Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

Programme of Study:
2411 New Zealand Certificate in Hairdressing (Level 3)
Leading to the award of:
2411 New Zealand Certificate in Hairdressing (Level 3)

Te Pūkenga

Ngā Ihirangi | Contents

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 Hairdressing (Level 3)

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

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

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

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand Certificate in Hairdressing (Level 3) qualification was updated, with Version 2 published in February 2021. The last date for assessments to take place for Version 1 of this qualification is 31 December 2023. Therefore, rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, one unified programme was developed collaboratively based on two existing programmes.

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)
- Nelson Marlborough Institute of Technology Ltd (NMIT)
- Southern Institute of Technology Ltd (SIT)
- Toi Ohomai Institute of Technology Ltd (ToiO)

The working group of members from the above collaborating Te Pūkenga network partners worked collaboratively to develop a unified progamme of study based on the existing programmes of Ara and EIT. The programme selection criteria included the following:

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

- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility
- The programme addresses identified future needs of ākonga, industry and community.

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

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

2 Te Hono o te Kahurangi | Qualification Details

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

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

	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Hairdressing (Level 3)	XXXXXX	1	120	3

which leads to the award of the following qualification

New Zealand Certificate in Hairdressing (Level 3)	2411	2	120	3
NZSCED	110303 Food, Hospitality and Personal Services>Personal Services>Hairdressing			
Qualification developer	Toi Mai Workforce Development Council			

Strategic purpose

The purpose of this qualification is to provide the hairdressing industry with people who have obtained sufficient knowledge, practical skills, and attitudes to perform limited salon and client services that contribute to the effective operation of a salon.

This qualification is intended for people who may have no prior knowledge or experience in hairdressing and who wish to learn hairstyling and colouring tasks and basic hair cutting techniques.

Graduates will be capable of operating at a foundation level under supervision.

Graduate profile outcomes

Graduates of this qualification will be able to:

1. Communicate and interact appropriately with clients, peers and supervisors within the salon, and undertake reception duties such as making appointments to support the profitability of a salon.
2. Apply hairdressing theory and practice to perform limited scope client consultations, including hair and scalp analysis.
3. Apply and remove shampoo, conditioner, and treatments, and remove colour from clients' hair and scalp.

4. Recommend home haircare products to meet a range of client needs.
5. Apply knowledge of hair shape, form, texture, and direction to perform hair styling tasks using a range of techniques and styling tools.
6. Use and maintain cutting tools to demonstrate basic cutting techniques.
7. Follow instructions to undertake a range of colouring services and de-colouring services; and assist with chemical reformation services.
8. Meet the personal hygiene, presentation, health, safety, and environmental requirements of a salon.

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 developers focused specifically on providing ākonga with ample opportunity and support in (i) the practical components of the programme (e.g., cutting, colouring), to be completed in a salon environment; and (ii) the development of professional skills (e.g., communication and reception skills) required in the workplace. The developers also took care to ensure this Level 3 programme of study prepared graduates to either enter the workforce or continue on to further study, this qualification being the foundational one, leading to the Level 4 professional stylist qualification. The unified New Zealand Certificate in Hairdressing (Level 3) has been designed to provide Aotearoa New Zealand with people who have obtained sufficient knowledge, practical skills, and attitudes to perform limited salon and client services that contribute to the effective operation of a salon. The programme requires no prior knowledge or experience in hairdressing, and focuses on hairstyling, colouring and basic hair cutting techniques. Graduates will have the skills and knowledge required to work in a salon at a foundation level under supervision.

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.

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

Course learning outcomes in this programme

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

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

4   Te Kawenga o te Hōtaka | Programme Delivery

NZQA Approval Criterion 3: Delivery modes and methods

4.1   Ngā Momo Kawenga | Delivery Modes

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

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

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

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

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

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

4.2 Te Huarahi o te Kawenga | Delivery Methods

4.2.1 Learning and teaching methods

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

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

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

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 work in the salon;
- collaborative/co-operative industry/community projects; and
- internships/industry placements.

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 Maiorooro | 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 Maiorooro | Educational Regulatory Framework.

