical and anaesthetic prep and maintenance            This course 4105 should have more on ventilation/ drainage/ housing of animals in associated day care/ groom/ ancillary vet businesses as well as some knowledge of rescue/ kennel housing conditions.         </li> </ol>	<p>consultation is complete.</p> <ol style="list-style-type: none"> <li>2. Contact hours are not defined in the programme document.</li> <li>3. These concepts will be embedded throughout the programme.</li> <li>4. Unsure of the origin of contact hours breakdown.</li> <li>5. Unsure of the origin of contact hours breakdown.</li> <li>6. Thank you. We will review this alongside other feedback after consultation.</li> </ol>
			<ol style="list-style-type: none"> <li>1. Strand requirement: Practical assessment states cat, dog +1 other collectively, but then says only 1 species reqd for each outcome, so could be competent in just one species overall (e.g able to restrain dog but not cat??) - lead to unequal skills between species.</li> <li>2. Query: why is LNAAT Step 3 reqd for CAHA, and Step 4 reqd for CAM but both require same NCEA level 1 math credits and level 2 English credits?            What is definition of programme specific requirement for 'experience working with animals'? Is it strand-specific?</li> </ol>	<ol style="list-style-type: none"> <li>1. This is the qualification requirement. The delivery document will provide further detail on expected competencies.</li> <li>2. Entry requirements will be confirmed by Te Pukenga.</li> </ol>



				3. Yes. This will be clarified further alongside practicum requirements.
			<p>Practicum</p> <ol style="list-style-type: none"> <li>1. Min of 80 hours of the 240 hrs in veterinary clinics. Are the other 160 in other animal facilities or sim clinics – this has not been made clear in the requirements of the practicum – where is the graduate profile about students looking after non-hospitalized animals? I have concerns that 160 hours will place pressure on limited animal facilities across regions. The Animal Management students are only required to do 120 hours. The hours are too high for a level 4, one-year qualification. 120 hours would be more suitable and take pressure off the industry and students.</li> <li>2. Practical assessment requirements are confusing – is only one species required for each outcome of a dog, cat, and other? Could providers only assess practically a dog for example? The same statement under the rural section – could providers only cover cattle for each of the practical assessments?</li> </ol>	<ol style="list-style-type: none"> <li>1. We are working to clarify this with Muka Tangata as practicum requirements are determined in the qualification.</li> <li>2. One species is required in relation to each outcome but multiple species are required across the programme. This is the qualification requirement. The delivery document will provide more guidance on the expectations of this Te Pukenga programme.</li> </ol>
<b>Date</b>	<b>Mode of consultation</b>	<b>Who was consulted</b>	<b>Is there any unnecessary duplication that needs to be addressed in the proposed programme?</b>	<b>Development response to feedback</b>
July/August 2022	Programme Socialisation	Network Kaiako	Duplication - no	n/a
			No	n/a
			Yes admission requirements and special admissions.	n/a
			None noted	n/a
			Companion animal health and hygiene: LO 2 has a few “s”s that make assessment of this LO quite large (i.e. 1-2 responses must be explained with 1-2 signs each at least). Is there a better way to state this LO to meet its needs? (There are some other LOs with similar concerns in other courses for this qualification.)	<ol style="list-style-type: none"> <li>1. Size will be monitored carefully through delivery document and assessment design.</li> </ol>
			No	n/a
			Hard to tell	Noted

			AN4101 Legislation, welfare, AN4103 legislative requirements for husbandry - potential for repetition. More clarity reqd re differentiating between course content A4101 Infection control, AN4105 Infection control protocols - potential for repetition. More clarity reqd? AN4106 health and safety, AN4107 health and safety - potential for repetition. More clarity reqd?	A delivery document will provide further detail.
			<ol style="list-style-type: none"> <li>1. AN4101 – does it need to be a pre-requisite to the practicum?</li> <li>2. AN4105 L.O 1 Are infection control measures applied to health care environments or general animal facilities? Reading the indictive content it is clinical but the L.O does not match.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will likely be required to meet ‘safe to attend practicum’ requirements rather than a pre-requisite course.</li> <li>2. Noted. This will be reviewed after consultation feedback.</li> </ol>
	Mode of consultation	Who was consulted	How well do the course learning outcomes in the proposed programme align with the graduate profile outcomes?	Development response to feedback
July/August 2022	Programme Socialisation	Network Kaiako	<p>Ok but some room for improvement - see feedback below</p> <p>Courses:</p> <ol style="list-style-type: none"> <li>1. AN4101 – does it need to be a pre-req to the practicum?</li> <li>2. L.O 1, should this also be for animals in a health care environment like L.O 2 and 3?</li> <li>3. Indicative content I.O - point 3 change to assistant not assisting.</li> <li>4. L.O 2 needs health and safety adding</li> <li>5. AN4103 – Consider using Animal Husbandry A content from the Animal Management qualification to make cross mapping easier for students.</li> <li>6. AN4101 and AN4204 Need to be a pre-req to Clinical Skills 2.</li> <li>7. Looking at the aim of the course its not clinical skills but more general animal husbandry skills – if intended to be clinical, it needs to state it. This is open to students completing work placement in all animal facilities. I have concerns on the pressure placed on students to try and find placement and the facilities themselves.</li> <li>8. AN4105 L.O 1 Are infection control measures applied to health care environments or general animal facilities? Reading the indictive content it is clinical but the L.O does not match.</li> <li>9. AN4108: Need a pre-req</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will likely be required to meet ‘safe to attend practicum’ requirements rather than a pre-requisite course.</li> <li>2. No. This will be covered in the context of owner’s responsibilities as well.</li> <li>3. Done</li> <li>4. Done</li> <li>5. This will be considered after consultation feedback.</li> <li>6. This will be considered after consultation feedback.</li> <li>7. Noted. This will be reviewed after consultation feedback.</li> </ol>

