

Te Pūkenga
Quality Management System



Te Pūkenga

This document draws together multiple threads from all levels throughout the organisation to form a picture of quality at Te Pūkenga.

This is a living document and will be updated at least annually.

Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description of change
23.01	Te Poari Akoranga	16/12/2022	1/01/2023	First published

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Part 1: Te Pūkenga Quality Management System Overview

Ki te kotahi te kākaho ka whati, ki te kāpuia e kore e whati
One strand of toetoe is easy to break, but many strands together will stand strong
(Kingi Tāwhiao)

Te Pūkenga is a new and complex educational organisation tasked with bringing together a number of organisations with established quality practices and ways of being and doing. Te Pūkenga Quality Management System (QMS) describes the network of integrated systems, frameworks, and practices that together form a comprehensive picture of quality at Te Pūkenga.

Te Pūkenga is committed to the following quality management principles:

- A continuous improvement approach embedded at all levels of the business
- Evidence-based and inclusive decision-making processes
- Monitoring outcomes against stated goals, performance indicators, and targets
- Using internal and external review mechanisms to identify improvement opportunities and implement action plans and mitigation strategies
- Developing a culture of ownership, participation, and responsiveness where all staff understand their individual and collective responsibility for quality processes and outcomes.

At an organisational level our QMS reflects our strong commitment to evidence-based decision making and continuous quality improvement leading to quality outcomes. We seek to establish a culture that recognises the importance of quality management, enables the achievement of our vision and strategic priorities, ensures quality outcomes, and meets our statutory and regulatory obligations.

Te Pūkenga Quality Management System provides the centralised QMS for our organisation and replaces business division QMS. National policies, frameworks, and regulations are in place and ensure consistency of approach and practice across the organisation. The QMS provides sufficient flexibility to enable local policy or process to apply while a national policy or process is being developed.

Te Pūkenga QMS is a living document and will be continuously reviewed and amended as we move and evolve as an organisation and as national policies and frameworks are approved and implemented.

Our Foundations

Te Pūkenga QMS is underpinned by its Charter, Te Pae Tawhiti, and the Continuous Quality Improvement Policy. These, alongside ngā uara, our values, provide a sound grounding for our quality practices.

1. Te Pūkenga Charter

The functions and [Charter](#) of Te Pūkenga are defined in the Education and Training Act 2020. Te Pūkenga exists to provide education and training, conduct research, be responsive to and empowering of stakeholders. A key aim is to improve the quality and consistency of vocational

education and training. The Charter embodies enduring principles for the way that Parliament expects Te Pūkenga to operate, to improve outcomes for the system as a whole and equity for ākonga Māori and communities, as well as other priority groups including Pacific and Disabled.

The Charter requires Te Pūkenga to:

- Ensure its governance, management, and operations give effect to Te Tiriti o Waitangi.
- Recognise that Māori are integral to regional, social, environmental, and economic development.
- Commit to improving outcomes for ākonga Māori, whānau, hapū, iwi, and employers.

Te Pūkenga meets its obligations under Te Tiriti by making sure its systems and services work well for Māori and respond with excellence to the priorities of ākonga Māori and their whānau and to the wider aspirations of iwi and Māori communities throughout Aotearoa, in accordance with Te Tiriti o Waitangi.

2. Ngā Uara, Our Values

Ngā Uara, Te Pūkenga values guide how we work. In our Quality Management System, they help us to define what is important to us. They ensure our engagements with our ākonga, with each other and with our key stakeholders are open, mutually beneficial, and mana enhancing for all. They provide us with the skills and knowledge and resources to support achievement of our vision. They describe our commitment to continuous quality improvement and effective decision making.

Manawa nui

We reach out and welcome in



We actively seek diversity knowing this supports equitable decision making and outcomes.

We welcome everyone. Your unique worldview makes us who we are.

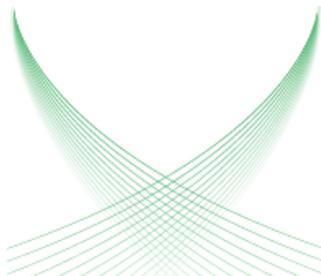
We care about each other, demonstrating manaakitanga and gratitude and create safe places where people feel comfortable contributing and sharing.

We seek the expertise of others, recognising we are part of a bigger picture.

We call out behaviours that go against our values.

Manawa roa

We learn and achieve together



We embrace opportunities to try new things and learn from our mistakes.

We work together, always striving for better.

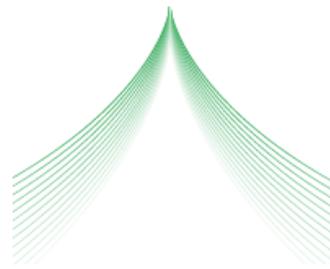
We are about progress not perfection.

We participate proactively and seek input from others.

We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

Manawa ora

We strengthen and grow the whole person



We remove barriers and acknowledge the needs of others and their well-being.

We empower people to give their best and recognise their unique contributions.

We encourage initiative and contribution at all levels.

We are generous with our time and expertise, and we look for opportunities to learn from others.

We are transparent and open about decisions, and we support the decisions of others.

3. Te Pae Tawhiti

[Te Pae Tawhiti](#) provides guidance on how Te Pūkenga is giving effect to Te Tiriti o Waitangi through meaningful and authentic Te Tiriti partnerships and ensures we are inclusive of and equitable for Māori.

Te Pae Tawhiti is centred on the pursuit and obtainment of two outcomes and five associated goals (refer Fig. 1). The five goals set the direction for Te Pūkenga and are the means by which Te Pūkenga can demonstrate it is working towards the achievement of the two outcomes – and ultimately – Te Tiriti excellence. As a framework, Te Pae Tawhiti offers an opportunity for Te Pūkenga to check and re-calibrate its position, and make sure we are on track to arriving at our destination.