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

Selection processes may be used to optimise ākonga chances of success and/or if the number of applicants exceeds the available places on the programme. Selection criteria may include date of application, interview, placement tests (e.g., for languages), audition or references. 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, with applicants who meet the maximum number of listed criteria being the preferred candidates. If the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will be given the opportunity to choose an alternative within Te Pūkenga network.

5.1 Whakatapoko | Admission

General admission	To be admitted to this programme applicants must meet the following requirements: 1. Literacy - 10 NCEA credits at Level 2 or above, comprising 5 credits in reading and 5 credits in writing AND 2. Numeracy - 10 NCEA credits at Level 1 or above OR an equivalent to (1) and (2) above.
Special admission	Any person who is 20 years of age or older and does not meet the General Admission requirements stated above may be eligible for Special Admission. In assessing whether to grant Special Admission, the delegated authority will focus on the applicant's level of preparedness for this programme and/or relevant prior learning experiences.

Discretionary admission	Any person who is not yet 20 years of age and does not meet the General Admission requirements stated above may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority will focus on the applicant's level of preparedness for their intended programme.
English language requirements	All applicants (international and domestic) for whom English or te reo Māori is not a first language will need to provide evidence that they have the necessary English language proficiency required for the Programme. International applicants are required to have an IELTS (general or academic) score of 5 with no individual band score lower than 5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules. Domestic applicants are required to provide acceptable evidence of English language proficiency through an approved proficiency test or an equivalent described in NZQA Rules.

5.2 Tūtukitanga Whakamihi | Credit Recognition

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

5.3 Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the **New Zealand Certificate in Hairdressing (Level 3)**, ākonga must achieve a minimum of 120 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below.

Table 1: Credit Requirements

Level	Compulsory credits	Elective credits	Total credits
3	120	Nil	120

Table 2: Schedule of Courses

Course code	Course title	Credits	Pre-requisites
HAIR3001	Professional Identity	10	Nil
HAIR3002	Salon Discovery	15	Nil
HAIR3003	The Art of Hair Design	20	Nil
HAIR3004	History and Culture	15	Nil
HAIR3005	Introduction to Sculpture	15	Nil
HAIR3006	Colour and Reformation Designs	20	Nil
HAIR3007	The Client Journey	15	Nil
HAIR3008	Grand Finale	10	Nil
Total compulsory credits @ Level 3		**120**	
TOTAL CREDITS		**120**	

Programme completion	The normal time to complete this programme is one year (full-time study) or two years (part-time study). The maximum period to complete this programme is four years, unless there are exceptional circumstances. 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.

5.4   Waeture Aromatawai | Assessment Regulations

Grading	Assessment in this programme is achievement-based.
	Grading follows the guidelines in Te Kawa Maiorooro	Educational Regulatory Framework.
	Specific assessment and/or course pass requirements are detailed in course outlines.
Additional assessment opportunities	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.
Assessment submission	Dates and processes for assessment submission are outlined in the Programme Handbook and/or course outlines.
	Regulations regarding late submission of assessments are outlined in the Programme Handbook and/or course outlines.

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 and for developmental purposes; and
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

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

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and teaching.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of the institute's success and ability to meet professional accreditation requirements.

Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.1.1   Ngā Tukanga Aromatawai | Assessment Procedures

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

6.1.2   Principles of assessment

The key principles below underpin assessment in this programme.

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

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. Assessment activities in this programme may include:

- Assignments - Case-studies - Examinations - Exhibition presentations - Group/Collaborative assessments - Practical demonstrations - Presentations	- Projects - Research projects - Tests/Quizzes - Visual development records - Written reports, summaries, contextual documents - Work-based/Work-integrated assessment

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 Maiorooro| Educational Regulatory Framework. Kaiako contributing to the programme, aim to provide constructive feedback in a timely fashion. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

6.1.6   Course workload

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

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

6.2   Te Whakataurite Aromatawai | Moderation of Assessment

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

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

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

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

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

6.2.1   Collaboration for programme moderation

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

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

6.2.2   Local (internal) moderation

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

6.2.3   National/Network moderation

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

Typically, each course will undergo national/network moderation at least once every three years. Selected courses may, however, be moderated annually if local moderation identifies a concern or negative ākonga 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.