			<p>10. Is it 150 learnt hours or work based? Unclear in the tabs. Are they developing or applying knowledge and skills?</p> <p>11. Not much guidance for tutors as no inductive content is provided for the course?</p>	<p>Practicum requirements are set by the qualification.</p> <p>8. Noted. This will be reviewed after consultation feedback.</p> <p>9. Noted. This will be reviewed after consultation feedback.</p> <p>10. Total learning time including practicum hours. This will be clarified in the document.</p> <p>11. A delivery document will provide more information.</p>
			I think they align well.	Noted
			Align better in unified qualifications	Noted
			Looks great	Noted
			If GPOs 1-3 are non-specific to species and are split between the two strands, why can't this be taken to the thinking of the companion and equine L6 qualification?	Uncertain what is meant here.
			Adequate	Noted
			No comment	n/a
			GPO9: Knowledge of A&P provided in AN4012, but is not applied to clinical tasks and patient care specifically. Just related to nutrition and development	Application will be embedded as part of the learning and assessment across the remainder of the programme.
			<p>Courses:</p> <p>Companion Animal Professionalism and Infection Control</p> <ol style="list-style-type: none"> <li>L.O 1, should this also be for animals in a health care environment like L.O 2 and 3?</li> <li>Indicative content I.O - point 3 change to assistant not assisting.</li> <li>L.O 2 needs health and safety added</li> </ol>	<ol style="list-style-type: none"> <li>No. This will be covered in the context of owner's responsibilities as well.</li> <li>Done</li> <li>Done</li> </ol>

			<ol style="list-style-type: none"> <li>4. AN4103 – Name change to remove the use of two animals</li> <li>5. AN4101 and AN4204 Need to be a prerequisite to Clinical Skills 2.</li> <li>6. The aim of the course is not clinical skills but more general animal husbandry skills – if intended to be clinical, it needs to state it. This is open to students completing a work placement in all animal facilities. Grave concerns about the pressure placed on students to try and find a placement and the facilities themselves.</li> <li>7. AN4108: Need a pre-prerequisite</li> <li>8. Is it 150 learned hours or work-based? Unclear in the tabs. Are they developing or applying knowledge and skills?</li> </ol>	<ol style="list-style-type: none"> <li>4. Removed duplication</li> <li>5. This will be considered after consultation feedback.</li> <li>6. Noted. This will be reviewed after consultation feedback. Practicum requirements are set by the qualification.</li> <li>7. This will be considered after consultation feedback.</li> <li>8. Total learning time including practicum hours. This will be clarified in the document. The aim is to develop skills that they can apply by the time of assessment.</li> </ol>
Date	Mode of consultation	Who was consulted	Does the proposed programme provide scope for regionalisation?	Development response to feedback
July/August 2022	Programme Socialisation	Network Kaiako	<p>Partly - still work to be done on the practicum role out.</p> <p>Practicum</p> <p>Min of 80 hours of the 240 hrs in vet clinics. Are the other 160 in other animal facilities or sim clinics – this is not clear in the breakdown of the practicum – where is the graduate profile about students looking after non-hospitalised animals? Concerns that 160 hours could place pressure on limited animal facilities across the region. Animal Management students are only required to do 120 hours. I feel the hours are too high for a level 4, one year qualification. 120 hours would be more suitable and take pressure off the industry and students. Practical assessment requirements a bit confusing – is only one species required for each outcome of a dog, cat and other? Could providers only assess practically</p>	<ol style="list-style-type: none"> <li>1. We are working to clarify this with Muka Tangata as practicum requirements are determined in the qualification.</li> <li>2. One species is required in relation to each outcome but multiple species are required across the programme. This is the qualification</li> </ol>

