Te Pūkenga trading as NMIT Academic Committee Meeting – 05 April 2023 – Open

Room H127 Nelson Campus – 3.15pm, Wednesday 05 April 2023

Agenda Topic	Presenter	Page
1. Welcome, Apologies, Notices	OH	
2. Administrative		
2.1 Academic Committee Membership	OH	
2.2 Minutes of Academic Committee Meeting 22.02.2023-Open – ***for confirmation***	OH	2
2.3 Action Items of Academic Committee Meetings – ***for review***	OH	8
2.4 Correspondence Schedule – ***for receipt/endorsement***	OH	9
3 Academic and Quality		
3.1 2022 Self-Assessment Update – ***for information***	JR	10
3.2 2022 Degree Monitoring Update – ***for information***	JR	12
3.3 Policy Update – ***for information***	JR	15
3.4 External Moderation Update – ***for information***	JR	17
3.5 Course and Programme Changes – ***for endorsement***	KD	21
4 Te Pūkenga		
4.1 Unified Programmes – ***for information***	KD	31
4.2 Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2022 – 2023 – ***for information***	NA	45
5 Reports from Committees and Working Parties		
5.1 Academic Standards + Quality Committee Minutes – Meetings of 10.02.2023 and E-Meetings of 26.01 to 01.02.2023, 01.02.2023, 16 to 20.02.2023– ***for receipt***	KD	67
5.2 Recognition of Academic Credit Committee Minutes - Meetings of 24.01.2023, 31.01.2023 and E-Meetings of 06.12.2022, 01.02.2023, 09.02.2023– ***for receipt***	SG	91
5.3 Learning and Teaching Committee – Meeting of 20.02.2023 – ***for receipt of minutes / verbal report***	MK	102
5.4 Research and Ethics Committee		
5.4.1 Meeting of 16.11.2022 – ***for receipt of minutes / verbal report***	OH	107
5.4.2 2022 Research Output Annual Report – ***for receipt***	OH	109

Item 2.2 Minutes of Academic Committee Meeting 22.02.2023-Open for confirmation

OPEN
DRAFT Minutes of a meeting of the Academic Committee
3.15pm, Wednesday 22 February 2023, Room M306 and via Microsoft Teams

PRESENT: Olivia Hall Business Division Lead, Executive Director Ōritetanga, Teaching and Learners, Dan Bremner Programme Team Lead (proxy for Reid Carnegie), Julie Bytheway Head of Learner Services, Kim Davies Academic Integrity Team Leader, Sarah Fraser PASM, Silvia Gassebner Team Leader Curriculum + Academic Registry, Marja Kneepkens Curriculum Director Teaching and Learning (left 4.15pm), Trisha Krishnasamy Curriculum Area Manager, Susannah Roddick Curriculum Director Teaching and Learning, Nicole Akuhata Poumanaaki, Ōritetanga + Māori Relationships Manager, Max Devon NMIT Student, Jackie Rees Quality Enhancement Manager, Chanelle Taylor Programme Team Lead SASM, Pam Wood Curriculum Area Manager (left 3.40pm) Mary Woodward Administrator Curriculum + Academic Registry (minute-taker, non-voting)

APOLOGIES: Reid Carnegie Curriculum Area Manager, Monique Day Curriculum Area Manager, Bradley Hannigan PASM, Soraya Paki Paki Curriculum Area Manager, Rae Perkins Curriculum Area Manager, Lauren Robinson NMIT Student, Victoria Whitmore Curriculum Area Manager

IN ATTENDANCE: Shine Kelly Academic Adviser, Ren Stronach Student Support Advisor Kaimanaaki Ōritetanga and Māori Relationships (3.40 to 4.25pm)

1. Welcome, Apologies, Notices
Olivia Hall opened the meeting and welcomed Members. She advised:
- Dan Bremner Programme Team Lead was in attendance as proxy for Reid Carnegie Curriculum Area Manager

2. Administrative
2.1 Proposed 2023 Academic Committee Membership
Kim Davies advised that:
- with the introduction of Te Kawa Maiorooro, Te Pūkenga Academic Regulatory Framework a review to establish the impact of the framework on NMIT related policy and procedures was undertaken
- following this review the NMIT Academic Statute had been retired with the exception of the Academic Committee Terms of Reference, and the Course Result Keys, which will both need to be maintained until more guidance is received from Te Poari Akoranga
- the NMIT restructure will be reflected in the Academic Committee structure and how business will be conducted
- the Academic Standards and Quality Committee will also be affected.

Olivia Hall noted that:
- Julie Bytheway Head of Learner Services and the seven Curriculum Area Managers (CAM) were now attending as Committee Members
- her current Business Division Lead role is only confirmed until mid-2023 after which more direction and decision-making will come from Te Pūkenga
- the Committee will need to ensure the right level of academic rigour including Committee membership
- there is a concern around the number of voting members from the Academic and Quality Team who work on the documents being addressed at meetings – there is a need to have insights from other business areas
- currently CAMs are both Academic Committee (CAM) and Academic Standards and Quality Committee (AS+Q) Members – CAMs may need to decide if they attend AC or AS+Q Committee meetings
- feedback is welcomed from Members on Committee membership and attendance at AC meetings and AS+Q Committee meetings.

ACTION
Committee Members
Feedback to Olivia Hall any viewpoints on Committee membership, and attendance at Academic Committee meetings and Academic Standards and Quality Committee meetings

2.2 Minutes of NMIT Academic Committee Meeting 23 November 2022 - Open
01/23 **RESOLVED** that the minutes of the NMIT Academic Committee Meeting 23 November 2022 - Open be confirmed as a true and accurate record.
Jackie Rees/Susannah Roddick

CARRIED

ACTION
Mary Woodward
Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website

2.3 Action Items of NMIT Academic Committee Meetings

Action Item 1 – Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report
Review Course Result Spot-Check List for 2022; Develop an Award spot-check process

- Silvia Gassebner advised that:
  - the course result spot-check criteria were being reviewed for 2023 to align with the recently developed Results Committee Meeting guidelines
  - a proposal for an awards' spot-check process would be tabled at the 07.03.2023 AS+Q Committee meeting.

Action Item 2 – Reports from Committee and Working Parties Follow-up with Research Manager on what information is feasible to bring to the Academic Committee

- Susannah Roddick advised that she had taken on the Research Manager role and noted the intention to table a high-level research report twice yearly to this Committee. She requested the action be closed.

Action Item 3 – Reports form Committee and Working Parties Follow-up for including the Disability Report for next meeting

- Julie Bytheway advised that the intention was to table the Disability Report at the next Committee meeting and requested the action be closed.

Action Item 4 – Academic Contracts as at 06 September 2022 Develop a statement for the agenda regarding the role of the Committee members in viewing this item

- Olivia Hall advised that Deidre Hemera was providing advice on this action to ensure there is an awareness of contracts with a delivery component.

Action Item 5 – Te Pūkenga Transition Continue work on updating policies and being to the committee an overview of these policies

- Jackie Rees advised that although no written overview of policy review had been provided this action was being addressed as part of agenda item 3.3 and requested it be closed.

Action Item 7 – Reports from Committees and Working Parties Given the pending approval of Te Kawa Maiorooro follow-up with Te Pūkenga on if a full 2023 Academic Statute is required

- Jackie Rees advised that this action was being addressed as part of agenda item 3.3 and requested it be closed.

Action Item 9 – Te Rito Report Contact Senior Communications Advisor regarding uploading the following documents to an area of the Polly Portal to ensure their transparency and accessibility – Te Rito Report, Disability Action Plan, Te Pae Tawhiti, Tertiary and International Learners Code of Practice, Links to Te Pūkenga national documents

- Julie Bytheway advised that this was a work in progress in collaboration with the Senior Communications Advisor and noted the intention to incorporate information into Te Korihi newsletter. She requested the action be closed.

2.4 Correspondence Schedule

02/23 **RESOLVED** that the inwards correspondence be received.

Max Devon/Kim Davies
CARRIED

03/22 **RESOLVED** that the outwards correspondence be endorsed.

Max Devon/Kim Davies
CARRIED

3. Academic and Quality

3.1 Self-Assessment

Jackie Rees gave a summary of current 2022 Self-Assessment activity and noted:

- the close-off date for receiving 2022 Self-Assessment Reports (SARs) was 17 February 2023
- currently 60% of Academic and 20% of Business Support SARs have been received
- Degree SAR reviewers are still required.

ACTION
Committee Members
Let Jackie Rees know if wanting to review a 2022 Degree SAR

3.2 Degree Monitoring and Monitoring

Jackie Rees gave a summary of Degree Monitoring and Monitoring activity and noted:

- the tracksheet detailing 2023 Degree Monitoring activity has been finalised for sending to NZQA
- work has been done on aligning the information given to Degree Monitors with the Degree SAR template

- four monitoring visits are scheduled for March
  - Bachelor of Information Technology
  - Bachelor of Arts and Media
  - Paetahi Tumu Korero Bachelor of Counselling
  - Postgraduate Certificate in Professional Supervision
- a request has been sent to NZQA for Bachelor of Aquaculture and Marine Conservation self-monitoring status
- three micro-credential reviews are scheduled for March
  - Predator Trapping Methods
  - Aeronautical Engineering Fundamentals
  - Aeronautical Maintenance Fundamentals.

The Committee Members discussed the usefulness of A+Q processes, including the use of templates and checklists, in preparing for Degree Monitoring visits.

3.3 Policy Update

Jackie Rees gave a summary of recent policy update activity and noted:

- at this stage only the minimum requirements had been done on amending policies that have a significant ākonga impact and to ensure there is no contradiction with Te Pūkenga
- these amended policies have been agreed to and will be published on the NMIT website and Polly
- policy updates will continue to be a work in progress as more information is made available by Te Pūkenga.

Olivia Hall noted the challenges to ensure that these policy changes are fully communicated to all areas including ākonga.

3.4 New Delivery Site Applications

Kim Davies advised that:

- these applications had previously been done as a pick-up of delivery
- this process has now been streamlined by Te Pūkenga in negotiation with NZQA
- the programme owner is now asked to add the business division as a delivery site
- this new process will mean less creative control than previously available under the old process.

3.4.1 New Zealand Certificate in Computing (Intermediate user) (Level 3) and New Zealand Certificate in Information Technology (Level 4) – transition to Ara programme leading to version 2 of the qualifications

Kim Davies advised that:

- this is a retrospective approval request
- historically this programme had only been delivered online via the eCampus platform.

04/22 **RESOLVED** that the delivery site application for the New Zealand Certificate in Computing (Intermediate user) (Level 3) and New Zealand Certificate in Information Technology (Level 4) – transition to Ara programme leading to version 2 of the qualifications be approved.

Trisha Krishnasamy/Max Devon
CARRIED

3.4.2 New Zealand Certificate in Apiculture (Level 3) – transition to Otago programme leading to version 2 of the qualification

Kim Davies advised that:

- this is a retrospective approval request to correct a procedural oversight identified by NZQA.

05/22 **RESOLVED** that the delivery site application for the New Zealand Certificate in Apiculture (Level 3) – transition to Otago programme leading to version 2 of the qualification be approved.

Trisha Krishnasamy/Max Devon
CARRIED

3.4.3 New Zealand Certificate in Horticulture Production (Level 4) – transition to EIT programme leading to version 2 of the qualification

Kim Davies advised that:

- by transitioning to version 2 of this EIT programme NMIT will now be able to offer all three programme strands including wine growing.

06/22 **RESOLVED** that the delivery site application for the New Zealand Certificate in Horticulture Production (Level 4) – transition to EIT programme leading to version 2 of the qualification be approved.

Trisha Krishnasamy/Max Devon
CARRIED

4. Te Pūkenga

4.1 Transition

Olivia Hall advised that:

- consultation is currently underway with Property and Finance kaimahi, with Marketing and Communication Teams to follow
- Ako Delivery, Engagement and Academic Functions will begin shortly.

4.2 Unified Programmes

Kim Davies gave an update on current unified programme activity and noted:

- currently NMIT is offering three unified programmes
  - two strands of the New Zealand Diploma of Business (Level 5)
  - Bachelor of Accounting
  - New Zealand Certificate in Food and Beverage (Level 3)
- it had been good to be part of the process and she commended the programme teams for their work
- a pause has been put on unified programme mahi by the Academic Centre and Learning Systems DCE to ensure the process is correct and working
- guidance from the Academic Centre and Learning Systems DCE will be needed to understand the 2023 workplan for 2024 delivery
- the Operating + Financial Parameters (OFP) process has been replaced by the Matters for Central Decision Making (MCDM) process and will be driven by delivery areas rather than A+Q.

Olivia Hall noted:

- the MCDM form will also be used for large capital expenditures
- the unification process has been concluded for the Bachelor of Nursing and Bachelor of Social Work programmes, the next step is to establish the implementation support processes.

Sarah Fraser advised that she has been appointed as one of the two transition leads for the Bachelor of Social Work unified programme.

4.3 Te Poari Akoranga

Kim Davies advised that the first 2023 Te Poari Akoranga meeting was scheduled to take place today.

5. Reports from Committees and Working Parties

5.1 Academic Standards + Quality Committee

Kim Davies noted that:

- she will be co-chairing AS+Q Committee meetings with Susannah Roddick.

5.2 Recognition of Academic Credit Committee

The minutes of the Recognition of Academic Credit Committee Meetings of 26.07.2022, 09.08.2022, 01.11.2022, 15.11.2022 and 29.11.2022 were received.

5.3 Learning and Teaching Committee

The minutes of the Learning and Teaching Committee Meetings of 09.11.2022 and 07.12.2022 were received.

5.4 Research and Ethics Committee

The minutes of the Research and Ethics Committee Meeting of 21.09.2022 were received.