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

Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1 — Communicate and interact appropriately with clients, peers and supervisors within the salon, and undertake reception duties such as making appointments to support the profitability of a	GPO 2 — Apply hairdressing theory and practice to perform limited scope client consultations, including hair and scalp analysis.	GPO 3 — Apply and remove shampoo, conditioner, and treatments, and remove colour from clients' hair and scalp.	GPO 4 — Recommend home haircare products to meet a range of client needs.	GPO 5 — Apply knowledge of hair shape, form, texture and direction to perform hair styling tasks using a range of techniques and styling tools.	GPO 6 — Use and maintain cutting tools to demonstrate basic cutting techniques.	GPO 7
HAIR 3001	Professional Identity	Aim	The aim of this course is to develop the knowledge, skills and attributes related to professionalism within the hairdressing industry context.								
		LO1	Explain the roles, responsibilities, and attributes of a professional in the hairdressing industry.	All LOs:	✓						
		LO2	Describe strategies to maintain personal and professional wellbeing.	Assessment portfolio (100%)							
		LO3	Complete a hair service reflective of personal professional identity.		✓	✓					
HAIR 3002	Salon Discovery	Aim	The aim of this course is to develop the knowledge, skills and attributes related to salon workflow and operations.								
		LO1	Use systems to complete client bookings.	All LOs:	✓						
		LO2	Discuss policy and practices within salon services.	Assessment portfolio (100%)		✓					
		LO3	Engage professionally with diverse clients in the salon.		✓						
HAIR 3003	The Art of Hair Design	Aim	The aim of this course is to develop the knowledge, skills and attributes related to theoretical and practical aspects of hair design.								
		LO1	Complete the consultation process to inform design decisions.	All LOs:	✓	✓					
		LO2	Apply design principles to long and short hairstyles.	Assessment portfolio (100%)					✓		
		LO3	Recommend products and home haircare for clients.					✓	✓		
HAIR 3004	History and Culture	Aim	The aim of this course is to develop the knowledge, skills, and attributes relevant to the evolution of hairdressing and influence of culture.								
		LO1	Investigate historical and cultural influences on hairstyling.	All LOs:					✓		
		LO2	Create hairstyles influenced by cultural and historical factors.	Assessment portfolio (100%)					✓		
HAIR 3005	Introduction to Sculpture	Aim	The aim of this course is to develop the knowledge, skills, and attributes to demonstrate practical haircutting skills.								
		LO1	Describe the principles and practices of haircutting.	All LOs:						✓	
		LO2	Explain culturally safe behaviours and professional practices.	Assessment portfolio (100%)						✓	
		LO3	Apply technical haircutting skills to an industry standard.							✓	
HAIR 3006	Colour and Reformation Designs	Aim	The aim of this course is to develop the knowledge, skills, and attributes relevant to chemical services.								
		LO1	Explain the theory of colour and decolouring processes.	All LOs:							✓
		LO2	Assist with chemical reformation services.	Assessment portfolio (100%)							✓
		LO3	Complete colouring services to an industry standard.								✓
HAIR 3007	The Client Journey	Aim	The aim of this course is to develop the knowledge, skills, and attributes to perform in a professional context.								
		LO1	Demonstrate professional behaviour and skills during the client's journey.	All LOs:	✓					✓	✓
		LO2	Reflect on the development of competencies in a professional context.	Assessment portfolio (100%)	✓	✓					
HAIR 3008	Grand Finale	Aim	The aim of this course is to develop the knowledge, skills, and attributes to present a professional portfolio of hairstyles.								
		LO1	Design a collection of styles in response to a theme.	All LOs:					✓		
		LO2	Present a collection of styles to a professional standard.	Assessment portfolio (100%)					✓		
		LO3	Summarise the design and creation journey for an audience.						✓		

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 ākonga.