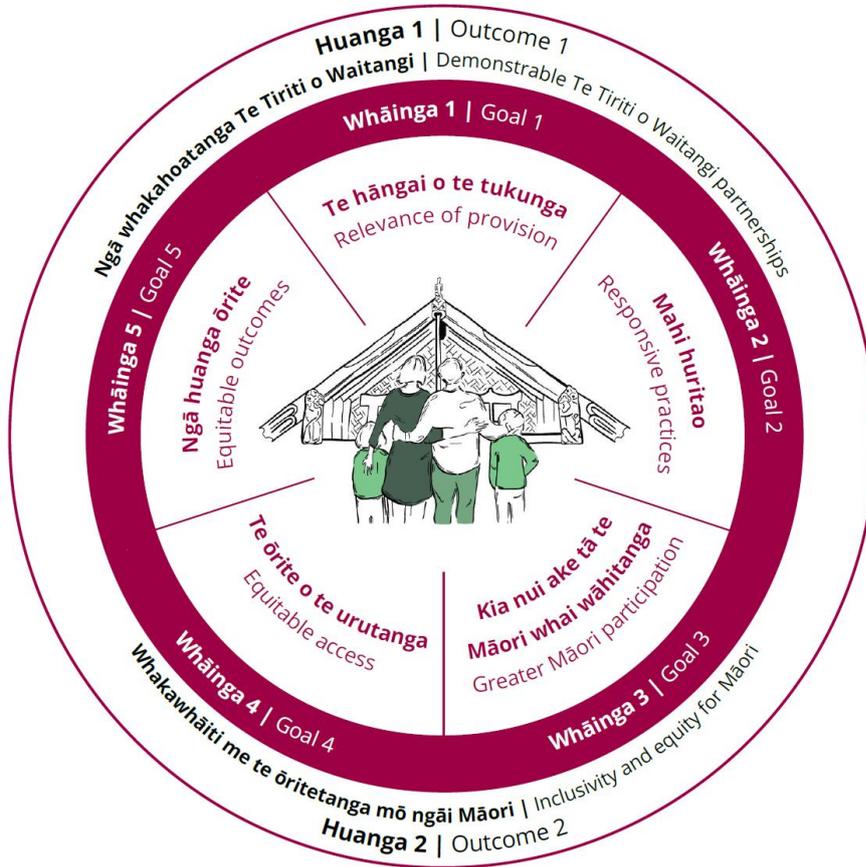


Fig. 1 Te Pae Tawhiti Te Tiriti o Waitangi Excellence

4. Continuous Quality Improvement Policy

A fundamental proposition of Te Pae Tawhiti and Te Pūkenga is inclusivity and equity for Māori. The Continuous Quality Improvement Policy¹ aims to support kaimahi to engage in continuous quality improvement and enable practices that embed the principles of Te Pae Tawhiti.

The policy's five core principles of continuous quality improvement are designed to guide Te Pūkenga in how to engage in continuous quality improvement and enable quality practices that will ensure education excellence and equity for Māori.

Core principle	Commentary
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1. Ākongā Māori at the forefront	<ul style="list-style-type: none"> To enable inclusivity and equity, Māori must be able to see themselves in everything Te Pūkenga does
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¹ The Continuous Quality Improvement Policy has been approved by Te Poari Akoranga and is being finalised for publishing on Te Pūkenga Policies page. Once published, the policy will be hyperlinked in this document.

	<ul style="list-style-type: none"> Work must demonstrate how outcomes for Māori as a priority partner will be realised
2. A whole of systems approach	<ul style="list-style-type: none"> A systems approach to improvement must be holistic and integrated if it is to address inequities and inequitable outcomes for Māori Te Pūkenga will ensure the intent of Te Tiriti o Waitangi excellence is embedded within policies, processes, systems, and practices to ultimately improve outcomes for Māori
3. Embedding Te Tiriti o Waitangi excellence	<ul style="list-style-type: none"> Te Pūkenga values meaningful partnerships with hapū and iwi, equitable participation for Māori, protection of Mātauranga Māori and realising potential (i.e., supporting whānau, hapū and iwi aspirations for their ākonga)
4. Focusing on performance	<ul style="list-style-type: none"> Performance and success will be measured by how well Te Pūkenga performs for Māori as a Crown entity Te Pūkenga must demonstrate a contribution to transforming and accelerating outcomes for ākonga Māori, and systems must be in place to know how well we are meeting our obligations and commitments to ākonga traditionally under-served by the education system
5. Improvement is continuous and evaluative	<ul style="list-style-type: none"> Continuous quality improvement is an evaluative process To be authentic and effective Te Pūkenga requires an organisational culture where critically reflecting on these principles and what it means for the work we do is embedded across all functions; where quality is defined and co-designed with Māori stakeholders; and where utilising credible data and evidence that reflects Māori world views is valued as core business

The CQI Policy supports and enables a whole-of-organisation approach to ensure educational excellence, success, and equity for Māori, and the integrity and quality of teaching, learning and assessment across the organisation. The Policy demonstrates Te Tiriti o Waitangi partnership and is intentional in privileging the voices of Māori. This does not disadvantage or exclude other voices as all ākonga share in the benefits of systemic change and the two outcomes and five goals of Te Pae Tawhiti are relevant and applicable to all ākonga and can be applied across multiple cohorts and contexts.

Our Quality Management System

Quality at Te Pūkenga is multifaceted and driven by each area of the business towards the achievement of Te Pūkenga vision, values, and outcomes. Te Pūkenga QMS draws together the various elements that form a network of integrated systems and practices to form a comprehensive picture of quality at Te Pūkenga. The components of the QMS are:

Governance

Te Pūkenga Council carries the responsibility for ensuring the effective quality management of Te Pūkenga through its Chief Executive and for determining its strategic direction.

Te Pūkenga Frameworks

The strategic and operational frameworks that give shape to our actions, inform our decision-

making, hold us accountable to our stakeholders, and lead us towards achieving our vision.

Te Kawa Maiorooro, Te Pūkenga Educational Regulatory Framework

Te Kawa Maiorooro sets out the overarching regulations that apply to learning and delivery at Te Pūkenga. This includes teaching, assessment, rangahau and research, and support activities. The framework provides ākonga and kaimahi with the regulatory requirements that apply to the ākonga journey from enrolment to graduation.

Policy Framework

Te Pūkenga Policy Framework provides clarity on how we enact ngā uara and fulfil our Charter requirements; they govern our practice and support implementation of our strategies, supplementing our values with principles, processes, and agreed standards that drive quality outcomes.

Quality Assurance Framework

Te Pūkenga Quality Assurance Framework guides the activities that contribute to development of an organisational culture of ongoing quality assurance, quality improvement, and alignment or compliance with legislative and regulatory requirements in order to achieve our strategic objectives and desired outcomes.

Te Pūkenga Quality Management System is the centralised QMS for Te Pūkenga and appropriate for Stage 2 of Te Pūkenga journey where all former subsidiaries (provider and work-based) have been dissolved and their operations are being carried out as business divisions of Te Pūkenga. The QMS is supported by business division frameworks and policies where needed and until national policy, process, and procedures are developed and put in place. Local frameworks and policies will be mapped to the QMS, and delegations identified for each level of decision-making. Over time, as national policies, processes, and procedures are developed, approved, and implemented, the QMS will be updated, and the relevant local policies, processes, and procedures will be end-dated and removed from the QMS.

The concept map on the following page provides a picture of our QMS and how it fits together.

Te Pūkenga QMS Concept Map
November 2022

Structure of the QMS for Te Pūkenga. Underpinned by the Charter, Te Pae Tawhiti, and the Continuous Quality Improvement Policy (CQI) which gives responsibility for CQI to all parts of the organisation.

The QMS is comprised of the following components:

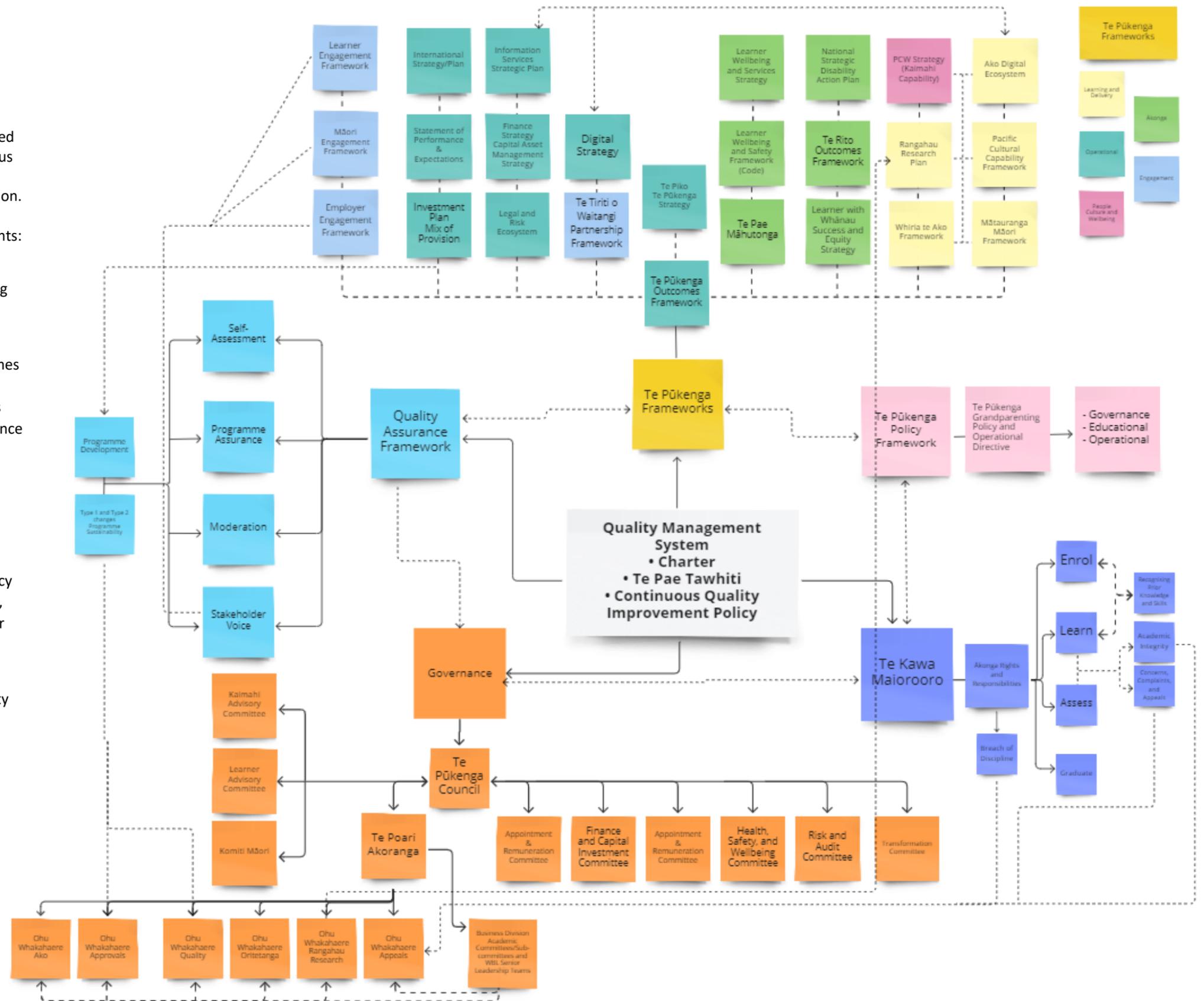
Governance – the structure for governance sitting under Te Pūkenga Council through to Business Divisions

Te Pūkenga Frameworks – aligned to the Outcomes Framework, all organisational strategic and operational frameworks and plan include success measures and, where appropriate, quality assurance practices to enable self-assessment and CQI.

Te Kawa Maiorooro – ākonga-facing regulatory framework which provides learners and kaimahi with the regulatory roadmap for the learning journey with Te Pūkenga.

Te Pūkenga Policy Framework – Te Pūkenga policy library to include a register to show policy owner, review process and cycle, and changes made over time.

Quality Assurance Framework – provides the framework for quality practices focused on quality assurance of delivery and operations.



Part 2: Te Pūkenga Governance

Making informed decisions – within the context of legislative and regulatory requirements and based on sound evidence – to ensure the effective governance of the institution now and into the future. This is the complex responsibility of Te Pūkenga Council and its committees.

Te Pūkenga governance structure

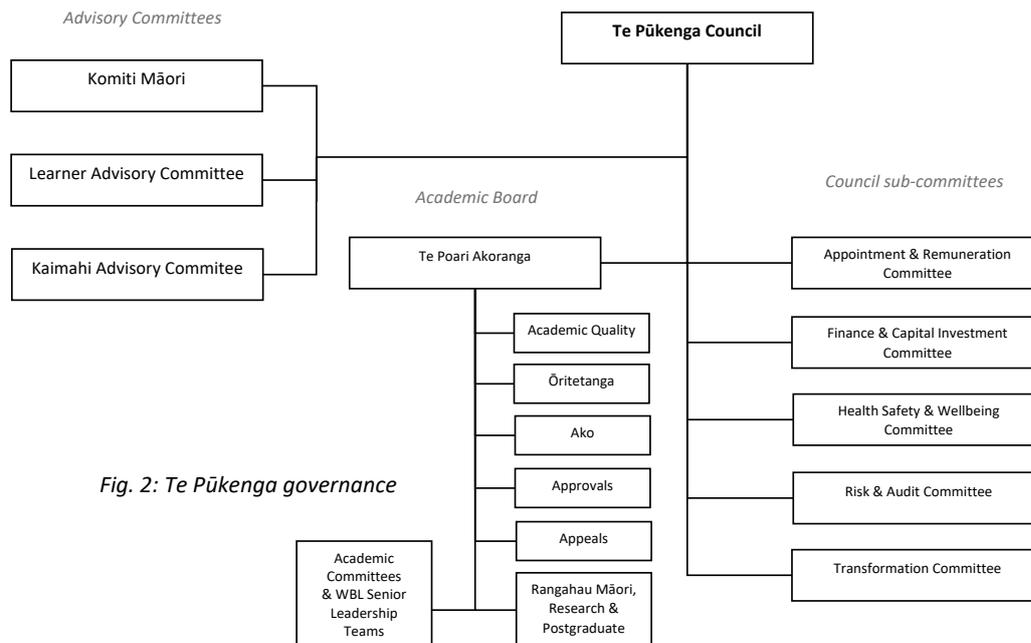


Fig. 2: Te Pūkenga governance

Te Pūkenga’s governance structure is designed to ensure robust and transparent oversight of the leadership, management, and operations of Te Pūkenga, and appropriate alignment between its activities and strategic goals.

The Council’s key areas of focus are strategy and accountability; it is responsible for the governance of Te Pūkenga and the trusteeship of the assets under its control. Council is responsible for appointing the Chief Executive who is responsible and accountable to Council for leadership, and the effective overall management and operation of Te Pūkenga.

Council has established Te Poari Akoranga as its Academic Board (as per [s324](#) of the Act) to:

- advise it on matters relating to work-based learning, courses of study or training, awards, and other academic matters; and
- exercise powers delegated to it by the Council.

Council may establish additional committees for particular purposes to provide topic-focused support and evidence for Te Pūkenga’s Council, to support them in their role as the primary governance body for the institution.

The specific roles of the various governance entities are summarised below.

Te Pūkenga Council

Te Pūkenga Council is our governing body, established under the Education and Training Act 2020. All other committees within the governance structure are sub-committees, operating under the delegated authority of Council. The Council’s responsibilities arise from the Education and Training Act 2020, the Crown Entities Act 2004 and the Public Finance Act 1989, and other legislation. Council exercises the powers given to it in the Act, [s283 Powers of councils](#).

Council is comprised of representatives from each of the three advisory committees (Komiti Māori, Kaimahi Advisory Committee, and Learner Advisory Committee), and nine Council members, including the Chair, who are appointed by the Minister. The current list of Council members is available on [Te Pūkenga website](#).