Susannah Roddick noted that:

- Research and Ethics Committee meetings will be held every six weeks
- two more Academic Staff members are needed to join the Committee.

5.5 Te Rito Action Plan

Julie Bytheway gave a verbal update on Te Rito Report and advised:

- this continues to be a dynamic document
- clarification on what Te Pūkenga's plan is for this report, whether it continues to be updated or a new 2023 report is started
- currently working with the Student Advisory Groups on how they want to engage with NMIT.

Ren Stronach advised:

- this is an aspirational document
- funding to set up a number of on-campus community groups was applied for and received.

Olivia Hall noted that this was a lovely snapshot on the work being done by Julie Bytheway and Ren Stronach, she advised that issues of Te Korihi now include a Te Tautoko Ākonga update.

5.6 Complaints and Misconduct

Olivia Hall reviewed the Complaints and Misconduct report with Members and noted this was a high-level overview on current complaints and misconduct cases.

Following review of the report the Committee Members noted:

- if the new Te Kawa Maiorooro complaints process was being used
- the work and support being done by the Chief Risk Officer especially around de-escalation.

Meeting Closed 04.28pm

Academic Committee Action List – 22 February 2023

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 15.06.2022					
1	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check List for 2022 Develop an Award spot-check process	Silvia Gassebner	Report back 30.03.23	22.02.2023 Work in progress
Action Items 14.09.2022 – Open					
2	5.	Reports from Committee and Working Parties Follow-up with Research Manager on what information is feasible to bring to the Academic Committee	Olivia Hall / Bradley Hannigan	Deferred	Closed
3	5.	Reports from Committee and Working Parties Follow-up for including Te Rito report and possibly Disability Report for next meeting	Olivia Hall	Report back 22.02.23 for Disability Report	Completed for Te Rito report Advised Disability Report to be tabled at next meeting. Closed
Action Items 14.09.2022 – In-Committee					
4	9	Academic Contracts as at 06 September 2022 Develop a statement for the agenda regarding the role of the Committee Members in viewing this item	Olivia Hall	Report back 22.03.23	22.02.2023 Advised OH working with DH to provide advice on this action
Action Items 12.10.2022 – Open					
5	4.1	Te Pūkenga Transition Continue work on updating policies and bring to the committee an overview of these policies	~~Eleanor Upton~~ Jackie Rees	Report back 22.02.23	Completed
Action Items 23.11.2022 – Open					
6	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 22.02.23	Completed
7	5	Reports from Committees and Working Parties Given the pending approval of Te Kawa Maiorooro follow-up with Te Pūkenga on if a full 2023 Academic Statute is required	Jackie Rees / Kim Davies	Report back 22.02.23	Completed
8	5.5	Reports from Committees and Working Parties Request 2022 Research Outputs report from Research Support Coordinator for tabling at next meeting	Mary Woodward	Report back 22.03.23	Work in progress to come to March 2023 meeting

9	5.6	Te Rito Report Contact Senior Communications Advisor regarding uploading the following documents to an area of the Polly Portal to ensure their transparency and accessibility • Te Rito Report • Disability Action Plan • Te Pae Tawhiti • Tertiary and International Learners Code of Practice • Links to Te Pūkenga national documents	Julie Bytheway	Report back 22.02.23	Closed
Action Items 22.02.2023 – Open					
10	2.1	Proposed 2023 Academic Committee Membership Feedback to Olivia Hall on any viewpoints on Committee membership, and attendance at Academic Committee meetings and Academic Standards and Quality Committee meetings	Committee Members	Report back 22.03.23	
11	2.2	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 22.03.23	Completed
12	3.1	Self-Assessment Let Jackie Rees know if wanting to review a 2022 Degree SAR	Committee Members	ASAP	

Back to agenda

Item 2.3 Action Items of Academic Committee Meetings for review

Academic Committee Action List – 05 April 2023

	RES NO	ACTION	WHO	WHEN	PROGRESS
Action Items 15.06.2022					
1	5.1	Reports from Committee and Working Parties 2021 Spot-Check on Course Results Outcome Report Review Course Result Spot-Check List for 2022 Develop an Award spot-check process	Silvia Gassebner	Report back 05.04.23	22.02.2023 Work in progress
Action Items 14.09.2022 – In-Committee					
2	9	Academic Contracts as at 06 September 2022 Develop a statement for the agenda regarding the role of the Committee Members in viewing this item	Olivia Hall	Report back 05.04.23	Completed – oversight of Academic Contracts (contracts which relate to academic delivery)
Action Items 23.11.2022 – Open					
3	5.5	Reports from Committees and Working Parties Request 2022 Research Outputs report from Research Support Coordinator for tabling at next meeting	Mary Woodward	Report back 05.04.23	Work in progress to come to March 2023 meeting
Action Items 22.02.2023 – Open					
4	2.1	Proposed 2023 Academic Committee Membership Feedback to Olivia Hall on any viewpoints on Committee membership, and attendance at Academic Committee meetings and Academic Standards and Quality Committee meetings	Committee Members	Report back 05.04.23	
5	2.1	Upload confirmed Minutes to Academic Committee site and to Academic Committee site on NMIT website	Mary Woodward	Report back 05.04.23	Completed
6	3.1	Self-Assessment Let Jackie Rees know if wanting to review a 2022 Degree SAR	Committee Members	ASAP	
Action Items 22.02.2023 – In-Committee					
7	8.1	Upload confirmed Minutes to Academic Committee site	Mary Woodward	Report back 05.04.23	

Back to agenda

Item 2.4 Correspondence Schedule for receipt/endorsement

Academic Committee Correspondence – 05 April 2023

Inwards for receipt

1.	NZQA	17.02.23	Reminder Annual Return Statutory Declaration 2022 due 31 May 2023
2.	NZQA	22.02.23	Notification of Micro-credentials Review for: • Aeronautical Engineering Fundamentals (Micro-credential) – due 20 March 2023 • Aeronautical Maintenance Fundamentals (Micro-credential) – due 20 March 2023 • Predator Trapping Methods (Micro-credential) – due 19 March 2023
3.	NZQA	22.02.23	Statutory Declaration Exemption Te Pūkenga (business divisions are not required to submit a declaration in 2023)
4.	NZQA	01.03.23	Approval of Type 2 changes to Bachelor of Nursing.
5.	NZQA	01.03.23	2022 External Moderation Summary
6.	NZQA	02.07.23	Approval of self-monitoring status for Bachelor of Aquaculture and Marine Conservation and Postgraduate Diploma in Sustainable Aquaculture.
7.	NZQA	07.03.23	Final consistency review report for CR2900 – NZ Certificate in Aeronautical Engineering (Specialist Support) (Level 4)
8.	NZQA	07.03.23	Approval of applications C55013-55015. 3 x New Applied Research Micro-credentials
9.	NZQA	17.03.23	Letter with requirements following programme monitoring - NZD Web Development and Design
10.	NZQA	23.03.23	Micro-credential review approvals: • Predator Trapping Methods (Micro-credential) • Aeronautical Engineering Fundamentals (Micro-credential) • Aeronautical Maintenance Fundamentals (Micro-credential)

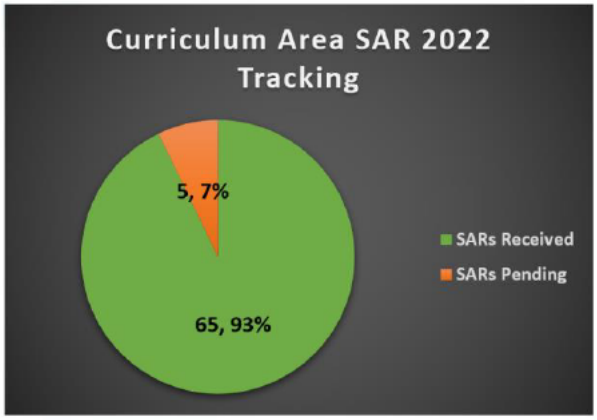
Outwards for endorsement

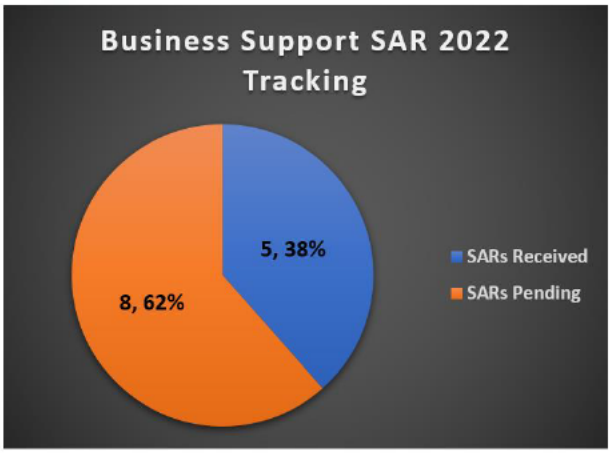
11.	NZQA	01.03.23	Response to RFI re. Applied Research Micro-credentials applications.
12.	NZQA	02.03.23	TEO Summary Report for Consistency Review 3460 - New Zealand Certificate in Automotive Electrical Engineering (Level 4)
13.	NZQA	05.03.23	2023 degree monitoring data spreadsheet
14.	NZQA	16.03.23	Post-review reflection Consistency Review 3460 - New Zealand Certificate in Automotive Electrical Engineering (Level 4)
15.	NZQA	17.03.23	Micro-credential Review Report for: • Predator Trapping Methods (Micro-credential)
16.	NZQA	20.03.23	Micro-credential Review Reports for: • Aeronautical Engineering Fundamentals (Micro-credential) • Aeronautical Maintenance Fundamentals (Micro-credential)

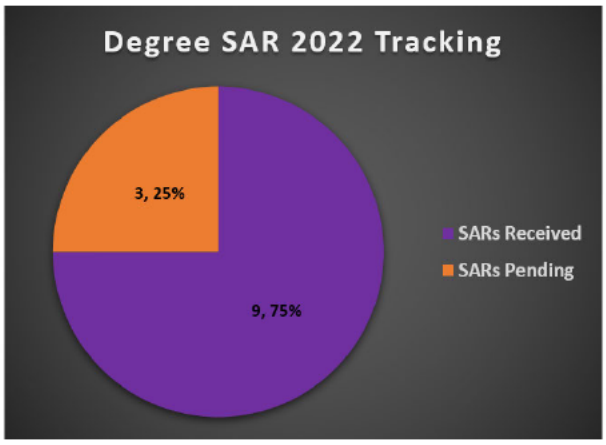
Back to agenda

Item 3.1 2022 SAR Update to Academic Committee, April 2023

STATUS - AS AT 31/03/2023







FINDINGS

Good Practice

- A great deal of effort is going into completing the SARs.
- Good to see separate SARs for the different qualification levels.

- Some good examples of evidence of completion of 2022 goals.
- Some good examples of community collaborations activities, and graduate destinations
- Some honest commentary
- Some good explanation of reasons for Withdrawals
- Obvious some areas really 'know' their learners / graduates

Areas for Improvement

- Only two Curriculum Areas have submitted **all** their 2022 SARs
- Drafts were due to CAMs by 16 December 2022, with final submission to A&Q by 17 February 2023. Recent SARs submitted are still very draft. Expectations of A&Q?
- It would be good to have consistent language –e.g ākonga, learner, and student currently swapped around throughout SAR
- Too much narrative, and focus on 'What is so", rather than "So What?"
- There is some really good data available – not necessarily being used
- Where 2022 Goals were not achieved – need to roll over to 2023 Goals (if still relevant, in the changing environment)
- Identified Areas for Improvement are not always being linked to 2023 Goals
- Evaluative statements not linked to evidence / examples / data
- Goals need to be SMART
- "Rating Rubric" wording is used in some SARs rather than an evaluative statement that is backed up by evidence
- Need to link, where possible, process to improved outcomes e.g Link KEQs 3, 4, 5 & 6 evaluative statements to KEQs 1 & 2 improved outcomes
- It would be good to see the detailed Action Plans behind the SARs – how are the Goals going to be tracked / met?
- Rather than just an overall statement about learner achievement – comment on priority groups. Are there any outliers e.g in Course EPIs?
- Some identified areas for improvement may sit in other areas to progress – what cross-team discussions are happening? How can the action be progressed?
- Where an "Excellent" rating is given – is performance really exceptional?
- Ensure the learner voice is being heard / responded to, to bring about improvement

RECOMMENDATIONS

(Note: Te Pūkenga is currently developing a Self-Assessment Framework, including policy, process etc. Due out for consultation in May at the earliest? Wherever the process lands, the following recommendation would likely still apply).

Revised guidance for curriculum and business support teams, with a deeper focus on evaluation of areas for improvement.

Action plans arising from SARs, at programme level, should be subject to regular review within Academic Committee structure.

Need to ensure consistency across campuses / contracted delivery

Qualitative evidence, gained through formal and informal conversations with kaimahi, ākonga and stakeholders, should not be ignored and should be used to supplement formal statistical reports and surveys.