PROFESSIONAL IDENTITY							
Course code	HAIR3001	Level	3	Credits	10		
Pre-requisites	Nil	Co-requisites		Nil			
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)					100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes related to professionalism within the hairdressing industry context.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Explain the roles, responsibilities and attributes of a professional in the hairdressing industry.	1
LO2	Describe strategies to maintain personal and professional wellbeing.	8
LO3	Complete a hair service reflective of personal professional identity.	1, 2

Ngā Tūtohu o te Kiko|Indicative Content

LO1	- Key roles: - Prioritise and assist the needs of co-workers - Greeting clients - Cleaning of salon - Roles within the salon - Responsibilities: - Safe, legal, and sustainable practice - Responsibilities of the job roles within the salon - Privacy Act - Attributes: - Personal presentation - Professional communication
LO2	- Personal health - Interpersonal skills - Te Whare Tapa Wha - Lifestyles
LO3	- Hair and scalp analysis (PETALS) - Face shapes - Shampoo and treatments - Introduction to styling and hot-tool styling - Hairstyles and self-styling

	• Current fashion trends

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

SALON DISCOVERY					
Course code	HAIR3002	Level	3	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes related to salon workflow and operations.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Use systems to complete client bookings.	1
LO2	Discuss policy and practices within salon services.	2, 8
LO3	Engage professionally with diverse clients in the salon.	1, 8

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Workflow of a salon in relation to appointments
	• Reception duties
	    o Create and maintain appointments
	    o Answering phone
	    o Processing sales
	    o Greeting clients
	• Customer care

LO2	• Standard operating procedures (SOPs) • Code of ethics • Professional standards • Salon environment • Whanaungatanga • Manaakitanga • Health & safety • Sustainable practices including the three pillars of sustainability • Kaitiakitanga
LO3	• Diversity • Personality types • Communication skills/styles

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

THE ART OF HAIR DESIGN						
Course code	HAIR3003	Level	3	Credits	20	
Pre-requisites	Nil	Co-requisites		Nil		
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)				200

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes related to theoretical and practical aspects of hair design.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Complete the consultation process to inform design decisions.	1, 2, 8
LO2	Apply design principles to long and short hairstyles.	5
LO3	Recommend products and home haircare for clients.	4, 5

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Consultation and hair and scalp analysis • Face shapes relevant bones of the head • Skin and skin types including irregularities • Common scalp conditions

LO2	• Design principles
	    o line
	    o form
	    o texture
	    o contrast
	    o proportion
	    o balance
	    o alternation
	• Preparation of the hair for short and long styles
	• Long and short hair styling
	• Mould and scale the hair
	• Set the hair using dry technique's
	• Blow waving using a variety of brushes
	• Elementary hair ups
	• Braiding
	• Health and safety requirements in a salon professional practice

LO3	• Product knowledge • Home haircare advice • Upselling

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

HISTORY AND CULTURE					
Course code	HAIR3004	Level	3	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to the evolution of hairdressing and influence of culture.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Investigate historical and cultural influences on hairstyling.	5
LO2	Create hairstyles influenced by cultural and historical factors.	5, 8

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Historical timeline and influence on current hairstyles • Cultural influences • Fashion work from iconic influences
LO2	• Long & short hairstyling • Set the hair using wet techniques • Pin-curls • Finger waving • Blow waving using a variety of brushes • Elementary hair ups • Braiding • Relationship between style and historical and cultural context • Cultural practices relevant to hair and head assessment

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

INTRODUCTION TO SCULPTURE						
Course code	HAIR3005	Level	3	Credits	15	
Pre-requisites	Nil	Co-requisites		Nil		
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)				150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes to demonstrate practical haircutting skills.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Describe the principles and practices of haircutting.	6
LO2	Explain culturally safe behaviours and professional practices.	6
LO3	Apply technical haircutting skills to an industry standard.	6

Ngā Tūtohu o te Kiko|Indicative Content

LO1	- Cutting tools - scissors - razor - clippers - Techniques and terminology - Safe handling of equipment - Structural graphics associated with foundation cuts - Sculpturing procedures
LO2	- Tikanga practices associated with the head - Multicultural awareness
LO3	- Foundation cuts using scissors, razor, and clippers - Hairdressing Health Regulations and workplace ergonomics

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 is achievement-based. 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