The role and purpose of the Council includes:

- Determining the strategic direction of Te Pūkenga
- Setting the educational strategy and having overall responsibility for educational quality and excellence
- Ensuring Te Pūkenga remains sustainable and financially viable
- Monitoring performance and outcomes – data and metrics that show to what extent Te Pūkenga is meeting its goals and delivering quality outcomes for ākonga
- Ensuring Te Pūkenga meets its Te Tiriti o Waitangi obligations

Sub-committees of Council: roles and responsibilities

Sub-committee	Role
Te Poari Akoranga (Academic Board)	Te Poari Akoranga provides the Council with strategic academic direction and leadership, and a national infrastructure to ensure quality, compliance and consistency of teaching, learning, research, and delivery supporting work-based learning. Te Poari Akoranga strives to reflect the principles of ōritetanga (tertiary success for everyone), innovation, harmonisation, and collaboration across Te Pūkenga academic network. TPA exercises powers delegated to it by the Council
Appointment and Remuneration Committee	The purpose of the Committee is to oversee the effective management of: (1) the appointment and remuneration of the Chief Executive and their direct reports, (2) some aspects of the appointment of the tier 2 employees; and (3) the appointment, removal, and replacement of directors of the business divisions of Te Pūkenga and fees for those directors.
Risk and Audit Committee	The objective of the Committee is to assist the Council in fulfilling its financial and compliance responsibilities through oversight of: <ul style="list-style-type: none"> • the internal control environment • the risk management framework • the internal and external audit functions • the Annual Report and financial statements • Group audit, risk, and compliance issues, and • the Group Treasury Policy and treasury activities.
Capital Asset Management and Infrastructure Committee	The objective of the Committee is to assist the Council in fulfilling its strategic, financial and compliance responsibilities through oversight of the capital assets and infrastructure of Te Pūkenga and its subsidiaries (the Group). The management of property (including operating leases), plant, equipment, investments, vehicles, IT infrastructure, strategic databases, brands, and intellectual property falls within the scope of consideration. The management of monetary assets and liabilities such as working capital, cash and loans falls outside the scope of operation. The Committee will consider the following aspects of capital asset management:

Sub-committee	Role
	<ul style="list-style-type: none"> • Corporate Planning • Asset information management • Levels of Service • Lifecycle management strategy (including risk management) • Financial forecasts • Business cases • Implementation governance • Engagement with tangata whenua
Health, Safety and Wellbeing Committee	<p>The objective of the Committee is to assist the Council to provide leadership and policy in discharging its health, safety, and wellbeing management governance responsibilities by:</p> <ul style="list-style-type: none"> • guiding the strategic direction, culture, and expectations in relation to best practice health, safety and wellbeing including Te Ao Māori concepts of hauora such as te taha wairua (spiritual wellbeing), te taha hinengaro (mental and emotional wellbeing), te taha tinana (physical wellbeing), and te taha whānau (family and social wellbeing) • ensuring that these give effect to Te Tiriti o Waitangi and embed and uphold it in all that Te Pūkenga does • monitoring the implementation, effectiveness and consistency of health and safety systems, including hazard and risk management and worker and participation engagement, including in respect of each business division of Te Pūkenga • reviewing performance of the health, safety and wellbeing systems and policies and recommending to the Council any necessary changes, and • providing guidance to business divisions in relation to health, safety, and wellbeing, legislative, and organisational compliance
Interim Komiti Māori	<p>Interim Komiti Māori represents ākonga Māori, their whānau, hapū, and iwi, Māori employers, and Māori communities. Members of the Interim Komiti Māori are appointed by Te Pūkenga Council on the joint advice of the Chief Executive of Te Pūkenga and the Chair of Mātauranga Iwi Leaders Group. The komiti provides Council with advice and critical thought leadership. They also make recommendations for the terms, conditions, scope, and powers of the permanent Komiti Māori to be in place in 2023.</p>
Interim Learner Advisory Committee	<p>The Interim Learner Advisory Committee represents the voice of ākonga and helps Council keep the needs of ākonga at the centre. The committee's framework draws on and has been testing elements from our business division ākonga committees ahead of the appointment of a permanent Learner Advisory Committee in 2023.</p>
Interim Kaimahi Advisory Committee	<p>The Interim Kaimahi Advisory Committee represents our kaimahi voice in the development and review of key strategic matters with our Council. The current Interim Committee has also been tasked with designing and testing the framework and processes for the permanent Kaimahi Advisory Committee to be in place in 2023. Each Te Pūkenga business division has elected a representative to the Interim Kaimahi Committee, and in turn they have elected two Co-Chairs, as well as representatives to Te Poari Akoranga and Komiti Māori.</p>

Sub-committees of Te Poari Akoranga: roles and responsibilities

Sub-committee	Role
Ohu Whakahaere Quality	<p>Provides leadership in evaluation and quality assurance; and ensures continuous quality improvement by overseeing and monitoring the consistent application of Te Pūkenga quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.</p> <p>Exercises the powers delegated to it by Council and TPA.</p>
Ohu Whakahaere Ōritetanga	<p>Gives effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to Poari Akoranga that the principles of Ōritetanga are embodied in all educational practices to meet the relevant outcomes of the Charter; to ensure Kāwanatanga responsibilities are upheld, whilst respecting the Rangatiratanga of our iwi and Māori partners, in order to</p>

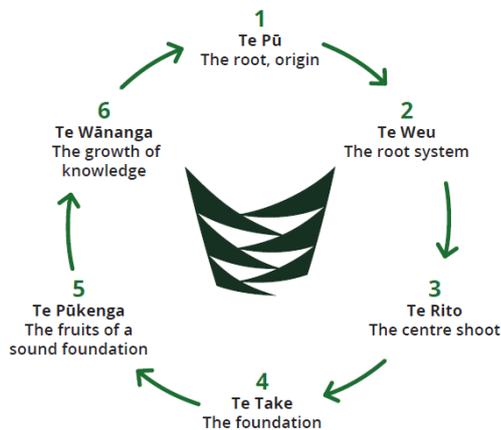
Sub-committee	Role
	achieve Ōritetanga; and, in particular, to assess and monitor the implementation of Māori (and, based on need, Pacific and Disabled) ākonga success strategies and outcomes. Exercises the powers delegated to it by Council and Te Poari Akoranga.
Ohu Whakahaere Ako	Develops and supports Te Mana Ōritetanga based strategic direction for teaching, learning and research; ensures an overarching pedagogical coherence for seamless transition for learners between modes of delivery and across regions, for all vocational, applied, and professional programme delivery at all levels of the New Zealand Qualification Framework; and, ensures the needs of work-based learners, employers and workplace learning environments are represented in all academic decisions, policies and processes. Exercises the powers delegated to it by Council and Te Poari Akoranga.
Ohu Whakahaere Approvals	Tasked with developing and directing a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, participation to support a culture of equity and diversity where all learners are included and valued; and to recommend to Poari Akoranga the approval of education and training packages (for example, programmes of study, training schemes and micro-credentials, or equivalent), and associated changes in accordance with approved delegations. Exercises the powers delegated to it by Council and Te Poari Akoranga.
Ohu Whakahaere Appeals	Receives unresolved ākonga complaints or appeals that have already been determined (in line with Te Pūkenga Ākonga Concerns and Complaints Policy and Procedures and Ākonga Appeals Policy and Procedures); support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and if necessary, make recommendations about policies, procedures, or the provision of services. Exercises the powers delegated to it by Council and Te Poari Akoranga.
Ohu Whakahaere Rangahau Māori, Research, and Postgraduate	Supports, monitors, and leads rangahau Māori, research, and innovation activity; to help determine and support the strategic directions and approaches for rangahau Māori, research, and postgraduate provision; and to provide oversight of rangahau Māori and research planning, funding, and ethics. Exercises the powers delegated to it by Council and Te Poari Akoranga.
Business Division Academic Committees and sub-committees, and WBL Business Division Senior Leadership Teams	Academic Committees and WBL Senior Leadership Teams have delegated responsibility for educational strategic leadership and decision-making, overall quality assurance of programmes, qualifications, and ākonga outcomes, and the management of risk in their business divisions and within the parameters defined by Te Poari Akoranga. Academic Committees may establish sub-committees for particular focus areas. Regular reporting requirements ensure central oversight of Academic Committees and WBL Senior Leadership Teams activities. Business Division Academic Committees and sub-committees, and WBL Senior Leadership Teams exercise the powers delegated to them by Council and Te Poari Akoranga.