Back to agenda

Item 3.2 2022 Degree Monitoring Update to Academic Committee, April 2023

(Note: Status has been determined, where possible, on submitted 2022 SARs)

THEMES

REQUIREMENT / RECOMMENDATION	DEGREE	STATUS
LEARNER SUPPORT & ACHIEVEMENT		
Consider the purpose of course outlines and assess the level of detailed information about courses provided to students prior to the course enrolment	BCom / MAM	
Establish kaupapa for whole cohort at beginning of year/semester	BAM	Complete
Complete an analysis of the individual Māori students who were not successful in 2021 to identify strategies that could contribute to resolving the decline.	BIT	Not Complete
Continue to work on making improvements in communication with students from administration through to course delivery.	BVW	Ongoing
Requirement: the BSW at NMIT is required to update the fieldwork handbook in order to update hyperlinks, correct inaccuracies regarding out-of-date standards	BSW	
Amend the handbook to include the following policies. o Assessment of student practice must include some live counselling. o The ethical implications of counselling before graduation."	BC	Completed
Monitor the interview process to ensure that applicants are fully aware of the process and that limits on the number selected in any year is appropriate for the resources, including placements, available.	BC	Completed
Continue the search for appropriate Māori placements for Māori learners	BC	Completed
In order to address community needs, continue to explore ways to increase the enrolment of Māori and Pasifika students.	PGCPS	Completed
Mātauranga Māori needs to be incorporated into all aspects of the Aquaculture programme.	BAqua	
EXTERNAL STAKEHOLDERS		
To use community knowledge and skill resources to reactivate craft facilities in a manner that enables students to activate workshops as a part of their BAM study.	BAM	
That all concerned advocate for the Arts at NMIT in Nelson, so that the arts are valued as an important part of its community	BAM	
That there is a need to update the stakeholder engagement plan, to update the list of membership of the advisory committee and to consider the inclusion of active tangata whenua/mana whenua/iwi and service user/carer participation.	BSW	
That field educators are informed about the possibilities for reduced fees as a reciprocal gesture for providing practicum placements.	BSW	
Given that the Advisory Committee is not functioning effectively, I recommend engaging some graduates in an advisory capacity	PGCPS	Ongoing
Continue to explore opportunities for collaboration with staff at the University of Auckland.	PGCPS	Ongoing
With a more NZ-wide focus, NMIT should prioritise attendance at all the main Aquaculture, Seafood and Marine Industry conferences and gatherings to forge links with industry and key players nation-wide.	BAqua	
LEARNER VOICE		

Analyse Course and Tutor evaluations, in depth, and report as part of the minor programme review.	BIT	Not Complete
Schedule distance student representative meetings with the Programme Lead Specialist and Academic Coordinator to address immediate student concerns regarding the programme in a current semester.	BVW	Complete
RESEARCH		
Implement the research monitoring plan to ensure published research outputs for 2022.	BIT	Complete
Investigate and implement options for collaborative research projects, either within the team, across wider NMIT or via the South Island Research collaborative group of ITPs	BIT	
Support scholarly activity/research outputs across the nursing programme	BN	In Progress
Identify specialised equipment on the Marlborough campus that can be used for student and staff research and determine access.	BVW	Complete
Consider including student names on publication outputs where they have made a significant contribution to the research.	BVW	Complete
Determine whether research could be extended into wine science to enhance the strong viticulture research focus. "	BVW	
ASSESSMENT AND MODERATION		
Review assessment outlines for assigned course workload	BCom / MAM	
Review the moderation processes. Continue with workshops to complete moderation requirements.	BVW	
Delaying the overdue Moderation until it can be more useful.	BAqua	N/A
PROFESSIONAL DEVELOPMENT		
"Professional Development - supporting staff to develop Mātauranga Māori to not place extra pressure on Te Toki Pakohe. Greater emphasis on professional development overall"	BAM	Ongoing
Provide professional development opportunities for teaching staff to develop more online resources, particularly to support the distance students, using BOLD technology	BVW	
Provide contract tutors training in procedures and policies for course delivery.	BVW	
Identify further support that can be provided for Māori learners, encourage professional development opportunities for staff to enable the inclusion of Māori values and cultural content into the courses for all learners	BVW	Ongoing
Continue to support professional development opportunities for staff.	BC	Ongoing
STAFFING		
Keep monitoring the quality of teaching delivery at the Marlborough campus	BCom / MAM	
Mental health and addictions tutorial support with no specialist back up available if tutor off work for any reason	BN	In Progress
Continue to monitor academic workloads and support structures. This is particularly important with the number of new tutorial staff in 2022 and the increased demands on all staff in the current context.	BN	In Progress
Keep advertising for tutors with expertise in counselling people who present with trauma.	BC	Complete
Given that the Programme Coordinator is a tutor for Year One, it is advisable to provide a separate session, over and above those allocated to teaching, to discuss administrative issues with students.	BC	Complete

Alternative staff hour allocation formulae be developed.	BAqua	N/A
Provided there are two tutors, I recommend some marketing of the Post Graduate Certificate in the Wellington region	PGCPS	Complete
COURSE / PROGRAMME REVIEW		
Conduct a minor programme review to ensure the programmes continue to meet the Graduate Profiles of the L5 New Zealand qualifications and that the course mapping to the BIT and (if required) GDIT Graduate Profiles is appropriate.	BIT	Complete
Review the delivery of pharmacology course	BN	Complete
The programme is reviewed with teaching staff, students and stakeholders to improve the programme learning outcomes, content and delivery	BVW	Ongoing
Review the inclusion of non-course related work experience in the first year to determine the best model for this	BVW	
The development of some coursework on the ethics of online counselling is essential.	BCoun	Complete
Priority needs to be given to the long overdue review of the degree course.	BAqua	
Access to a dedicated IT designer who could coordinate the input and oversee the design consistency of all online content.	BAqua	
GENERAL		
Review the procedure for Academic Misconduct against its effectiveness	BCom / MAM	
Recommendations for sustainable delivery of the programme: – Ultimately, in the context of Te Pūkenga opportunities, a decision will be needed on how best to meet the market need for career development qualifications.	BCD	
Self-monitoring be adopted for this programme	BCD	Complete

Back to agenda

Item 3.3 Policy Update to Academic Committee, April 2023

Updated Policies / Procedures

- NMIT Course Result Keys
- NMIT Fees, Charges and Refunds (Ākonga nō Aotearoa – Domestic Learners)
- NMIT Fees, Charges and Refunds (Ākonga nō tāwāhi – International Learners)
- NMIT Withdrawal Policy
- NMIT Withdrawal Procedure
- NMIT Academic Misconduct Procedure
- NMIT Ākonga Misconduct Procedure
- NMIT Academic Integrity and Academic Misconduct Policy
- NMIT Assessment Policy
- NMIT Recognition of Academic Credit – RAC - Policy
- NMIT Recognition of Academic Credit – RAC - Procedure
- NMIT Self-Assessment Policy
- NMIT Self-Assessment Procedure
- NMIT Online Controlled Assessment Guidelines
- NMIT Degree Monitoring Policy
- NMIT Degree Monitoring Procedure
- NMIT Learning and Development Policy
- NMIT Travel Bookings, Accommodation, Allowances and Expenses

Updates - *In progress*

- Ākonga Appeals Procedure
- Concerns and Complaints Procedure
- Moderation Procedure

Deleted Policies / Procedures

- NMIT Moderation Policy
- NMIT Academic Statute

Deleted Policies / Procedures (TBC) – *In progress*

- Child Protection at NMIT
- Protected Disclosures
- Fraud
- Privacy Policy
- Recruitment, Selection and Appointments
- Delegations to the Chief Executive
- Harassment (Prevention and Management)

NMIT website view – Te Pūkenga policies

Te Pūkenga Moderation Policy

Te Kawa Maiorooro

Te Pūkenga Ākonga Appeals Policy

Te Pūkenga Ākonga Concerns and Complaints Policy

Te Pūkenga Moderation Policy

Download

1.1. The purpose of this policy is to set the expectations for moderation for Te Pūkenga.
1.2. The purpose of moderation is to safeguard the integrity and quality of summative assessment, and thereby, of the qualifications and educational outcomes which ākonga achieve. Moderation assures our stakeholders of the same, and of our commitment to continuous improvement of learning, teaching and assessment.
1.3. Different moderation practices are appropriate for use in different contexts and situations. The intention of this policy is that the purpose of moderation is effectively met using those practices that are appropriate in the situation.

Back to agenda

Item 3.4 External Moderation Update to Academic Committee, April 2023

1. RINGA HORA – AVIATION UNIT STANDARDS

Background

Outcome of external post-assessment moderation of Unit Standard 3896
Materials were pre-moderated for v5 but had not been pre-moderated for v6 of the unit standard

Overall, the moderator agreed that the learners had met the standard. However, as this version of the materials had not been pre-moderated by the standard setting body (as required by the Consent and Moderation Requirements), the outcome of this moderation was Not Acceptable. Ringa Hora acknowledged that NMIT agreed to a site visit in early 2023 to complete pre-moderation of this and other aviation standards.

On-site visit 3 March 2023

We wanted to highlight some of the areas that we found very positive from our visit, and that we can possibly use to help inform other providers.

Good Practice

- We can see that you are all clearly very passionate about what you do, and we like the very learner-centric approach that NMIT has.
- Your E-portfolio is a fantastic one-stop-shop resource, that allows storage of digital evidence as well as photographs and scans of practical evidence. We like that it is a great way of showing the learner's journey.
- The high-fidelity simulated work environment means that we have a high degree of confidence that learners are getting an authentic qualification with good equivalence to workplace experience.
- The holistic way of teaching and assessing with multiple iterations of tasks ensures repeatability and consistency and keeps the learning and assessment authentic and meaningful.
- We found the flipped classroom with emphasis on real-world practical learning would be great for learners who prefer more practical learning styles.
- There is a clear focus on real-world work readiness that includes developing soft skills and producing a well-rounded fit and proper person.
- There was an impression that NMIT are very keen to engage and get it right, are very receptive to feedback.

Requirements – Pre-Assessment Moderation

Documentation to complete a pre-moderation exercise in Wellington

- Matrix clearly outlining what evidence is related to each unit standard to be included in any moderation submitted: Please send through materials with all parts flagged against each unit standard in the Matrix clearly marked.
- Only the evidence that relates directly to that unit standard is required.

Concerns or improvements

Although we have no issues with the learning and outcomes for the students, we did have some concerns in terms of recorded assessor input in the E-portfolio, particularly with DKO unit standards.

The main concern is that there is no evidence of marking throughout the assessment, and no evidence of commentary or feedback. We appreciate that you do not want to go back to old style assessment practices, however if you could add the

ability for the assessor to show evidence of marking and to record bespoke feedback it would make for a much more robust assessment.

UPDATE (31/03/2023)
Assessment material for the 23 Unit Standards in scope have been collated and sent to Ringa Hora 30/03/2023.

Confirmation of receipt by Ringa Hora and the documentation will be looked at from next week.

2. NZQA – PROGRAMME MONITORING, NZ DIPLOMA IN WEB DEVELOPMENT AND DESIGN

Background
In November 2022, NZQA finalised its moderation report for NMIT's NZ Diploma in Web Development and Design (L5).

The moderation activity found significant issues with NMIT's assessment practices.

Requirements and next steps
1. Transition to version 3 of the Diploma and withdraw accreditation for previous versions

Te Pūkenga – NMIT has confirmed that all current learners are being enrolled and delivered against the new version of the Diploma (version 3), and no further learners will be enrolled into previous versions of the Diploma.

Te Pūkenga – NMIT is expected to complete any remaining administrative tasks associated with the accreditations for previous versions of the Diploma by 30 June 2023. At that time, NZQA will remove the accreditations for the previous versions.

2. Assessment and moderation requirements

To give assurance that assessment and moderation practice has improved, Te Pūkenga – NMIT must:

a. Prior to using its assessment materials:

i. Conduct pre-assessment moderation of those assessment materials.

ii. Ensure that the pass criteria requires that learners meet all the approved learning outcomes for that assessment.

iii. Ensure that the minimum pass criteria in the marking rubrics align with the minimum performance necessary to meet the approved learning outcome(s).

iv. Ensure that assessment conditions and assessment tasks give learners the opportunity to meet all the approved leaning outcomes, at the appropriate level.

b. Provide assessor training to improve the consistency and accuracy of assessor decisions.

c. Conduct post-assessment moderation for all assessments used in the Diploma, before results are released to learners.

Te Pūkenga – NMIT should also note that if these actions prompt any significant changes to the new version of the Diploma, these changes will need to be approved by NZQA before they are implemented in delivery.

3. Follow up monitoring

To confirm that Te Pūkenga – NMIT's actions have been successful in addressing the issues identified by the monitoring, NZQA will do another moderation activity for the Diploma in the next 12-24 months. This monitoring will be at Te Pūkenga – NMIT's cost.

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

UPDATE (31/03/2023)

Detailed plan (including resource requirements) developed for the redevelopment work required to address the change to Version 2 of the Diploma qualification, in addition to the Actions required to address the outcome of the NZQA programme monitoring. Prepared by Curriculum Design Advisor in consultation with IT tutors.

Re-development plan also informed by workshops held with PASM to identify fundamental issues arising from monitoring report, and the confirmed timeline to ensure learners are not disadvantaged in any way.

RECOMMENDATION

Academic risk to be tracked through Protecht

Progress (completion / impact) against Action Plan should be subject to regular review within Academic Committee structure.

3. NZQA – 2022 EXTERNAL MODERATION SUMMARY

Summary

Overall results for National External Moderation:

NMIT does not meet the national external moderation requirements for 2022.

Nelson Marlborough Institute of Technology 6011 has not met requirements in the English for Academic Purposes, and Numeracy systems.

English for Academic Purposes system

This is the third year of non-compliant results in the English for Academic Purposes system. Of the 9 learner samples submitted for moderation in the English for Academic Purposes system, 6 assessor decisions were verified. The assessment materials for standard 22751 require modification.

Numeracy system

This is the second year of non-compliant results in the Numeracy system. Of the 8 learner samples submitted for moderation in the Numeracy system, 4 assessor decisions were verified.

Actions required:

NZQA requires Nelson Marlborough Institute of Technology to address the issues identified in the moderation reports before further assessment occurs and develop an action plan.

UPDATE (31/03/2023)

Clear, comprehensive Action Plans developed to address the External Moderation findings submitted to NZQA 31/03/2023.

Team based body of work ensuring consistency across NN / ML campuses.