COLOUR AND REFORMATION DESIGNS						
Course code	HAIR3006	Level	3	Credits	20	
Pre-requisites	Nil	Co-requisites		Nil		
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)				200

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to chemical services.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Explain the theory of colour and decolouring processes.	7
LO2	Assist with chemical reformation services.	7
LO3	Complete colouring services to an industry standard.	7

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Theory of colour and decolouring • Concepts of colour selection and processes
LO2	• Technical procedures of chemical reformation services for straightening and waving • Following instructions • Managing self • Manufacturer's instructions

LO3	• Colour formulations
	• Colour applications and removals
	    ○ Temporary
	    ○ Semi-permanent
	    ○ Demi/ Midway
	    ○ Permanent
	    ○ Foils
	    ○ Cap
	• Colour designs
	    ○ Retouch
	    ○ Global
	    ○ Foil placement
	• Hairdressing Health Regulations & Manufacturer's Instructions
	    ○ Allergy test
	    ○ Contraindications

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

THE CLIENT JOURNEY						
Course code	HAIR3007	Level	3	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Delivery modes	Provider-based	Total learning hours (See course delivery document for detailed breakdown.)				150

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes to perform in a professional context.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Demonstrate professional behaviour and skills during the client's journey.	1, 5, 7
LO2	Reflect on the development of competencies in a professional context.	1, 2

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Time management • Building a client base • Customer care from entry to exit • Salon ethics • Covering a range of services • Health and safety of the client and others • Professional conversations, including product recommendations and after care • Continuous professional image to industry standards • Perform elementary styling tasks that will include a range of chemical and non-chemical services • Rebooking client • Customer satisfaction • Record keeping
LO2	• Reflective practice • Evaluation skills • Professional development

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 is achievement-based. 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

GRAND FINALE						
Course code	HAIR3008	Level	3	Credits	10
Pre-requisites	Nil		Co-requisites		Nil
Delivery modes	Provider-based		Total learning hours (See course delivery document for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga|Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to present a professional portfolio of hairstyles.

Ngā Hua o te Ako|Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcomes
LO1	Design a collection of styles in response to a theme.	5
LO2	Present a collection of styles to a professional standard.	5
LO3	Summarise the design and creation journey for an audience.	5

Ngā Tūtohu o te Kiko|Indicative Content

LO1	• Design process • Themes • Visual planning • Collection of styles for long and short hair
LO2	• Technical skills • Dressing and finishing techniques • Presentation skills • Organisation and time management

LO3	• Summarising
	    ○ Reflection
	    ○ Evaluation

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 is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
Assessment portfolio 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 the course.

Ngā Rauemi Ako|Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

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

Appendix 3: 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	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. 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.
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

	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.
	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.
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 ākonga 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 ākonga are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākonga (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 ākonga's skills in problem-solving, research, independent study, leadership, teamwork and communication skills. Projects give ākonga 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 ākonga. 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 ākonga understanding, representing and solving complex interdependent situations. The process requires ākonga 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 ākonga 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, ākonga 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 ākonga 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 ākonga prepare in advance of face-to-face interactions (e.g., by reading). In a typical class session, ākonga 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 ākonga the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of ākonga 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/contexts.
Work-integrated learning	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.

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 |
| Clinical/Practice placements / Practicum | 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.

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. |
| 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	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.

Appendix 4: Assessment Activities

Assignments	Assignments (including essays, reports and presentations) may be used across the programme to give ākonga the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākonga 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 ākonga learning, in which they demonstrate their ability to apply theory to practice. Typically, ākonga 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 ākonga breadth of knowledge in specific curriculum areas. Ākonga 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 ākonga with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākonga 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	Group/Collaborative assessment activities provide an opportunity for ākonga 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. 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. 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 ākonga 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.
Practical demonstrations	These assessments give ākonga the opportunity to demonstrate their ability to complete a range of practical tasks. Ākonga demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākonga 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 ākonga an opportunity to demonstrate a range of skills. This assessment approach may involve ākonga undertaking a research project, investigating a topic related to an area of interest and/or practice.
Research project	Research projects employ assessment that is designed to verify outcomes gained using research methodologies and tools. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This may be obtained through external examination and public

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