Part 3: Te Pūkenga Frameworks

Te Pūkenga has developed a range of strategic and operational Frameworks which define, guide, and drive our internal approaches and performance.

Te Piko, Our Strategy

[Te Piko, Our Strategy](#) provides the framework for our journey and the approach we will take along the way. The approach reflects the stages required to develop and nurture a thriving pā harakeke, from Te Pū, the root/origin, through to Te Wānanga, the growth of knowledge. Te Piko is based on the whakatauki:



Ko te piko o māhuri, tērā te tipu o te rākau
The māhuri tree bends as it grows in order for it to grow
into the tree it is to become

This represents our need to bend as Te Pūkenga evolves and grows. The circle represents the cycle of reflective practice and continuous improvement.

Te Piko describes our educational priorities, outcomes, strategic drivers, investment objectives, and speaks to Te Pūkenga work plan and pathway.

Te Pūkenga Outcomes and Performance Measurement Framework

Te Pūkenga Outcomes and Performance Measurement Framework (Outcomes Framework)² assists in ensuring accountability to our key stakeholders and informs our decision-making. The strategic and operational frameworks are aligned with and contribute to the achievement of the Outcomes defined in the framework as demonstrated through evidence-based decision-making and continuous quality improvement outcomes.

The Framework's three Outcomes have come from our Charter and signal the desired change that our network will contribute to:

1. High quality, innovative vocational education and on-the-job learning
 - a. Skilled, culturally capable, empowered, and healthy kaimahi and employer partnerships
 - b. Seamless pathways and transitions (i.e., higher rates of retention and completion)
 - c. Academic integrity – strong reputation nationally and internationally
 - d. Overall, financially sustainable and efficient operation. (i.e., higher conversion of applications into enrolments)
2. Regions, Iwi, Hapū, Māori and communities, including those who are isolated, have access to the knowledge and skills they need to prosper
 - a. Delivery and subject options aligned to local and regional needs and aspirations – responsive and future-focused
 - b. Consistent quality of education and training across locations and delivery modes, duplication removed

² Pending final approval from Council

- c. Quality infrastructure across the network
 - d. Strong connections with employers and industry.
3. Improved equity and wellbeing – across social, economic, environment and cultural domains
- a. All learners have what they need to succeed, with a focus on equitable outcomes for Māori, Pacific and disabled ākonga.
 - i. Learning conditions enable kaimahi and learners to realise their potential – growing skills and confidence to contribute to culture, community, and a sustainable world
 - ii. Barrier-free education and training (i.e., greater retention)
 - iii. Inclusive environment and culture (i.e., higher participation rates)
 - e. There is partnership with ākonga, kaimahi and communities that ensures an active role in decision-making and development of services
 - f. Kaimahi experience a sustainable working environment which is fair, affirming, and inclusive, and where the resources to eliminate racism and discrimination are visible
 - g. Education and training designed to meet Iwi, Hapū and Māori aspirations, employers’ and industries’ need for skills, community needs and aspirations
 - h. Strong Te Tiriti partnership, Te Tiriti embedded in all teaching and learning

Fig. 3 below illustrates the fundamental building blocks of the Outcomes Framework. Iwi Aspirations, Employer Needs and Aspirations, Stakeholder and Community voices stretch across, influence, and shape each stepping-stone which arise from ngā uara, our values, and culminate in long term success.

Iwi Aspirations and Goals							
Employer Needs and Aspirations Stakeholder and Community Voice							
Values	How we Operate	Capability	Outputs	Te Pūkenga Outcomes	Measures 1	Measures 2	Measures 3
				High-quality, innovative vocational and on-the-job learning Regions, Iwi, Hapū, Māori and communities, including those who are isolated, have access to the knowledge and skills they need to prosper Improved equity and wellbeing – across social, economic, environment and cultural domains	Attributable to our network operations and outputs (Phase 1)	Attributable to our network operations and outputs (Phase 2)	Attributable to Iwi and Crown goals & aspirations
				Within Network	Within Network	Out of System	

Fig. 3 Te Pūkenga Outcomes Framework

Alignment of Frameworks to Educational Priorities

The strategic and operational frameworks that have been developed or that are under development have been mapped to the Council Education Priorities to ensure we remain focused on particular elements of our outcomes as we transition to one organisation.

	Council Priorities				
	A relentless focus on equity and ensuring participation — we honour and uphold Te Tiriti o Waitangi in all we do	Delivering customised learning approaches that meet the needs of learners and trainees wherever they are	Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand	Services that meet the specific regional needs of employers and communities	Transition educational services in a smooth and efficient manner
*Under development					
Equity and Ākonga Success Strategy	✓	✓			
Outcomes Framework*	✓	✓	✓	✓	✓
Te Pae Māhutonga	✓			✓	
Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework	✓	✓	✓		
National Strategic Disability Action Plan		✓			
Learner Wellbeing and Safety Strategy*		✓			
Learner Wellbeing and Services Strategy*	✓	✓	✓	✓	
Learner Engagement Strategy and Framework*	✓	✓	✓	✓	
International Strategy		✓		✓	✓
Investment Plan and Strategy	✓	✓	✓	✓	✓
Whiria te Ako*	✓	✓	✓		✓
Employer Engagement Framework*	✓			✓	
Digital Strategy*	✓	✓			✓
ISSP*		✓	✓		✓

	Council Priorities				
*Under development	A relentless focus on equity and ensuring participation — we honour and uphold Te Tiriti o Waitangi in all we do	Delivering customised learning approaches that meet the needs of learners and trainees wherever they are	Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand	Services that meet the specific regional needs of employers and communities	Transition educational services in a smooth and efficient manner
People, Culture and Wellbeing Strategy*	✓		✓		✓
Marketing and Communications Strategy	✓		✓	✓	✓
Sustainability Strategy*	✓		✓	✓	✓
Capital Asset Strategy			✓	✓	✓
Finance Strategy			✓		✓

Part 4: Te Kawa Maiorooro

Te Kawa Maiorooro sets out the overarching Educational Regulatory Framework that applies to learning and delivery (teaching, assessment, rangahau and research, and support activities) at Te Pūkenga.

The journey of Te Pūkenga involves three stages:

Stage 1 (initial transition): an entity with multiple subsidiaries

Stage 2 (integration): an entity with multiple business divisions

Stage 3 (transformation): being a unified entity with regional operations and a national organisational structure.