RECOMMENDATION

Academic risk to be tracked through Protecht

Progress (completion / impact) against Action Plan should be subject to regular review within Academic Committee structure.

Back to agenda

Item 3.5 Course and Programme Changes for endorsement

Course and Programme Change Approvals

Programme / Course	Date endorsed by AS&Q	Date approved by DA&Q or delegate	Version no.	Effective from
APPLIED BUSINESS				
Bachelor of Commerce (NZQF No.3874) [123655] **Graduate Certificate in Management [126989]** **Graduate Diploma in Management (NZQF No.3878) [123658]** **Graduate Diploma in Marketing (NZQF No.3876) [123659]** **Graduate Diploma in Accounting [123656]** **Graduate Diploma in Professional Accounting [123657]**	14.12.22	20.12.22	18107	1 January 2023

NZQA TYPE 2 CHANGES APPROVED 24 JANUARY 2023

Rationale for change/s:
Updates to align with new Te Pūkenga unified programmes. Effective from 1 January 2023.
Replacement of Level 5 and some Level 6 courses with equivalent courses from the unified New Zealand Diploma in Business Level 5 (NZDB)and Bachelor of Accounting (BAcc). Previous courses can still be used to meet completion requirements to retain continuity for ākonga completing their programmes. New ākonga wishing to study Accounting and ākonga going into year 2 of their Bachelor of Commerce Accounting study will be enrolled in the new Bachelor of Accounting programme for 2023. All other ākonga will complete their current programme.

Brief description of change/s:

Bachelor of Commerce

Type 2 changes

Programme Regulations:
Addition of 18 new compulsory courses, 8 from the unified NZDB L5 and 10 from the unified BAcc – updates throughout to reflect. New courses will be delivered from 2023 but previous courses can still be used to meet completion requirements.
S2.7 Schedule of Courses
Core Business Courses
BSNS5001 Organisations in and Aotearoa New Zealand Context *replaces NZB501 Organisations in the New Zealand Context*
BSNS5002 Business Environments *replaces NZB502 Business Environment*
BSNS5003 Business Functions *replaces NZB503 Business Functions*
BSNS5004 Change and Innovation *replaces NZB504 Understanding Change*
Core Management Courses
BSNS5401 Introduction to Leadership *replaces BLM503 Leadership*
BSNS5402 Operations Management and Compliance *replaces BLM501 Operations Management and Compliance*
BSNS5403 Business Planning *replaces BLM502 Business Planning*
BSNS5404 Managing Projects *replaces BLM504 Managing Projects*
Compulsory courses for all BCom majors
ACCY5105 Commercial Law *replaces LAW510 Commercial Law*
ACCY5106 Economics *replaces ECN620 Economic Thinking*
ACCY6105 Data Analytics *replaces QNT565 Quantitative Analysis*
ACCY6107 Research Methods *replaces RES680 Research Methods*
Compulsory courses added for ākonga completing the Bachelor of Commerce (Accounting)
ACCY6101 Intermediate Management Accounting *replaces BAC602 Management Accounting*
ACCY6102 Intermediate Financial Accounting *replaces BAC601 Financial Accounting*
ACCY6103 Taxation in Aotearoa New Zealand *replaces BAC606 Taxation*
ACCY6104 Introduction to Finance *replaces BAC603 Business Finance*
ACCY6106 Law of Business Entities *replaces LAW610 Company Law*
ACCY6108 Accounting Information Systems *replaces BAC604 Accounting Information Systems*

Type 1 changes

Programme Regulations
Update throughout to reflect that no new enrolments will be accepted in Bachelor of Commerce Accounting major or the Accounting and Management and Accounting/Marketing double majors
Removed references to eCampus as new enrolments are being directed to TP trading as Open Polytechnic

Addition of 4 new elective courses from the unified NZDB – updates throughout to reflect.
S2.7 Schedule of Courses
ACCY5101 Introduction to Accounting and Taxation *(BAC501 Introduction to Accounting and Taxation no longer delivered)*
ACCY5102 Applied Accounting *(BAC502 Applied Accounting no longer delivered)*
ACCY5103 Analysis of Financial Information (*BAC503 Analysis of Financial Information no longer delivered)*
ACCY5104 Budgets for Planning and Control (*BAC504 Budgets for Planning and Control no longer delivered)*
Information for Applicants section for each programme updated to remove specific wording regarding COVID-19 vaccination status
S4.3 Recognition of Academic Credit – removal of RAC limits to align with Te Pūkenga. Applications to be considered by on a case-by-case basis. Removed detail in pathway from NZ Diploma in Business to BCom and included reference to Appendix 1 Recognition of Academic Credit table.
S5.1 Assessment Rationale – updated to align with unified programmes with ākonga required to show evidence all learning outcomes are met.
S5.8 Course Results – inclusion of new course result key AC-TPK-01 all courses delivered in 2023 will use this to align with unified programme delivery.
Appendix 1 – included previous Level 5 Core Business and Core Accounting courses which map to new Level 5 Bachelor of Accounting courses
Graduate Certificate in Management; Graduate Diploma in Management; Graduate Diploma in Marketing
Type 2 change
Programme Regulations
Addition of 1 new compulsory course from the unified Bachelor of Accounting. New course will be delivered from 2023 but previous course can still be used to meet completion requirements.
S2.7 Schedule of Courses
ACCY6107 Research Methods *replaces RES680 Research Methods*
Type 1 change
S4.3 Recognition of Academic Credit – removal of RAC limits to align with Te Pūkenga. Applications to be considered by on a case by case basis
S5.8 Course Results – inclusion of new course result key AC-TPK-01 all courses delivered in 2023 will use this to align with unified programme delivery.
Removed references to eCampus as new enrolments are being directed to TP trading as Open Polytechnic
Course Descriptors:
Include unified descriptors for all 22 new courses. Updated pre-requisite information for current courses where required
Graduate Diploma in Accounting
Graduate Diploma in Professional Accounting
Programme Regulations
- Update throughout to reflect that Grad Dip Accounting and Grad Dip Professional Accounting will not be offered in 2023.

Kia Haumaru! Kia Matatu! SafePlus Micro-credential	n/a	22.02.23	22100	27.10.2022

Rationale for change/s
Correction to documentation. Learning Outcomes met for Assessments 1 and 2 had been transposed in Course Descriptor.
Description of changes:
- Assessment 1 maps to LO1, Assessment 2 maps to LO2. No change to Assessment 3 mapping.

CREATIVE, TECHNOLOGIES & SERVICE INDUSTRIES

ADT206 Trades Academy Arts and Design 1	n/a	27.10.22	271022	1 January 2022

Rationale for change: Trades Academy assessment updates for 2022 delivery. Required so results can be correctly entered into ebs.
Description of changes:
- 1 x portfolio assessment covering all assessment standards and LO's changing to 4 x portfolio assessments each relating to one specific assessment standard and LO.

Changes will be carried through to 2023 delivery.

ADT306 Trades Academy Arts and Design 2	n/a	27.10.22	271022	1 January 2022

Rationale for change: Trades Academy assessment updates for 2022 delivery. Required so results can be correctly entered into ebs.
Description of changes:
- 1 x portfolio assessment covering all assessment standards and LO's changing to 4 x portfolio assessments each relating to one specific assessment standard and LO.
- Changes will be carried through to 2023 delivery.

ADT206 Trades Academy Arts and Design 1	n/a	27.10.22	271022	1 January 2022

Rationale for change: Trades Academy assessment updates for 2022 delivery. Required so results can be correctly entered into ebs.
Description of changes:

- 1 x portfolio assessment covering all assessment standards and LO's changing to 4 x portfolio assessments each relating to one specific assessment standard and LO.

Changes will be carried through to 2023 delivery.

ADT306 Trades Academy Arts and Design 2	n/a	27.10.22	271022	1 January 2022

Rationale for change: Trades Academy assessment updates for 2022 delivery. Required so results can be correctly entered into ebs.

Description of changes:

- 1 x portfolio assessment covering all assessment standards and LO's changing to 4 x portfolio assessments each relating to one specific assessment standard and LO.
- Changes will be carried through to 2023 delivery.

Website Design Training Scheme	14.12.22	20.12.22	19103	20 February 2023

Rationale for change/s ***NZQA TYPE 2 CHANGES APPROVED 16 JANUARY 2023***

Remove 'Front End' from title as ākonga completing this training scheme are not needing to learn coding, they can complete the design they need by using available website design software

Description of changes:

- Type 2 change. Change title of Training Scheme from Front End Website Design to **Website Design**
- Minor update Graduate Profile Outcomes, course aim and learning outcomes to reflect this.

HTA304 Trades Academy Hospitality – Culinary Arts	01.02.23	01.02.23	010223	January 2023

New course to replace HTA303 Trades Academy Hospitality Year 2

Rationale for change/s: TOTSTA wishes to change the title for this course for 2023 delivery. New course created for SDR reporting.

Certificate in Information Technology (Level 5) **NZ Diploma in Information Technology Technical Support (Level 5)** **NZ Diploma in Web Development and Design (Level 5)**	20.02.23	20.02.23	16104	20 February 2023

Rationale for change/s

Update for 2023 delivery adding reference to Te Kawa Maiorooro policies on page 2

NZQA Type 1: Assessment changes in LO alignment and weighting for courses TEC501, CSA502, DES502, COM502, SDV503; add DNC (Did Not Complete) to the course result key AC-NMIT-06

Brief description of change/s: no version change, effective from 20 Feb 2023

Change assessment information in course descriptors and programme regulations - Appendix 4: Graduate Profile Outcomes and Assessments Maps; add DNC to the course result key AC-NMIT-06

- **COM502 Communication for IT**

ASSESSMENTS

Basis of assessment	Achievement-based assessment	
Assessment	**Learning Outcomes**	**% Weightings**
Assessment 1	~~2, 3~~1, 3, 4	~~25~~20%
Assessment 2	~~1, 3~~2, 3, 4	~~25~~40%
Assessment 3	~~1, 2, 4~~1, 3, 4	~~25~~40%
~~Assessment 4~~	~~1, 4~~	~~25%~~

- **CSA502 COMPUTER SYSTEMS ARCHITECTURE**

ASSESSMENTS

Basis of assessment	Achievement-based assessment	
Assessment	**Learning outcomes**	**% Weightings**
Assessment 1	~~1, 2~~2, 3, 4	~~25~~30%
Assessment 2	~~2, 3, 4~~1, 3	~~20~~30%
Assessment 3	~~1, 5~~3, 4, 5	~~25~~40%
~~Assessment 4~~	~~2, 3, 4, 5~~	~~30%~~

- **DES502 SYSTEMS, PROCESSES AND DESIGN**

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment	**Learning Outcomes**	**% Weighting**
Assessment 1	~~1, 2~~4	30%
Assessment 2	~~1, 3~~2	~~40~~30%
Assessment 3	~~4~~1, 3	~~30~~40%

- **TEC501 TECHNOLOGY SUPPORT**

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment	**Learning outcomes**	**% Weighting**
Assessment 1	2, 3	~~25~~20%
Assessment 2	1~~-3~~, 4	~~50~~20%
Assessment 3	1 - 4	~~25~~60%

- **SDV503 INTRODUCTION TO SOFTWARE DEVELOPMENT**

ASSESSMENTS

Basis of assessment	Achievement-based assessment	
Assessment	**Learning Outcomes**	**% Weighting**
Assessment 1	1~~,~~ - 3	30%
Assessment 2	1 - 4	15%
Assessment 3	1 - 4	55%

Bachelor of Information Technology [102333] **Graduate Diploma in Information Technology [106817]**	20.02.23	20.02.23	08222	20 February 2023

Rationale for change/s

Update for 2023 delivery adding reference to Te Kawa Maiorooro policies on page 2;

NZQA Type 1: Assessment changes in LO alignment and weighting for courses COM502, CSA502, DES502, TEC501 (elective), SDV503, SYD601, DAT601, DAT602, WEB701; correct alignment to graduate profiles in PRJ703 Capstone Project; add DNC (Did Not Complete) to the course result key AC-NMIT-06. Description of changes:

Brief description of change/s: no version change, effective from 20 Feb 2023

Change assessment information in course descriptors and programme regulations - Appendix 4: Graduate Profile Outcomes and Assessments Maps; add DNC to the course result key AC-NMIT-06

- COM502 COMMUNICATION FOR IT

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment A	**Learning Outcomes**	**% Weightings**
Assessment 1	~~2, 3~~1, 3, 4	~~25~~20%
Assessment 2	~~1, 3~~2, 3, 4	~~25~~40%
Assessment 3	~~1, 2, 4~~1, 3, 4	~~25~~40%
~~Assessment 4~~	~~1, 4~~	~~25%~~

- CSA502 COMPUTER SYSTEMS ARCHITECTURE

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment	**Learning outcomes**	**% Weightings**
Assessment 1	~~1, 2~~2, 3, 4	~~25~~30%
Assessment 2	~~2, 3, 4~~1, 3	~~20~~30%
Assessment 3	~~1, 5~~3, 4, 5	~~25~~40%
~~Assessment 4~~	~~2, 3, 4, 5~~	~~30%~~

- DES502 SYSTEMS, PROCESSES AND DESIGN

ASSESSMENTS

Basis of assessment	Achievement Based assessment	
Assessment	**Learning outcomes**	**% Weightings**
Assessment 1	~~1, 2~~4	30%
Assessment 2	~~1, 3~~2	~~40~~30%
Assessment 3	~~4~~1, 3	~~30~~40%

- TEC501 TECHNOLOGY SUPPORT (elective)

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment	**Learning outcomes**	**% Weightings**
Assessment 1	2, 3	~~25~~20%
Assessment 2	~~1 - 3~~1, 4	~~50~~20%
Assessment 3	1 - ~~4~~4	~~25~~60%