			on a dog for example? Same statement under the rural section – could providers only cover cattle for each of the practical assessments?	requirement. The delivery document will provide more guidance on the expectations of this Te Pukenga programme
			No, I don't think so in the Companion Animal strand.	Noted
			<ol style="list-style-type: none"> <li>1. How suitable is this programme suitable for Part Time students?</li> <li>2. Until we see delivery document we cannot comment comprehensively on the regionalisation of this.</li> </ol>	<ol style="list-style-type: none"> <li>1. Part time roll out is considered suitable.</li> <li>2. Noted</li> </ol>
			<p>I don't think this is relevant in this qual so not concerned. It is essential this is consistent from Kaitaia to Bluff so the industry know what they are getting.</p> <p>Some other things:</p> <ol style="list-style-type: none"> <li>1. The list of providers involved is incorrect and is just a generic list.</li> <li>2. There are some minor typos - the courses titles should be rural animal not rural animals</li> <li>3. As you already know but I thought it should be documented the qual placement requirements are not was intended when the qual was designed and are going to make achieving this qual very difficult - min 80 in a vet clinic was intended, the rest was intended to be in a wide range of placements not necessarily a vet clinic. You do however need to state the context - must say rural context for rural strand, companion content for companion strand etc</li> <li>4. Often in the qual you use assisting when its talking about the role, the role is assistant - needs to do a check through the whole doc to make sure the context is correct</li> </ol>	<ol style="list-style-type: none"> <li>1. Corrected.</li> <li>2. Corrected</li> <li>3. Noted</li> <li>4. This will be reviewed across the programme after consultation feedback.</li> </ol>
			Industry placement hours seem quite high for a Level 4 programme. Does industry have capacity for this? If we are putting our level 4 students in competition with our level 6 students, industry will take L6 over L4 (as they are more experienced). More intensive guidance needed for L4 students may be a deterrent for some clinics.	Practicum requirements are determined in the qualification.
			Further collaboration required between the two level 4 programmes for shared alignment of husbandry, anatomy and physiology and welfare topics. This would allow students to side step into the different programmes without having to do RPL. A cross mapping exercise is required. Suggest having the same course codes.	This will be reviewed after consultation.

Date	Mode of consultation	Who was consulted	Any other feedback	Development response to feedback
			No comment	n/a
			CA strand allows regionalisation	Noted
July/August 2022	Programme Socialisation	Network Kaiako	<ol style="list-style-type: none"> <li>1. This form is not great for giving feedback. Please find all my general comments here.</li> <li>2. Can student's pathway into the level 4, Certificate in Animal Management and associated strands? Has a cross-mapping exercise been completed across the two level 4 qualifications? Guaranteed that some students want to move into other level 4 animal-based programs.</li> <li>3. How will animal ethics be managed across all programmes? Will a new ethics committee be set up and current agreements replaced?</li> <li>4. Good to see biosecurity covered in equine health care and rural – should this be across all programmes plus general animal emergency care/plan for earthquakes, floods gas leaks, etc.... This was an evident skill gap discussed during industry meetings.</li> <li>5. General feedback from conversations with others. <ul style="list-style-type: none"> <li>• Terminology: Animal Healthcare Environment then changes to clinical veterinary practice in the document – keep to one or other for consistency.</li> <li>• Name change suggested for AN4103 to Companion Animal Husbandry</li> <li>• Pre requisite suggested for Clinical skills 2</li> <li>• Sustainable practice – not evidence of sustainable practice being covered</li> <li>• Te Tiriti O Waitangi – lacking - culture is covered once</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Noted</li> <li>2. This will be completed as much as possible at this stage with full mapping to be completed later. Species requirements provide a challenge to this.</li> <li>3. This is in progress through another work stream.</li> <li>4. Thank you. This will be considered after consultation feedback.</li> <li>5. Noted. This will be reviewed across the programme after consultation. Sustainable practice and Te Tiriti O Waitangi will be embedded throughout the programme as core concepts. The delivery document will provide detail on this.</li> </ol>
			<ol style="list-style-type: none"> <li>1. Can student's pathway into the level 4, Certificate in Animal Management and associated strands?</li> </ol>	<ol style="list-style-type: none"> <li>1. This will be completed as much as possible at this stage with full mapping to be</li> </ol>

			<p>Has a cross mapping exercise been completed across the two level 4 qualifications? We will have a few students wanting to sidestep into other level 4 animal-based programmes.</p> <p>Could we use the same course and codes for Animal Anatomy and Animal Husbandry as the Animal Management qualification to make it easier for students transitioning between programmes? Be great to see it being fluid for the students wanting to sidestep.</p> <p>5. Terminology: Animal Healthcare Environment then changes to a Clinical Veterinary Practice in the document – keep to one or other for consistency.</p> <p>6. Name change suggested for AN4103 to Companion Animal Husbandry (just remove double up on animal)</p>	<p>completed later. Species requirements provide a challenge to this.</p> <p>5. Noted. This will be reviewed across the programme after consultation.</p> <p>6. Thank you! Corrected here and in rural animal equivalent.</p>
			<p>Document reads this programme is pathway in to NZDVN. However, we have been told this should not be the case and not used to scaffold learning.</p>	<p>Will be clarified.</p>

## 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

	<p>evaluation. This may be obtained through external examination and public 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 ākongā development of specific areas of knowledge; consequently, they are designed to motivate ākongā to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākongā 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 ākongā 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 ākongā 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. Ākongā may be required to create portfolios of evidence that include visual records of their achievement.</p>