Te Pūkenga is currently at Stage 2 where all former subsidiaries (provider-based and work-based) have been dissolved and their operations are being carried out as business divisions of Te Pūkenga. During stage 2, a Grandparenting Policy has been adopted which means that the regulations, policies, and procedures of the former subsidiaries continue to apply unless there is a national regulation or policy in place.

This iteration of Te Kawa Maiorooro is appropriate to stage 2. This means that Te Kawa Maiorooro applies to matters at a national level but where a specific matter is not addressed within the national framework, reference is made to the relevant business division policies and procedures.

Where there are inconsistencies between Te Kawa Maiorooro and business division regulatory and or policy frameworks, decisions are made by the delegated authority in discussion with Te Pūkenga quality team and taking into account the best interests of the ākonga. Ongoing monitoring, supported by business division quality teams working collaboratively within their regions and nationally, ensures fairness of practice and application.

Our Foundation

Te Kawa Maiorooro reflects the intention of Te Pūkenga Te Tiriti Excellence Framework, Te Pae Tawhiti. The five goals and two objectives of Te Pae Tawhiti are explicitly inherent and integrated in the framework and in Ngā Mātāpono.

Te Kawa Maiorooro is underpinned by Ngā Mātāpono, four principles that ensure the framework meets its purpose, and guided by Ngā Uara, Te Pūkenga values, that define what we believe and how we behave. Together, Te Pae Tawhiti, Ngā Mātāpono, and Ngā Uara guide our decisions and actions and ensure a regulatory framework that is inclusive, equitable, and fair.

Ngā Mātāpono - Te Kawa Maiorooro Principles

General

The following principles underpin the regulatory framework to ensure the purposes are met. The principles are grouped under four Mātāpono (Whakaritenga, Tangata, Tiriti and Ako). These mātāpono provide the inclusion of Māori perspectives, affirm the need for equity and partnership, and aid in summarising what sits at the core of the regulatory principles.

The principle of WHAKARITENGA

Natural justice underpins regulatory processes and in dealing with conflicts and issues is assured:

- Learners have the right to be heard and their perspective considered.

Plain language is used to ensure wide understanding by learners and employers:

- Academic speak and legalese is minimised.

Regulate only what needs to be regulated to ensure desired outcomes are met and/or better outcomes are achieved:

- Common requirements imposed only where essential.
- Standardisation does not compromise accessibility and responsiveness.

The principle of TANGATA

The interests of learners collectively and individually take precedence:

- Life-long learning is enabled.
- Learning opportunities are provided in the right place, at the right time and in the right way for learner success.

Accessibility and inclusivity are ensured, and diversity encouraged:

- Opportunities for participation are enhanced and barriers removed.
- Discrimination and marginalisation are avoided.
- The needs of diverse learners and underrepresented groups are addressed.

Portability and transferability of learning is enabled:

- Relevant learning is recognised, regardless of where and how that learning has occurred.
- Workplaces are valued as places of teaching, learning and assessment.
- From provider to provider, workplace to workplace, and between workplace and provider.

The principle of TE TIRITI

Equitable outcomes are encouraged:

- Regulations remove and do not create barriers.

Te Tiriti o Waitangi is honoured, ensuring the needs of Māori learners are met:

- Partnership with Māori is assured.
- Te Ao Māori is affirmed.

The principle of AKO

Excellence of process and outcomes is enabled:

- Evidence based good practice in teaching, learning and assessment is promoted.
- Innovation in teaching, learning and assessment is empowered.
- Māori beliefs and ways of doing and knowing are incorporated into programmes of study.

Part 5: Te Pūkenga Policy Framework

Te Pūkenga has a statutory mandate embodied in its Charter³. This expressly states that Te Pūkenga exists to perform the functions set out in section 315 of the ETA and to be responsive to the needs of all regions of New Zealand and their learners, industries, employers, and communities. The Charter also sets out how we at Te Pūkenga must meet those needs and how we are to operate.

Our Charter consists of four pou:

Te Pūkenga Charter

Regional Focus	Meaningful partnerships	Te Tiriti o Waitangi	Inclusivity and equity
<p>Offer mix of education and training in each region including on the job, face to face and distance that is accessible and meets needs.</p> <p>Empower regional representatives to make decisions about delivery and operation informed by local relationships and meeting needs of communities.</p> <p>Ensure collaboration across national network.</p>	<p>Develop meaningful partnerships with industry across the country including Māori and Pacific employers, smaller employers and niche sectors and with communities at a local level including hapū and iwi and Pacific communities.</p> <p>Use insights gained through partnerships to develop and provide vocational education and training that meets needs – both short and long term.</p> <p>Align education and training delivery to support unique social and economic goals of local communities.</p>	<p>Ensure that Te Pūkenga governance, management and operations give effect to Te Tiriti.</p> <p>Recognise that Māori are key actors in regional, social, environmental and economic development.</p> <p>Respond to the needs of and improve outcomes for Māori learners, whānau, hapū and iwi and employers</p>	<p>Hold inclusivity and equity as core principles.</p> <p>Recognise and value the diversity of all learners and provide unique types of support for different learners to succeed.</p> <p>Meet the needs of all learners – particularly those who are underserved by the education system including Māori, Pacific and disabled learners.</p> <p>Work towards equity for learners and staff of different genders, ethnicities, cultures and abilities.</p>

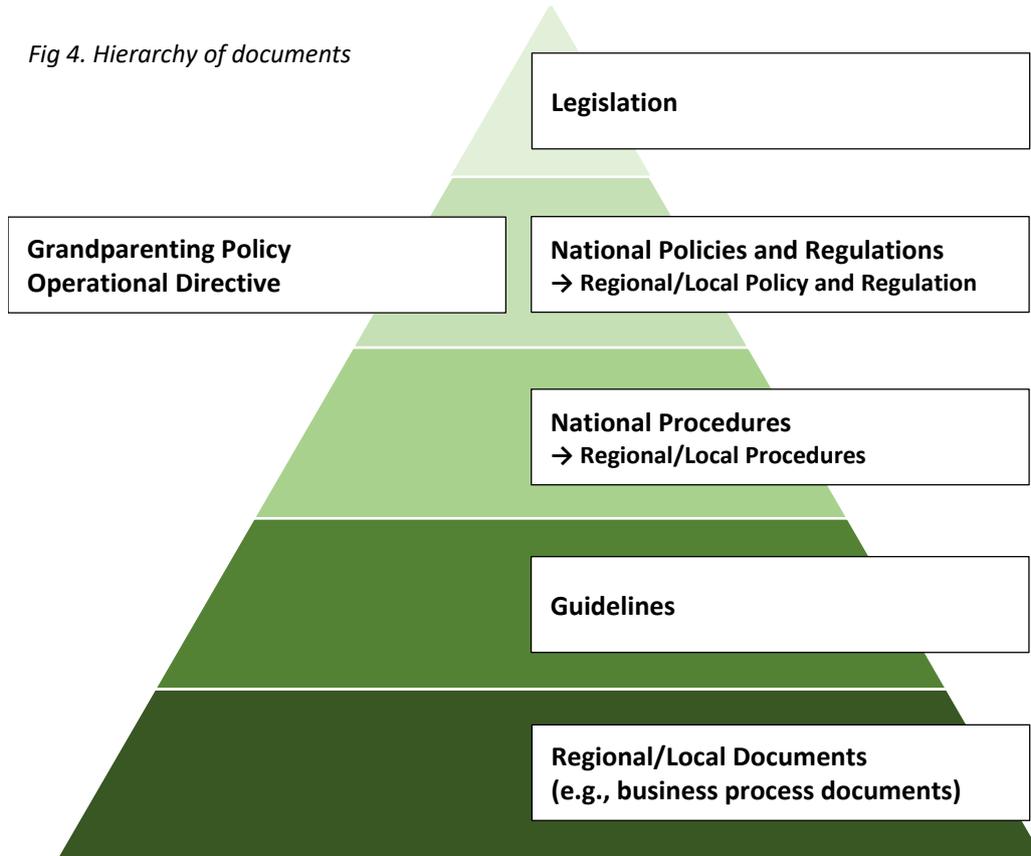
Te Pūkenga values are our central compass to guide our behaviour as an organisation.