- SDV503 INTRODUCTION TO SOFTWARE DEVELOPMENT (error correction)

ASSESSMENTS

Basis of assessment	Achievement based assessment	
Assessment	**Learning outcomes**	**% Weightings**
Assessment 1	1~~,~~ - 3	30%
Assessment 2	1 - 4	15%
Assessment 3	1 - 4	55%

- SYD601 SYSTEMS ANALYSIS AND DESIGN

ASSESSMENTS

Basis of assessment	Achievement based assessment		
Assessment	**Learning Outcomes**	**Pass criteria (Minimum)**	**% Weightings**
Assessment 1	1	40%	25%
Assessment 2	~~1 - 3~~2 - 4	40%	30%
Assessment 3	1 - 4	40%	45%

- DAT601 DATABASE DESIGN AND ADMINISTRATION

ASSESSMENTS

Basis of assessment	Achievement based assessment		
Assessment	**Learning Outcomes**	**Pass criteria (minimum)**	**% Weightings**
Assessment 1	~~1 – 4~~1, 3, 4	40%	~~90~~40%
Assessment 2	~~1 – 4~~1, 2, 3, 4	40%	~~10~~60%

- DAT602 DATABASE APPLICATION DEVELOPMENT

ASSESSMENTS

Basis of assessment	Achievement based assessment		
Assessment	**Learning Outcomes**	**Pass criteria (Minimum)**	**% Weightings**
Assessment 1	~~1 - 4~~1, 2, 3	40%	~~90~~40%
Assessment 2	1 - 4	40%	~~10~~60%

- WEB701 WEB TECHNOLOGIES

ASSESSMENTS

Basis of assessment	Achievement based assessment		
Assessment	**Learning Outcomes**	**Pass criteria (Minimum)**	**% Weightings**
Assessment 1	~~1 - 3~~1, 4	40%	~~50~~40%
Assessment 2	~~1 - 4~~2, 3	40%	~~10~~60%
~~Assessment 3~~	~~3, 4~~	~~40%~~	~~40%~~

- PRJ703 CAPSTONE PROJECT: remove Graduate Diploma in IT from 'Alignment to graduate profiles' as this is an error.

Alignment to graduate profiles	This course contributes to achievement of the graduate outcomes of the following qualifications: • Bachelor of Information Technology (Information Systems Major, Systems Development Major, ICT Infrastructure Major) • ~~Graduate Diploma in Information Technology (elective)~~

ENGINEERING, CONSTRUCTION, and INFRASTRUCTURE

MEA301 Mechanical Engineering Assessment Only	26.10.22	31.10.22	311022	21 February 2022

Summary of changes:
Add unit standard to assessment only (self-funded) course MEA301 Mechanical Engineering Assessment Only to support additional replacement unit standards 22899 (v3) for learners to complete the expiring National Certificate (qualification expiry date is 31 Dec 2022). Unit standard 22899 v2 currently in ebs has expired on 31 Dec 2021, and assessment material for current v3 is available to be purchased.

WEL102 STAR Engineering Welding - Intermediate	26.10.22	31.10.22	311022	01 January 2023

Rationale for change/s: STAR courses updates for 2023 delivery: Correct course aim, Indicative curriculum and Learning Outcome 1 to reflect actual delivery. Correct NMIT credits from 0.5 to 1 (Total 10 hours of student learning).

Description of changes:

- Update credits to 1.
- Update Course Aim, Indicative Curriculum and Learning Outcomes:

Co-requisites	N/A
Course Aim	To provide students with an intermediate understanding of basic Mig welding. ~~and an introduction to Arc and Tig welding.~~
Indicative Curriculum	• Intermediate mig welding techniques • ~~Basic arc and tig welding~~ • Flat and horizontal welding positions • Safe work practices • Career pathways in mechanical engineering

LEARNING OUTCOMES

	On completion of this course students will be able to:	Relates to Assessment Standard No.
1	~~Identify engineering equipment and tools required for arc and tig welding.~~ Build on basic mig welding skills to a level of intermediate understanding.	N/A
2	Identify and mitigate welding hazards and employ safe work practices.	N/A
3	Use flat and horizontal welding positions.	N/A

FRB402 STCW Proficiency in Fast Rescue Boats Refresher	08.11.22	08.11.22	081122	11 November 2022

Summary of change/s:

- Remove 'Evidence of a record of on-board training, drills and experience, or a company letter, or equivalent…' from pre-requisites.
- General template updates and formatting.

AUI301 Electric Vehicle Block Course	01.03.23	02.03.23	020323	6 March 2023

Rationale for change/s
New course to deliver practical workshop training for ākonga enrolled on the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) with Te Pūkenga trading as MITO. Also, to offer a solution to ākonga studying online and located in Te Tauihu.

Description:
4 days, Level 3
This course will comprise of practical training aligned with the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) – Automotive Management, Drive Systems, Battery Systems, High Voltage Auxiliary Systems.

AUI403 Electric Vehicle Block Course	01.03.23	02.03.23	020323	14 March 2023

Rationale for change/s
New course to deliver practical workshop training for ākonga enrolled on the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) with Te Pūkenga trading as MITO. Also, to offer a solution to ākonga studying online and located in Te Tauihu.

Description:
1 day, Level 4

This course is very similar to the Open Polytechnic one that was set up in 2022. This course will comprise of practical training aligned with the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) – Automotive Management, Drive Systems, Battery Systems, High Voltage Auxiliary Systems.

AUI501 Electric Vehicle Block Course	01.03.23	02.03.23	020323	23 May 2023

Rationale for change/s

New course to deliver practical workshop training for ākonga enrolled on the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) with Te Pūkenga trading as MITO. Also, to offer a solution to ākonga studying online and located in Te Tauihu.

Description:

2 days, Level 5

Course AUT501 Electric Vehicle Block Course includes 2 days of teaching. This course will comprise of practical training aligned with the NZ Certificate in Electric Vehicle Automotive Engineering (Level 5) – Automotive Management, Drive Systems, Battery Systems, High Voltage Auxiliary Systems.

New Zealand Diploma in Aeronautical Maintenance Certification (Level 6) and associated Training Schemes	07.03.23	08.03.23	21100	9 January 2023

Rationale for change/s

- Update a number of unit standards to the latest version (see below), previous versions expire on 31 Dec 2024
- Correct US28466 to version 2 in course DAM401 – was updated in Oct 2022
- Update for 2023 delivery adding reference to Te Kawa Maiorooro policies on page 2

Description of changes:

- Update a number of unit standards to the latest version (see below), previous versions expire on 31 Dec 2024.
- Add DNC (Did Not Complete) to course result key

Programme Regulations/Course Descriptors:

- Add DNC (Did Not Complete) to course result key
- Update Unit Standards:

2.7 SCHEDULE OF ASSESSMENT STANDARDS

Compulsory unit standards:

Course Code and Title: DAM601 Aircraft Engineering Knowledge

Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20895	Apply knowledge of aircraft engineering to the certification of aeronautical maintenance	6	20	~~3~~4	28
	Total DAS Credits in the Course		20		

Course Code and Title: DAM602 Aircraft Materials

Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20896	Apply knowledge of aircraft materials to the certification of aeronautical maintenance	6	25	~~3~~4	28
	Total DAS Credits in the Course		25		

Course Code and Title: DAM603 Avionics 1

Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20902	Apply knowledge of avionics to the certification of aeronautical maintenance	6	25	~~3~~4	28
	Total DAS Credits in the Course		25		

Course Code and Title: DAM604 Air Law

Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20904	Apply knowledge of air law to the certification of aeronautical maintenance	6	25	~~3~~4	28
	Total DAS Credits in the Course		25		

Course Code and Title: DAM605 Human Factors

Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
21060	Apply knowledge of human factors to the certification of aeronautical maintenance	6	20	~~3~~4	28
	Total DAS Credits in the Course		20		

Course Code and Title: DAM606 Mathematics and Physics					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
26963	Apply knowledge of mathematics and physics to the certification of aeronautical maintenance	6	20	~~23~~	28
		Total DAS Credits in the Course	20		

Course Code and Title: DAM607 Electrical Fundamentals					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
26964	Apply knowledge of electrical fundamentals to the certification of aeronautical maintenance	6	20	~~23~~	28
		Total DAS Credits in the Course	20		

Course Code and Title: DAM608 Aeroplanes 1					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20897	Apply knowledge of basic aeroplanes to the certification of aeronautical maintenance	6	20	~~34~~	28
		Total DAS Credits in the Course	20		

Course Code and Title: DAM609 Compass Compensation					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20903	Apply knowledge of compass compensation to the certification of aeronautical maintenance	6	10	~~34~~	28
		Total DAS Credits in the Course	10		

Course Code and Title: DAM610 Turbine Engines					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20901	Apply knowledge of turbine engines to the certification of aeronautical maintenance	6	25	~~34~~	28
		Total DAS Credits in the Course	25		

Course Code and Title: DAM611 Rotorcraft					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
20899	Apply knowledge of rotorcraft to the certification of aeronautical maintenance	6	20	~~34~~	28
		Total DAS Credits in the Course	20		

Optional unit standards:

A selection of optional unit standards are available in the courses below and those achieved will reflect the specific portfolio of evidence collected to meet the course learni outcomes.

Course Code and Title: DAM401 Aeronautical Engineering: Aeroplane					
Unit Standard ID	Full Unit Standard Title	Level	DAS Credits	Version No.	CMR
7243	Demonstrate knowledge of aircraft mechanical system maintenance practices	4	15	6	28
28466	Apply aeronautical engineering knowledge and skills to maintain generic aircraft mechanical systems	4	15	~~12~~	28
		Total DAS Credits in the Course	0 - 30		

FOUNDATION STUDIES

Foundation Skills (Level 2) Introduction to Career Pathways	14.12.22	20.12.22	22101	8 March 2022
• **Rationale for change/s** Clarifying range of assessment standard versions to cover issue arising from rolling intakes **Programme Regulations:** • 57 Provide customer service, versions 9-10 • 28145 Interact with customers in a service delivery context, versions 1-2				
Foundation Skills in Sport, Recreation and Coaching (Level 2)	14.12.22	20.12.22	22101	8 March 2022
• **Rationale for change/s** Clarifying range of assessment standard versions to cover issue arising from rolling intakes **Programme Regulations:** • 62 Maintain personal presentation and a positive attitude in a workplace involving customer contact, versions 9-10 • 9677 Communicate in a team or group which has an objective, versions 10-11 • 20159 Demonstrate knowledge of weather information for an outdoor activity, versions 2-3 • 21649 Demonstrate knowledge of basic anatomy to the performance of a complex sport skill, versions 2-3 • 22768 Conduct and review a beginner level coaching session, versions 2-3 • 22769 Demonstrate knowledge of basic skills and rules at a beginner level for a sport, versions 2-3				
Foundation Skills in Sport, Recreation and Coaching (Level 2)	14.12.22	20.12.22	22100	8 March 2022
• **Rationale for change/s** Clarifying range of assessment standard versions to cover issue arising from rolling intakes **Programme Regulations:** • 62 Maintain personal presentation and a positive attitude in a workplace involving customer contact, versions 9-10				

- 167 Practice food safety methods in a food business under supervision, versions 8-9
- 1277 Communicate information in a specified workplace, versions 7-8
- 9677 Communicate in a team-group which has an objective, versions 10-11
- 13280 Prepare fruit and vegetable cuts in a commercial kitchen, versions 6-7
- 13281 Prepare and assemble, and present basic sandwiches for service, versions 6-7
- 13283 Prepare and assemble, and present salads for service, versions 5-6
- 13284 Clean food production areas and equipment, versions 5-6
- 13285 Handle and maintain knives in a commercial kitchen, versions 5-6
- 20159 Demonstrate knowledge of weather information for an outdoor activity, versions 2-3
- 20666 Demonstrate basic knowledge of contamination hazards and control methods used in a food business, versions 6-7
- 21649 Demonstrate knowledge of basic anatomy to the performance of a complex sport skill, versions 2-3
- 28145 Interact with customers in a service delivery context, versions 1-2

NZ Certificate in Hospitality (Level 2)	14.12.22	20.12.22	22100	8 March 2022

- **Rationale for change/s** Clarifying range of assessment standard versions to cover issue arising from rolling intakes

Programme Regulations:

- 62 Maintain personal presentation and a positive attitude in a workplace involving customer contact, versions 9-10
- 9677 Communicate in a team or group which has an objective, versions 10-11
- 1277 Communicate information in a specified workplace, versions 7-8
- 167 Practise food safety methods in a food business under supervision, versions 8-9
- 20666 Demonstrate basic knowledge of contamination hazards and control methods used in a food business, versions 6-7
- 28145 Interact with customers in a service delivery context, versions 1-2
- 13280 Prepare fruit and vegetable cuts in a commercial kitchen, versions 6-7
- 13281 Prepare and assemble, and present basic sandwiches for service, versions 6-7
- 132884 Clean food production areas and equipment, versions 5-6
- 13285 Handle and maintain knives in a commercial kitchen, versions 5-6
- 13283 Prepare and assemble, and present salads for service, versions 5-6
- 14441 Provide cafe counter service in a hospitality establishment, versions 6-7
- 17284 Demonstrate knowledge of coffee origin and production, versions 6-7
- 17288 Prepare and present espresso beverages for service, versions 7-8

HEALTH AND WELLBEING

Bachelor of Nursing	n/a	01.11.22	9	01 January 2022

Rationale for change/s: Retrospective correction to entry information. No version change.

Description of changes:

- "**Hauora Pathway**" added to Entry Requirement of …'OR New Zealand Certificate in Study and Career Preparation (L 4) Hauora Pathway or equivalent

Programme Regulations:

OR

New Zealand Certificate in Study and Career Preparation (L 4) Hauora Pathway or equivalent

Bachelor of Nursing	15.11.22	17.11.22	10	01 January 2023

Rationale for change/s: Following delivery review and consultation with Director of School of Nursing, Health and Wellness, WITT who also deliver ARA programme, an adjustment was made to pre-requisite requirements for two courses in this programme.

Description of changes: Version change from 9, to 10

- Remove NKN611/NKN601, NNP611/NNP601 as a pre-requisite for NKN612 Knowledge for Nursing Practice 3: Physical Health
- Remove NKN611/NKN601, NNP611/NNP601 as a pre-requisite for NNP612 Nursing the Person With Altered Physical Health
- Add "All BN Level 5 courses" as a pre-req for NKN612 and NNP612

Bachelor of Nursing	01.02.23	03.02.23	11	1 January 2023

NZQA TYPE 2 APPROVED 1 MARCH

Rationale for change/s

To realign entry requirements with programme developer (Ara) version. Rollover updates

Description of changes:

- s4.1 Entry requirements, Additional Requirements. Remove unit standard 6400.

Programme Regulations: • Updates to relevant policies and procedures to align with Te Kawa Maiorooro- Educational Regulatory Framework, including removal of references to NMIT Academic Statute • Template wording/formatting/error correction changes where applicable including removal of Ara logo.				
Study and Career Preparation – He Ara Hiringa	n/a	27.02.23	16106	20 February 2023
Rationale for change/s • SCP404 was submitted for moderation with Otago Polytechnic, the moderator highlighted that the learning outcomes need to be adjusted across the assessments to more accurately reflect the leaning outcomes assessed in the exams. • Amendment to course grade key to include DNC (Did Not Complete) **Description of changes: Type 1** • Addition of DNC result to course grade key AC-NMIT-12 • Change to LO to GPO mapping in SCP404 **Programme Regulations:** • 2023 rollover updates • CD SCP404: Change to assessment LO to GPO mapping.				

PRIMARY, FOOD & ENVIRONMENTAL INDUSTRIES

Adventure Tourism and Guiding (Level 5) [124177]	09.11.22	09.11.22	18104	21 February 2022
Summary of change in programme regulations: • Change US 19491 to current version 4 (in ATG530 Advanced Sea Kayaking)				
Bachelor of Viticulture and Winemaking	n/a	08.02.23	14110	1 January 2023
Description of changes: • Change of assessment weightings for BVW502 Wine Production to: A1=15%, A2=20%, A3=25%, A4=40%				
Adventure Tourism and Guiding (Level 4)	20.02.23	20.02.23	16104	20 February 2023
Rationale for change/s • ATG404 Environmental Science: Change assessment/LO mapping following external moderation feedback and recommendation. • Update for 2023 delivery adding reference to Te Kawa Maiorooro policies on page 2; add DNC (Did Not Complete) to course result key CO-TANZ-02 **Description of changes:** • ATG404 Environmental Science: Remove LO 3 from Assessment 1, as this is sufficiently assessed in Assessment 3. • Add DNC (Did Not Complete) to the course result key				

Back to agenda

Item 4.1 Unified Programme for information

Te Pūkenga

2023 Unification Proposed Programme of Work Pānui

Māehe | March 2023

Introduction

Phase 1 of Unification Programme of Work commenced in 2021 and continued in 2022. During this phase there have been learnings, which have helped shape Phase 2 of the Unification Programme of Work, to commence following approval of the Programme Initiation Document (PID) by the Programme Board.

Phase 2 Focus

As part of planning for Phase 2 correspondence was shared, in early February, with Academic Leaders, Academic Managers, Academic Quality Managers and the LTAG Steering Group regarding the Unification Programme of Work (see Appendix 1). In this correspondence it was confirmed that there would be a change of focus and priorities for Phase 2 of the Unification Programme of Work.

The Phase 2 Unification Proposed Programme of Work will be focussed around 3 key projects, explained further in the following sections:

1. Transition to a single programme of study (POS) and/or transitional programme of industry training (T-PIT), if required (due to last date of assessment (LDA) of an NZQA qualification version).
2. Transformation codesign pilots
3. Development of Toolkits

To support these projects Steering Groups will have a change of focus and priorities, which are outlined in Section 4 of this pānui (Māehe|March 2023).

This pānui aims to provide clarity regarding the Phase 2 Unification Programme of Work projects, timelines and approaches and next steps for Unification Steering Groups.

A key overarching principle in Phase 2 is that wherever possible there will be a "one touch" approach. This means that if qualification and/or skill standards are in development, then we will look to align our workplan with this, rather than do a transition in the interim.

The Programme Initiation Document (PID) outlines the programme of work for 2023, including the approach, timeline and resource requirements. The PID is being shared with Te Pūkenga Programme Board on 28 March 2023 and if approved, this will formalise the start of Phase 2.

The sections below provide information regarding the 3 key Phase 2 projects:

1. Transition to a single programme of study (POS) and/or transitional programme of industry training (T-PIT), if required (due to last date of assessment (LDA) of an NZQA qualification version).

Transition to a single POS and/ or a single T-PIT will be divided into three groups:

- Simple Transition – where there is more than one POS, OR more than one T-PIT. In Simple Transitions ākonga portability between the different programmes is not required (currently), as only one mode of delivery is provided within Te Pūkenga network.
- Portable Transition – where there is one or more POS AND one or more T-PIT. In Portable Transitions ākonga may seek to move between the different programmes, so a mapping exercise will be required.
- Auto-unified – where there is only one provider within the Te Pūkenga network (either a POS OR a T-PIT). In auto-unified programmes there is only one mode of enrolment offered.

1

Te Pūkenga

There is also a number of developments that have already commenced with ACLS Unification Team support, so these will continue and are highlighted in Appendix 2.

1.1 Simple Transition:

The list of qualifications where there is more than one POS, OR more than one T-PIT and a NZQA Last Date of Assessment (LDA) of 31/12/23 is provided as Appendix 3[1]. In all cases Te Pūkenga ACLS team will seek a LDA extension.

If the LDA extension is not available, then a single POS OR a single T-PIT will be selected, and a lead Business Division will work through a modified Type 2 process to update the programme in response to the qualification version change.

The Toolkits referred to in Section 3 below will provide the guidance, process map and artefacts required to enable this to be led by an agreed and identified Business Division.

1.2 Portable Transition

The list of qualifications where there is one or more POS AND one or more T-PIT AND a NZQA Last Date of Assessment (LDA) of 31/12/23 is provided as Appendix 4. In all cases Te Pūkenga ACLS team will seek a LDA extension.

If the LDA extension is not available, then 1 POS AND 1 T-PIT will be selected, and mapping will be completed to outline how ākonga can have portability between these programmes. The Lead Business Divisions will work through a modified Type 2 process to update the programme in response to the qualification version change.

The Toolkits referred to in Section 3 below will provide the guidance, process map and artefacts required to enable this to be led by an agreed and identified Business Division.

1.3 Auto Unified

The list of qualifications where there is only one provider within the Te Pūkenga network (either a POS OR a T-PIT) and NZQA Last Date of Assessment (LDA) of 31/12/23 is provided as Appendix 5. Te Pūkenga will NOT be requesting LDA extensions for these qualifications.

For auto-unified programmes, the Business Divisions that offers the auto-unified programme will work through a Type 2 process to update the programme in response to the qualification version change.

2. Transformation codesign pilots

As part of Phase 2 the Academic Centre and Learning Services (ACLS) Unification team will actively coordinate and lead a series of collaborative transformation pilots. Transformation pilots will utilise codesign processes and tools to develop programmes that Honour Te Tiriti o Waitangi, create equity, meet our priority group needs (Māori, Pacific, disabled), embed mātauranga Māori, are multimodal and are able to be disaggregated into component parts.

In 2021 and 2022 there were five transformation projects that will continue in Phase 2 of the Unification Programme of Work:

1. Bachelor of Nursing programmes (Bachelor of Nursing Māori, Bachelor of Nursing Pacific, Bachelor of Nursing)
2. Bachelor of Social Work programme
3. Animal Healthcare and Veterinary Nursing programmes
4. Sports, Recreation and Exercise degree pathway

[1] Please note that the data provided in Appendices 3 – 5 is based on the most recent report received from NZQA. If there are any errors, please notify our team via Academic.development@Tepukenga.ac.nz

Te Pūkenga

5. Bachelor of Midwifery programmes

In 2023 a further five transformation projects will commence and these pilots will help shape the development of the transformation toolkit. The proposed list of qualifications included in each of these projects is included as Appendix 6, and are likely to be refined as the project commences and the scope is confirmed.

6. Business suite (Level 3 – 9 programmes)
7. Information and Communications Technology (ICT) suite (Level 3- 10 programmes)
8. Plumbing, gas fitting and drain laying (PGD) (Level 3 – 6 programmes)
9. Construction (Level 3 – 7 programmes)
10. Seafood Processing (Level 3, 4 and 5 programmes)

It should also be noted that there are some WBL Service Delivery Trials that will inform these pilots and the development of toolkits.

3. Development of Toolkits

To support the two projects, outlined in Sections 1 and 2 above, toolkits will be developed as part of the Unification Programme of Work that also respond to Whiria Te Ako. A key focus will be the development of a Curriculum Design Toolkit, which will include sub-toolkits, such as:

1) Transition toolkit
2) Transformation toolkit

The toolkits will provide the Business Divisions with guidance, process maps and associated artefacts to support the Transition project in the short term, and the ability of Te Pūkenga to scale up Transformation project work in the future.

4. Steering Group Next Steps

To support Phase 2 the Unification Steering Groups will have a change of focus and priorities. There will be 4 key groups of Steering Groups; those that will:

1. Finish and shift to Implementation Phase
2. Continue to focus on Transformation Projects
3. Change and shift focus to Transformation Project
4. Pause

The table below outlines the four groups and provide additional information of relevance:

Steering Groups 1 Finish and shift to Implementation Phase	Steering Groups 2 Continue to focus on Transformation Projects	Steering Groups 3 Change and shift focus to Transformation Project	Steering Groups 4 Pause as Ako Network Director to lead next steps
Nursing • Implementation phase – lead by National Head of Nursing – Transitional (Stephen Neville).	**Sports, Recreation and Exercise** • Commenced codesign, further codesign planned. • Steering Group continues and will include **Outdoor Suite**	**Trades: Plumbing, gas fitting and drain laying suite** • Equity driven codesign will be key approach taken.	Group 4.1 – To continue until handover to implementation phase (? Approx May): • **Hair and Beauty** • **Hospitality and Tourism**
Social Work	**Midwifery**	**Trades: Construction suite**	

3

Te Pūkenga

• Implementation phase - lead by Implementation Leads (Sarah Fraser (NMIT) and Rehia Whaanga (EIT), Working Group.	• Will pilot a different approach which draws on some codesign tools and some transition tools. • Note: this is a modified transition.	• Equity driven codesign will be key approach taken.	Group 4.2 – To continue with WG to support transitions • **Trades (rest of the suite)** • **Primary Industries (rest of the suite)** • **Education (incl Languages and Foundation)** • **Mātauranga Māori** • **Architecture** • **Allied Health** • **Social Services** • **Creative**
Animal Healthcare and Veterinary Nursing • Next phase will draw on programme teams that support development and delivery. • Implementation phase – lead by Implementation Leads (Francesca Brown (Otago), Laura Harvey (Unitec) with operational support from Jen Evans (Otago).	**Business Suite** • Equity driven codesign will be key approach taken. • Implementation Leads support delivery for transitions (Emma Hogg (Otago) and Jeremy Ainsworth (Ara).	**Primary Industries: Seafood suite** • Equity driven codesign will be key approach taken.	Group 4.3 – Those that have not yet been established: • **Logistics** • **Interprofessional** • **Engineering** • **Services**
	ICT Suite • Equity driven codesign will be key approach taken.		

Next Steps

1. Sharing of proposed workplan with key partners
   DCE will share communications with Academic Leaders, Academic Managers, Academic Quality Managers and the LTAG Steering Group regarding the Unification Programme of Work regarding proposed workplan.
2. Steering Group meetings
   Each Steering Group (including those that are in Group 4 – Pause), will have a Steering Group meeting in March/April, which will be an opportunity to discuss the proposed workplan, implications of this and next steps at the Steering Group level.
3. Programme Initiation Document presented to Programme Board
   The Programme Board meets on 28 March 2023 and following this hui confirmation communications will be shared with Academic Leaders, Academic Managers, Academic Quality Managers and the LTAG Steering Group regarding the approved Unification Programme of Work and whether there are any changes.
4. Progress of Phase 2 workplan
   Once the Phase 2 PID has been approved the ACLS team will commence Phase 2 and provide updates regarding key milestones.

4

Te Pūkenga

Appendix 1: Unified Programme of Work Update Collaborative Approach Update Email

From: Megan Gibbons <Megan.Gibbons@tepukenga.ac.nz>
Sent: Friday, 3 February 2023 1:24 pm
Subject: Unified Programme of Work Update Collaborative Approach Update

Email to:	Academic Leaders Academic Managers Academic Quality Managers LTAG Steering Group
Action required?	Circulate to Product Development kaimahi, and other relevant kaimahi

Tēnā koutou,

Throughout 2022 the unification programme of work engaged many kaimahi from across our network, with much of this mahi focussed on developing unified programmes of study for our ITP business divisions. All of the unified programmes being delivered in Semester 1 have now been approved, this achievement was made possible due to the huge efforts of many of your kaimahi.

As we plan and prepare for 2023 and beyond, we are moving into Phase 2 of the unification programme of work, which will see a change in the focus and priorities.