By promoting good governance and disciplined ways of working, the policies of Te Pūkenga seek to give clarity on how we enact our values and fulfil the Charter requirements; they govern our practice and support implementation of our strategies, supplementing our values with principles, processes and agreed standards that drive quality outcomes. They ensure we are complying with legislative requirements, are consistently following good practice, and are operating in a safe and inclusive environment for all kaimahi and ākongā. They will also help to protect the integrity and the reputation of the institution, one in which our ākongā have chosen to enrol and our kaimahi have committed to work.

This iteration of the Policy Framework is appropriate for Stage 2 of Te Pūkenga journey where all former subsidiaries (provider-based and work-based) have been dissolved and their operations are being carried out as business divisions of Te Pūkenga. During stage 2, a Grandparenting Policy supported by an Operational Directive has been adopted which means that the regulations, policies, and procedures of the former subsidiaries continue to apply unless there is a national regulation or policy in place. The hierarchy of documents is shown in Fig 4:

³ Schedule 13, Education and Training Act 2020

Fig 4. Hierarchy of documents



- **Policy** - a mandatory statement of the principles guiding operations and decision making. Policies support the achievement of quality outcomes, address compliance with legislative obligations, and reduce institutional risk by establishing standards and internal controls.
- **Procedures** - mandatory statements of the standard and required practice. Procedures address processes and actions aligned with the policy principles. They outline the operational steps required to implement policy.
- **Guidelines** - advisory and explanatory statements offering detail, context, or recommendations for good practice. Guidelines provide direction on how to undertake the procedural element and advice to assist in the establishment and implementation of effective practices to achieve quality outcomes.
- **Local document** - operational processes that facilitate policy documents or Te Pūkenga activities within a business division. These fall outside of the definition of policy documents but still must align and comply with policy documents higher in the hierarchy and with legislation.

Policy Framework Principles

All Te Pūkenga policies and procedures, national or local, form part of the policy framework of Te Pūkenga.

The development, approval, implementation, monitoring, and review of Te Pūkenga policies and procedures will be conducted in accordance with the [Document Development Framework Policy and Procedures](#).

Te Pūkenga policy is shaped by legislation, external standards, and codes of practice, and contain clear references to any external requirements or standards, which must be read in conjunction with the policy. Policy documents should be relevant, transparent in intent and meaning, and developed in consultation with the network and key stakeholders

The Approval Authorities for Te Pūkenga policy (Council, Te Poari Akoranga and the Chief Executive) will develop systems to ensure that the owning authority performs duties associated with the implementation, monitoring, and review of policies, as set out in the Policy Development Framework Policy and Procedures (under development).

Policy documents are to be reviewed at least every five years, or more frequently if required.

The policy hierarchy in Fig. 4 demonstrates how policy documents are organised within the hierarchy. All documents must align with the policy documents higher in the hierarchy and comply with the relevant legislation.

Policy categories

There are three categories of policy within the Policy Framework:

Governance Policy

Governance policy covers matters relating to strategy or investment, risk management, legislative and legal compliance. It gives effect to statutory or regulatory requirements (unless otherwise delegated) and relates to the processes of decision making and the controls and behaviours that support effective accountability and performance outcomes.

Educational Policy

Educational policy relates to the core educational business of Te Pūkenga and covers matters of learning, teaching and research. This includes but not exclusively admissions, assessment, moderation, course and programme approvals, discontinuation of courses and programmes, and ākonga integrity matters.

Operational Policy

Operational policy relates to policy designed to support strategic intent and articulates both operational imperatives and principles for administrative activities, e.g., people management, financial management, asset management, etc.

National Policies

Following are the national policies that have been developed and approved or subject to approval for Te Pūkenga. As additional national policies are developed and approved, the relevant local or regional policies will be replaced, expired, and removed from the QMS.

Approved	Subject to Approval
<ul style="list-style-type: none"> • Ākonga Appeals Policy⁴ • Ākonga Concerns and Complaints Policy • Continuous Policy Improvement Policy • Diversity Equity and Inclusion Policy • Grandparent Policy • Interim Delegations Policy • National Document Development Framework • National Expenditure Policy • National Fraud and Corruption Policy • Official Information Policy • Privacy Notice • Privacy Policy • Privacy Procedure • Protected Disclosures Policy • Protected Disclosures Procedure • Recruitment Policy • Remuneration Policy 	<ul style="list-style-type: none"> Assessment Policy Moderation Policy Ākonga Integrity Policy Recognising Prior Knowledge and Skills Policy Programme Assurance Policy National Ākonga Engagement Policy Statement Code of Pastoral Care Policy

⁴ Links to be added once documents loaded on Te Pūkenga website

Part 6: Te Pūkenga Quality Assurance Framework

Te Pūkenga recognises the importance of a robust quality assurance framework to demonstrate how quality is assured within and across the network. Quality outcomes are achieved through systematic processes for quality assurance and the maintenance and improvement of educational excellence and integrity. Te Pūkenga Quality Assurance framework is intended to guide activities that contribute to development of a network-wide culture of ongoing quality assurance, quality improvement and alignment or compliance with legislative and regulatory requirements in order to achieve our strategic objectives and desired outcomes.

Ngā Mātāpono - Quality Assurance Guiding Principles

The following mātāpono form the basis of Te Pūkenga Quality Assurance Framework and are designed to be used as the foundations for guiding quality management and quality practices across Te Pūkenga.

Outcomes add value and meet the diverse needs of our ākonga, Te Tiriti partners, and other key stakeholders

- Our primary focus is on ākonga, employers, industry, and community.
- Outcomes are defined, add value, and meet the needs of our Te Tiriti partners, ākonga, employers and other key stakeholders
- Outcomes are strategically aligned and serve organisational objectives

Diversity is valued through prioritising equity and inclusivity

- We honour and give effect to Te Tiriti o Waitangi in all we do
- We are collaborative and build authentic and effective partnerships
- We will acknowledge and dismantle any inequalities within our policies, practices and systems and continually monitor and report on progress

3. Excellence is at the core of everything we do

- Excellence is organisation wide, built on capable staff and shared leadership
- We all contribute to ākonga experience and success
- Excellence is ensuring that our quality systems are accessible and transparent
- We are all responsible for quality