The first key change for phase 2 will be the unification of ITP programmes of study and WBL programmes of industry training into an "unified/integrated programme of learning" (name TBC). A second change is prioritisation of transformational codesign of a small group of programmes. These codesign projects will support the development of toolkits to enable this work to be scaled up in the future.

To support phase 2 and the volume of programme development requirements we are seeking to work with divisional academic leaders to develop a shared approach. This will draw on the existing network programme development expertise and resource in a more collaborative and coordinated manner, particularly with regards to qualifications with a last date of assessment. A workshop will be held (proposed for March) with academic leaders/managers, quality managers, product development leaders to progress this.

At this time, the change of focus and priorities will have an impact on various Steering Group unification plans. In some cases an extension of last assessment date may be requested to allow more time for unification, whilst in other cases the transitional unification developments will continue as planned.

Our team will also share communications with each Steering Group and meeting series may be amended in line with the focus and priorities for that Steering Group – a summary is provided below for your reference.

I will be touch with this circulation group to confirm plans for the upcoming workshop in due course.

Ngā mihi
Megan

5

Te Pūkenga

Steering Group Updates:

Development SG has concluded. Implementation SG will be established to support the next phase of unification

- Nursing
- Social Work

Steering Group to continue as planned (may have a change of focus and priorities)

- Animal Healthcare and Veterinary Nursing (01/02/23)
- Business (08/02/23)
- Midwifery (09/02/03)
- Sport, Recreation and Exercise (10/02/23)
- Hairdressing, Beauty and Massage (16/02/23)
- Hospitality and Tourism (16/02/23)

Steering Group hui (in brackets) to be deferred/postponed and recommence at a later date with a change of focus and priorities.

- ICT (07/02/23)
- Primary Industries (07/02/23)
- Education (08/02/23)
- Mātauranga Māori (14/02/23)
- Architecture (15/02/23)
- Outdoor Experience (16/02/23)
- Allied Health (21/02/23)
- Social Services (22/02/23)
- Trades (22/02/23)
- Creative (23/02/23)

Megan Gibbons PhD
Deputy Chief Executive, Academic Centre and Learning Systems

Te Pūkenga

M 021 780 238
tepūkenga.ac.nz

Te Pūkenga

Appendix 2: Transitions underway, which will continue to be supported by the ACLS Unification Team

Please note, the list below does not include those programmes that have recently completed consultation, as these are in the process of being submitted to Te Ohu Whakahaere – Approvals.

Qual Ref	Qual Title	Current Steering group	WDC alignment
3765	New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)	Outdoor	Toi Mai
3766	New Zealand Diploma in Outdoor and Adventure Education (Multi-skilled) (Level 5)	Outdoor	Toi Mai
3563	New Zealand Certificate in Exercise (Level 4)	SRE	Toi Mai
3625	New Zealand Certificate in Sport, Recreation and Exercise (Multi-sector) (Level 4)	SRE	Toi Mai
2487	New Zealand Certificate in Animal Care (Fish, Horses, Companion Animals, and Lifestyle Block Animals) - Level 3	Animal	Muka Tangata
2489	New Zealand Certificate in Animal Management - Level 4	Animal	Muka Tangata
4388	New Zealand Certificate in Animal Healthcare Assisting (Level 4)	Animal	Muka Tangata
4389	New Zealand Diploma in Veterinary Nursing - Level 6	Animal	Muka Tangata
4391	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	Animal	Muka Tangata
2101	New Zealand Certificate in Cookery - Level 4	Hospitality and Tourism	Ringa Hora
2102	New Zealand Diploma in Cookery (Advanced) - Level 5	Hospitality and Tourism	Ringa Hora
2888	New Zealand Diploma in Landscape - Level 5	Primary	Muka Tangata
3533	New Zealand Certificate in Workplace Health and Safety Practice - Level 3	Trades | H and S	Toitū te Waiora
3534	New Zealand Certificate in Workplace Health and Safety Practice - Level 4	Trades | H and S	Toitū te Waiora
3645	New Zealand Diploma in Workplace Health and Safety Management - Level 6	Trades | H and S	Toitū te Waiora
2834	New Zealand Certificate in Construction Trade Skills - Level 3	Trades|Carpentry	Waihanga Ara Rau
2505	New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) - Level 4	Trades |Marine	Hanga-Aro-Rau
2506	New Zealand Certificate in Maritime (Crewing) - Level 3	Trades |Marine	Hanga-Aro-Rau
2509	New Zealand Certificate in Marine Engineering Class 6 - Level 4	Trades |Marine	Hanga-Aro-Rau
4321	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	Trades |Marine	Hanga-Aro-Rau

Te Pūkenga

Appendix 3: Simple Transitions with Last Date of Assessment 31/12/23

Qual Ref	Qual Title	Current Steering group	WDC alignment
2348	Mahinga Kai - Te Hoata (Kaupae 3) - Level 3	Mātauranga Māori	Mātauranga Māori (currently NZQA)
2434	New Zealand Certificate in Manaaki Marae - Level 3	Mātauranga Māori	Mātauranga Māori (currently NZQA)
2435	New Zealand Certificate in Manaaki Marae - Level 2	Mātauranga Māori	Mātauranga Māori (currently NZQA)
2511	New Zealand Certificate in Maritime Crewing - Level 4	Trades |Marine	Hanga-Aro-Rau
2512	New Zealand Certificate in Maritime Operations - Level 5	Trades |Marine	Hanga-Aro-Rau
2626	New Zealand Certificate in Arts and Design - Level 3	Creative	Toi Mai
2627	New Zealand Certificate in Arts and Design - Level 4	Creative	Toi Mai
2628	New Zealand Certificate in Digital Media and Design - Level 3	Creative	Toi Mai
2629	New Zealand Certificate in Digital Media and Design - Level 4	Creative	Toi Mai
2634	New Zealand Diploma in Animation - Level 5	Creative	Toi Mai
2635	New Zealand Diploma in Animation - Level 6	Creative	Toi Mai
2636	New Zealand Diploma in Arts and Design - Level 5	Creative	Toi Mai
2638	New Zealand Diploma in Digital Media and Design - Level 5	Creative	Toi Mai
2639	New Zealand Diploma in Digital Media and Design - Level 6	Creative	Toi Mai
2641	New Zealand Diploma in Fashion - Level 5	Creative	Toi Mai
2646	New Zealand Diploma in Jewellery - Level 5	Creative	Toi Mai
2648	New Zealand Diploma in Photography - Level 5	Creative	Toi Mai
2649	New Zealand Diploma in Photography - Level 6	Creative	Toi Mai
2699	New Zealand Certificate in Fencing - Level 3	Primary	Muka Tangata
2754	New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) - Level 5	Education	Toitū te Waiora
2779	New Zealand Certificate in Health and Wellbeing (Advanced Support) - Level 4	Social Services	Toitū te Waiora
2849	New Zealand Certificate in Early Childhood Education and Care - Level 3	Education	Toitū te Waiora
2850	New Zealand Certificate in Early Childhood Education and Care - Level 4	Education	Toitū te Waiora
2851	New Zealand Diploma in Early Childhood Education and Care - Level 5	Education	Toitū te Waiora
2860	New Zealand Certificate in Study and Career Preparation - Level 4	Education	Toitū te Waiora
2863	New Zealand Certificate in Study and Career Preparation - Level 3	Education	Toitū te Waiora
2867	New Zealand Diploma in Creativity - Level 5	Creative	Toi Mai
2869	New Zealand Certificate in Creativity - Level 4	Creative	Toi Mai
2993	New Zealand Certificate in Adult and Tertiary Teaching - Level 5	Education	Toitū te Waiora
3051	Te Tohu Tauihu (Kaupae 4) - Level 4	Mātauranga Māori	Mātauranga Māori (currently NZQA)
3417	New Zealand Certificate in Entertainment and Event Technology - Level 4	Creative	Toi Mai

Te Pūkenga

Appendix 4: Portable Transitions with Last Date of Assessment 31/12/23

Qual Ref	Qual Title	Current Steering group	WDC alignment
2108	New Zealand Certificate in Hospitality - Level 2	Hospitality and Tourism	Ringa Hora
2109	New Zealand Certificate in Hospitality (Advanced) - Level 5	Hospitality and Tourism	Ringa Hora
2111	New Zealand Certificate in Hotel Reception - Level 4	Hospitality and Tourism	Ringa Hora
2251	New Zealand Certificate in Industrial Measurement and Control (Practice) - Level 4	Trades	Waihanga Ara Rau
2252	New Zealand Certificate in Industrial Measurement and Control (Theory) - Level 4	Trades	Waihanga Ara Rau
2305	New Zealand Certificate in Energy and Chemical Operations (Plant and Machinery) - Level 3	Trades	Hanga-Aro-Rau
2384	New Zealand Certificate in Electrical Engineering - Level 5	Trades	Waihanga Ara Rau
2470	New Zealand Certificate in Health and Wellbeing - Level 3	Social Services	Toitū te Waiora
2508	New Zealand Certificate in Maritime Crewing - Level 2	Trades |Marine	Hanga-Aro-Rau
2514	New Zealand Diploma in Marine Engineering - Level 6	Trades |Marine	Hanga-Aro-Rau
2515	New Zealand Diploma in Nautical Science - Level 6	Trades |Marine	Hanga-Aro-Rau
2539	New Zealand Diploma in Hospitality Management - Level 5	Hospitality and Tourism	Ringa Hora
2540	New Zealand Diploma in Hospitality Management - Level 6	Hospitality and Tourism	Ringa Hora
2853	New Zealand Certificate in Skills for Living for Supported Learners - Level 1	Education	Toitū te Waiora
2895	New Zealand Certificate in Domestic Maritime Crewing - Level 3	Trades |Marine	Hanga-Aro-Rau
2914	New Zealand Certificate in International Freight Logistics - Level 4	Trades	Hanga-Aro-Rau
2915	New Zealand Diploma in International Freight Logistics (Freight Forwarding) - Level 5	Trades	Hanga-Aro-Rau
2989	New Zealand Certificate in Health and Wellbeing (Peer Support) - Level 4	Social Services	Toitū te Waiora
2992	New Zealand Certificate in Health and Wellbeing (Social and Community Services) - Level 4	Social Services	Toitū te Waiora
3063	New Zealand Certificate in Emergency Care (First Responder) - Level 3	Social Services	Toitū te Waiora

Te Pūkenga

Appendix 5: Auto-unified Programmes with Last Date of Assessment 31/12/23

Qual Ref	Qual Title	Current Steering group	WDC alignment
2103	New Zealand Certificate in Accommodation - Level 3	Hospitality and Tourism	Ringa Hora
2216	New Zealand Certificate in Agriculture (Milk Harvesting) - Level 3	Primary	Muka Tangata
2217	New Zealand Certificate in Agriculture (Pastoral Livestock Production) - Level 3	Primary	Muka Tangata
2253	New Zealand Certificate in Process Control and Automation - Level 5	Trades	Hanga-Aro-Rau
2306	New Zealand Certificate in Energy and Chemical Operations (Boiler Operation) - Level 3	Trades	Hanga-Aro-Rau
2307	New Zealand Certificate in Energy and Chemical Field Operations - Level 4	Trades	Hanga-Aro-Rau
2308	New Zealand Certificate in Energy and Chemical Plant Control Room Operations - Level 5	Trades	Hanga-Aro-Rau
2345	New Zealand Certificate in Maori Heritage and Wahi Tapu - Level 4	Mātauranga Māori	Mātauranga Māori (currently NZQA)
2346	New Zealand Certificate in Māori Environment Practices - Level 4	Mātauranga Māori	Mātauranga Māori (currently NZQA)
2363	New Zealand Certificate in Scaffolding - Level 5	Trades	Waihanga Ara Rau
2574	New Zealand Certificate in Fire Detection and Alarm Systems - Level 3	Trades	Hanga-Aro-Rau
2576	New Zealand Certificate in Fixed Fire Protection Systems - Level 3	Trades	Hanga-Aro-Rau
2577	New Zealand Certificate in Fixed Fire Protection Systems - Level 4	Trades	Hanga-Aro-Rau
2578	New Zealand Certificate in Fire Protection Systems Technology (Testing) - Level 3	Trades	Hanga-Aro-Rau
2580	New Zealand Certificate in Hand Operated Fire Fighting Equipment - Level 3	Trades	Hanga-Aro-Rau
2581	New Zealand Certificate in Passive Fire Protection Systems - Level 4	Trades	Hanga-Aro-Rau
2640	New Zealand Diploma in Fashion Design - Level 6	Creative	Toi Mai
2705	New Zealand Certificate in Electricity Supply (Transmission Line Maintenance) - Level 4	Trades	Waihanga Ara Rau
2726	New Zealand Certificate in Hairdressing (Advanced Colouring Skills) - Level 5	Hair, Beauty, Massage	Toi Mai
2727	New Zealand Certificate in Hairdressing (Advanced Cutting Skills) - Level 5	Hair, Beauty, Massage	Toi Mai
2728	New Zealand Certificate in Rural Contracting - Level 3	Primary	Muka Tangata
2729	New Zealand Certificate in Manufacturing - Level 2	Trades	Hanga-Aro-Rau
2733	New Zealand Diploma in Addiction Studies (Applied) - Level 6	Social Services	Toitū te Waiora
2747	New Zealand Diploma in Adult and Tertiary Teaching - Level 6	Education	Toitū te Waiora
2748	New Zealand Certificate in Education Technology (Advanced Practitioner) - Level 6	Education	Toitū te Waiora
2752	New Zealand Certificate in Assessment Practice - Level 4	Education	Toitū te Waiora
2757	New Zealand Certificate in Language Teaching - Level 4	Languages	Toitū te Waiora (currently Ako Aotearoa)
2758	New Zealand Certificate in Language Teaching - Level 5	Languages	Toitū te Waiora (currently Ako Aotearoa)
2772	New Zealand Certificate in Christian Ministry - Level 4	Social Services	Toitū te Waiora (currently CTEMS)
2793	New Zealand Diploma in Christian Studies - Level 5	Social Services	Toitū te Waiora (currently CTEMS)
2868	New Zealand Diploma in Creativity - Level 6	Creative	Toi Mai
2887	New Zealand Diploma in Pregnancy, Childbirth and Early Parenting Education - Level 5	Education	Toitū te Waiora
2894	New Zealand Diploma in Marine Electro-technology - Level 6	Trades | Marine	Hanga-Aro-Rau
2942	New Zealand Certificate in Architectural Aluminium Joinery (Installer) - Level 4	Trades|Carpentry	Hanga-Aro-Rau
2944	New Zealand Certificate in Glass - Level 3	Trades|Carpentry	Waihanga Ara Rau
2945	New Zealand Certificate in Glazing - Level 4	Trades|Carpentry	Waihanga Ara Rau
2946	New Zealand Certificate in Glass Processing - Level 4	Trades|Carpentry	Waihanga Ara Rau
2976	New Zealand Certificate in Plastics Engineering Technology - Level 5	Trades	Hanga-Aro-Rau
2990	New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) - Level 4	Social Services	Toitū te Waiora
3052	Te Tohu Hiwi (Kaupae 5) - Level 5	Mātauranga Māori	Mātauranga Māori (currently NZQA)
3060	New Zealand Certificate in Proprietary Systems Installation - Level 4	Trades|Carpentry	Waihanga Ara Rau
3061	New Zealand Certificate in Interior Linings Installation - Level 4	Trades|Carpentry	Waihanga Ara Rau
3062	New Zealand Certificate in Fibrous Plaster Manufacture - Level 4	Trades|Carpentry	Waihanga Ara Rau
3708	New Zealand Certificate in Scaffolding (General) - Level 3	Trades	Waihanga Ara Rau
3709	New Zealand Certificate in Scaffolding (Trade) - Level 4	Trades	Waihanga Ara Rau
3710	New Zealand Certificate in Scaffolding (General) - Level 3	Trades	Waihanga Ara Rau