A culture of continuous improvement and organisational learning

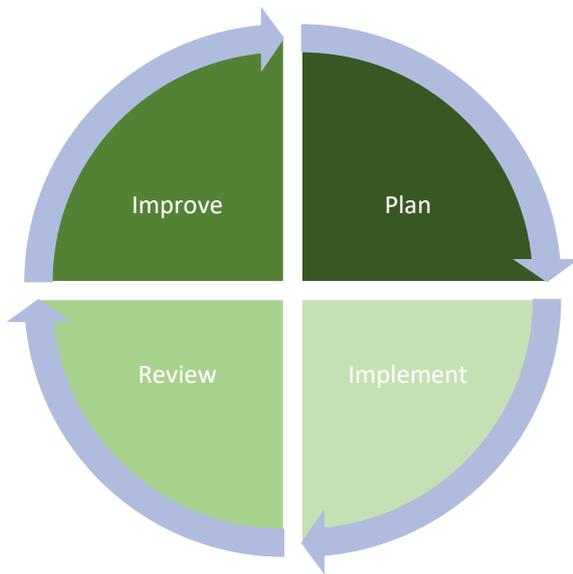
- We engage in reflective practice to improve outcomes
- We work collaboratively to improve the way we operate
- We share our experience and expertise across the organisation to achieve best practice
- We support incremental and sustainable improvement

Decision making is values based and evidence informed

- Decision making affirms our values
- Decisions are made in the best interests of outcomes for our ākonga
- Decisions are evidence based and shaped by our values

Continuous Quality Improvement

A core tenet of Te Pūkenga Quality Assurance Framework is continuous quality improvement. The Te Pūkenga quality improvement cycle is based on the PIRI model – a cyclical system which is the primary means by which the principles are embedded and demonstrated in Te Pūkenga quality assurance practices. PIRI is an acronym for Plan, Implement, Review, and Improve. Taking inspiration from Te Ao Māori, the word ‘piri’ as a verb means ‘to come together’ and as a noun means ‘commitment and adherence’.



Plan Formulation of strategy, policy, processes, timelines, and responsibilities for achieving outcomes intended to maintain or improve quality, including performance standards, measures, indicators, and targets, and methods and frequency for performance monitoring and reporting.

Implement Implementation of the planned arrangements, including regular monitoring and reporting on progress / efficacy / outcomes.

Review Ongoing and summative review, based on evidence, of the extent to which planned arrangements are having/have had the desired effect in bringing about intended outcomes, including evaluation of the efficacy and impact

of the planned arrangements.

Improve Ongoing evidence-based identification of improvements and changes to be incorporated in new or reformulated plans, policy, and processes in order to contribute to enhanced or improved outcomes.

The Quality Assurance Framework

The Quality Assurance Framework has three components – integrated planning which sets the focus for ‘what we do’; integrated review, which sets the measures to verify ‘how we know’; and risk management, to ensure we remain flexible to risks and their potential impacts.

Quality Assurance requires the following:

- People management, e.g., involvement of kaimahi at all levels, training, recognition of kaimahi, and professional development
- Information and analysis, e.g., clear measures, data from ākonga learning, daily operations, complaints, academic results
- Process management, e.g., design of the learning process, mapping processes
- Stakeholder focus, e.g., aspects related to ākonga, kaimahi, iwi/hapū, community, employer, and other stakeholder relationships
- Planning, e.g., definition, communication and review of objectives and plans
- Leadership, e.g., commitment from top management

The framework encompasses all areas of Te Pūkenga activity, , e.g., governance, operational management, ākongā participation and experience, learning environment, teaching, and training (all modes and contexts), rangahau and research, programme delivery and assurance, information and communication, and external and internal engagement.

Evidence to inform continuous quality assurance will come from a wide variety of sources (national, regional, and local), stakeholder feedback (including ākongā and their whānau, employers, Māori, communities, and kaimahi, etc.), performance data, programme assurance activities, and moderation outcomes.

While all delivery will be quality assured under this iteration of the framework, a key focus o will be the unified programmes delivered across the network. Quality assurance activities will focus on programme assurance, consistency of delivery, and consistency of experience and outcomes for ākongā.

The Quality Assurance Framework includes:

Self-Assessment Framework

Te Pūkenga self-assessment framework has been developed as a working draft for Te Pūkenga, providing us with internal guidance to achieve Excellence. It is a *systematic process of identifying strengths and weaknesses and making evidence-informed changes that result in actual, worthwhile improvements*⁵.

The framework is aligned to NZQA's self-assessment approach and is intentional in its commitment to applying Te Hono o te Kahurangi to ensure all four pou of the Charter are met. This is done through holistic alignment between the practice of Te Pūkenga values (ngā uara) within this framework and Ngā Kaupapa o Te Hono o te Kahurangi.

The framework is aligned to Nga Mātāpono within Te Pūkenga Quality Assurance Framework and has also been closely aligned to Te Pūkenga Continuous Quality Improvement policy that will support Te Pūkenga to engage in continuous quality improvement practice.

Moderation Framework

Te Pūkenga Moderation Framework has been designed to allow effective practices and approaches from all sectors to be used. Within the Framework, moderation activity will be organised by unified product (e.g., unified programme) or group of products into Product Moderation Systems.

The Framework is values based, people centred, and provides for flexibility of practice and approach within clear parameters. It is designed to develop, support, and safeguard, the quality and integrity of assessment, and deliver Te Pūkenga-wide comparability of assessment outcomes, in ways that are effective and appropriate for the product and context. The Framework will also enable Te Pūkenga to meet the requirements of quality assurance and standard setting bodies.

A staged approach will be taken to roll out and implement the framework using current business division mechanisms as appropriate. This will enable us to maintain the quality of summative assessments and qualifications that our ākongā undertake as the operational structure takes shape. To support this staged approach, information and guidance will be provided to the network. Unified

⁵ NZQA definition of Self-Assessment

programme teams will develop their moderation system to ensure consistency of outcomes for ākonga.

Programme Assurance Framework

Te Pūkenga Programme Assurance Framework aims to ensure that Te Pūkenga has appropriate and effective mechanisms for the quality assurance of all Te Pūkenga programmes, local or unified, at all stages of the programme lifecycle. Programme assurance within Te Pūkenga is underpinned by ngā uara, our values, and the principles that programme assurance:

- is evidence based and intended to ensure and assure programmes are, and remain, fit for their intended purpose
- ensures fair and equitable access for ākonga entry into, progression through, and outcomes from their learning journey
- is evaluative with a focus on ongoing improvement of teaching, learning, and assessment experiences and outcomes and the promotion of good practice
- uses outcomes from ongoing meaningful engagement with stakeholders (graduates, industry, community) based on current and future needs.

A staged approach to roll out of the framework will encompass current business division mechanisms for programme assurance that will be unified over time as our operational structure develops. Unified programme teams will collectively agree a common approach to programme assurance to ensure consistency of delivery, ākonga experience, and outcomes.

Stakeholder Voice Framework

Te Pūkenga Stakeholder Voice Framework will be developed in 2023 once initial operational structures are in place to support the framework. Work is underway on engagement frameworks for ākonga, employers, and Māori and these will be reflected in the framework in due course. A national policy statement is being developed for ākonga voice and this will sit over current business division approaches and activities. Unified programmes will agree a collective approach to engagement with ākonga and engagement with employers will include local, regional, and national industry advisory groups. Te Pūkenga will engage with Māori and collect feedback in a number of different ways. The establishment of Te Tiriti o Waitangi Partnership Framework (currently under development) has an evaluation practice built into the framework and this will evaluate both the health of the relationship as well as the progress against agreed actions. This will be one of the ways in which we will capture our partner voice and satisfaction levels.