Appendix 6: Transformation Pilots and Qualifications Included in each project

The proposed list of qualifications included in each of these projects are likely to be refined as the project commences and the scope is confirmed.

Sport, Recreation and Exercise

Qual	Qual Title
3564	New Zealand Certificate in Exercise (Level 5)
3627	New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5)
3628	New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 6)
AK3521	Bachelor of Sport and Recreation
CA2255	Bachelor of Sport (Coaching & Management)
CH3981	Bachelor of Bachelor of Applied Sciences (Sport and Exercise Science, Health Promotion, Nutrition)
HB4060	Bachelor of Sport and Exercise Science
MA4416	Bachelor of Applied Science (Exercise and Wellness)
MN4560	Bachelor of Applied Sport and Exercise Science
OT5076	Bachelor of Applied Science (Sport, Exercise and Health)
ST4893	Bachelor of Sport and Exercise
WK2374	Bachelor of Sport and Exercise Science

Midwifery

Qual	Qual Title
CH3991	Bachelor of Midwifery - Level 7
OT4688	Bachelor of Midwifery - Level 7
WK2343	Bachelor of Midwifery - Level 7

Business

Qual	Qual Title
1797	Accounting Grad Dip
1798	Graduate Certificate in Professional Accountancy (Level 7)
1870	Applied Business Degree
1933	Applied Business Degree
1934	Accounting Grad Dip
1935	Accounting Grad Dip
1936	Applied Business Degree
1937	Applied Business Degree
2040	Applied Business Degree
2041	Accounting Grad Dip
2042	Applied Business Degree
2043	Applied Business Degree
2044	Applied Business Degree
2045	Applied Business Degree
2046	Applied Business Degree
2047	Applied Business Degree
2048	Applied Business Degree
2263	Applied Business Degree
2264	Applied Business Degree
2271	Applied Business Degree
2275	Applied Business Degree
2280	Applied Business Degree
2282	Accounting Grad Dip
2283	Applied Business Degree
2284	Applied Business Degree
2288	Applied Business Degree
2289	Applied Business Degree
2290	Applied Business Degree
2292	Applied Business Degree
2294	Applied Business Degree
2296	Applied Business Degree
2315	New Zealand Certificate in Financial Services (Level 5)
2386	Applied Business Degree
2437	Applied Business Post Grad
2477	Applied Business Degree
2549	Applied Business Degree
2664	Applied Business Degree
2665	Accounting Grad Dip
2720	Applied Business Degree
2721	Applied Business Degree
2795	Applied Business Degree
2796	Applied Business Degree
2800	Accounting Grad Dip
2801	Applied Business Degree
2805	Applied Business Degree
2806	Applied Business Degree
2807	Applied Business Degree
2811	New Zealand Certificate in Supply Chain Management - Level 5
2812	New Zealand Diploma in Supply Chain Management - Level 6
2920	Applied Business Degree
2921	Applied Business Degree
2922	Applied Business Degree
2923	Applied Business Degree
2924	Applied Business Degree
2925	Applied Business Degree
2927	Applied Business Degree
2928	Applied Business Degree
2929	Applied Business Degree
2930	Applied Business Degree
2935	Applied Business Degree
3067	Applied Business Degree
3068	Applied Business Degree
3069	Supply Chains & Logistics Degree
3167	New Zealand Diploma in Conveyancing (Level 6)
3231	Applied Business Degree
3232	Applied Business Degree
3283	Graduate Diploma in New Zealand Immigration Advice (Level 7) (Level 7)
3290	Applied Business Degree
3396	Applied Business Degree
3404	Graduate Diploma in Mentoring and Professional Leadership (Level 7)
3405	Graduate Diploma in Resource Management (Level 7)
3412	Applied Business Degree
3508	New Zealand Diploma in Legal Executive Studies (Level 6)
3554	Applied Business Degree
3556	Applied Business Degree
3796	Applied Business Degree
3826	Supply Chains & Logistics Degree
3827	Applied Business Degree
3828	Applied Business Degree
3829	Applied Business Degree
3830	Applied Business Degree
3831	Applied Business Degree
3874	Applied Business Degree
3875	Accounting Grad Dip
3876	Applied Business Degree
3878	Applied Business Degree
3884	Accounting Grad Dip
3943	Supervising Workplace Productivity (Level 4)
4044	Applied Business Degree
4045	Applied Business Degree
4208	Applied Business Post Grad
4254	Applied Business Degree
4272	Supply Chains & Logistics Degree
4323	Applied Business Degree
4513	Applied Business Degree
CA2109	Applied Business Degree
CA2184	Applied Business Degree
CA2383	Applied Business Degree
CH3988	Applied Business Degree
CH3993	Accounting Grad Dip
CH3994	Applied Business Degree
CH3995	Applied Business Degree
CH3996	Applied Business Degree
CH3999	Applied Business Degree
CH4000	Applied Business Degree
CH4001	Applied Business Degree
CH4002	Applied Business Degree
CH4003	Applied Business Degree
CH4005	Applied Business Degree
HB3826	Applied Business Degree
HB3949	Accounting Grad Dip
HB3974	Applied Business Degree
HV4446	Applied Business Degree
MN4443	Accounting Grad Dip
NE4402	Applied Business Degree
NE4500	Accounting Grad Dip
NE4555	Applied Business Degree
NE4580	Accounting Grad Dip

Te Pūkenga

NT4660	Applied Business Degree
NT4890	Accounting Grad Dip
NT4891	Applied Business Degree
NT5010	Applied Business Degree
OP7001	Applied Business Degree
OP7203	Accounting Grad Dip
OP7208	Applied Business Degree
OP7210	Applied Business Degree
OT4922	Applied Business Degree
OT5046	Applied Business Degree
OT5047	Applied Business Degree
OT5048	Applied Business Degree
OT5049	Accounting Grad Dip
OT5050	Applied Business Degree
OT5051	Applied Business Degree
OT5053	Applied Business Degree
OT5054	Applied Business Degree
OT5056	Applied Business Degree
OT5059	Applied Business Degree
OT5085	Applied Business Degree
OT5087	Applied Business Degree
PR4800	Applied Business Degree
PR4928	Applied Business Degree
WK2589	Applied Business Degree
WK2591	Applied Business Degree
2452	New Zealand Certificate in Business (Administration and Technology) (Level 3)
2453	New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)
2454	New Zealand Certificate in Business (Introduction to Small Business) - Level 3
2455	New Zealand Certificate in Business (Accounting Support Services) - Level 4
2456	New Zealand Certificate in Business (First Line Management) (Level 4)
2457	New Zealand Certificate in Business (Small Business) (Level 4)
2459	New Zealand Diploma in Business - Level 5
2460	New Zealand Diploma in Business - Level 6
2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)
2462	New Zealand Certificate in Project Management (Level 4)
2519	Applied Business Post Grad
2520	Applied Business Post Grad

2527	Applied Business Post Grad
2566	Applied Business Post Grad
2567	Applied Business Post Grad
2568	Applied Business Post Grad
3015	Applied Business Post Grad
3114	Applied Business Post Grad
3115	Applied Business Post Grad
3191	Applied Business Post Grad
3192	Applied Business Post Grad
3193	Applied Business Post Grad
3337	Applied Business Post Grad
3346	Applied Business Post Grad
3350	Professional Studies/Practice Post Grad
3369	Applied Business Post Grad
3372	Professional Studies/Practice Post Grad
3539	Professional Studies/Practice Post Grad
3540	Applied Business Post Grad
3541	Applied Business Post Grad
3542	Applied Business Post Grad
3701	Applied Business Post Grad
3784	Applied Business Post Grad
3785	Applied Business Post Grad
3786	Applied Business Post Grad
4095	Applied Business Post Grad
4097	Applied Business Post Grad
4099	Applied Business Post Grad
4100	Applied Business Post Grad
4116	Supply Chains & Logistics Post Grad
4117	Supply Chains & Logistics Post Grad
4119	Supply Chains & Logistics Post Grad
4121	Applied Business Post Grad
4123	Supply Chains & Logistics Post Grad
4209	Applied Business Post Grad
4210	Applied Business Post Grad
4287	Master of Professional Accounting (Level 9)
4315	Applied Business Post Grad
CA2318	Master of Business (Level 9)
CA2319	Applied Business Post Grad
ST4965	Applied Business Post Grad
3580	New Zealand Certificate in Real Estate (Branch Manager) (Level 5)
4396	New Zealand Certificate in Real Estate (Level 6)

ICT

Qual	Qual Title
1904	Information Technology Post Grad
1945	Information Technology Post Grad
2036	Information Technology Post Grad
2049	Information Technology Degree
2417	Information Technology Post Grad
2418	Information Technology Post Grad
2442	Information Technology Degree
2592	New Zealand Certificate in Computing (Intermediate User) (Level 3)
2593	New Zealand Certificate in Computing (Advanced User) - Level 4
2594	New Zealand Certificate in Information Technology Essentials - Level 4
2595	New Zealand Certificate in Information Technology - Level 5
2597	New Zealand Diploma in Information Systems - Level 5
2598	New Zealand Diploma in Web Development and Design - Level 5
2599	New Zealand Certificate in Information Technology Practitioner - Level 6
2600	New Zealand Diploma in Networking - Level 6
2601	New Zealand Diploma in Systems Administration - Level 6
2603	New Zealand Diploma in Information Systems (Level 6)
2604	New Zealand Diploma in Software Development - Level 6
2651	Information Technology Post Grad
2832	Design, Visual & Creative Arts Degree
3171	Information Technology Post Grad
3187	Information Technology Degree
3463	New Zealand Certificate in Library and Information Services for Children and Teens (Level 6)
3466	New Zealand Diploma in Library and Information Studies (Level 5)
3467	New Zealand Diploma in Records and Information Management (Level 6)
3558	Information Technology Post Grad
3559	Information Technology Post Grad
3560	Information Technology Post Grad
3561	Information Technology Post Grad
3562	Information Technology Post Grad
3588	Information Technology Post Grad
3589	Information Technology Post Grad
3590	Information Technology Post Grad
3594	Information Technology Post Grad
3610	Information Technology Degree
3611	Information Technology Degree
3612	Information Technology Degree
3613	Information Technology Degree
3629	Information Technology Degree
3632	Graduate Certificate in Library and Information Leadership (Level 7)
3696	Information Technology Degree
3737	Information Technology Degree
3738	Information Technology Degree
3739	Information Technology Degree
3740	Information Technology Degree
3741	Information Technology Degree
3742	Information Technology Degree
3809	Information Technology Degree
3821	Information Technology Degree
3841	Information Technology Degree
3880	Information Technology Degree
3882	Information Technology Degree
3925	Information Technology Degree
3958	Information Technology Degree
4071	Information Technology Degree
4072	Information Technology Degree
4073	Information Technology Degree
4074	Information Technology Degree
4076	Information Technology Post Grad
4077	Information Technology Post Grad
4078	Information Technology Post Grad
4093	Information Technology Post Grad
4096	Information Technology Post Grad
4132	New Zealand Certificate in Computing (Foundation User) (Level 2)
4393	Information Technology Degree
4394	Information Technology Degree
4395	Information Technology Degree
CA2209	Information Technology Degree
CA2270	Information Technology Post Grad
CA2271	Information Technology Post Grad
CA2297	Information Technology Degree
CA2311	Doctor of Computing (Level 10)
CH3866	Information Technology Degree
CH3880	Information Technology Degree
HB3834	Information Technology Degree
HV4378	Information Technology Degree
HV4379	Information Technology Degree
HV4395	Information Technology Degree
HV4437	Information Technology Degree
MA4000	Information Technology Degree
MA4319	Information Technology Degree
NE4507	Information Technology Degree
NE4587	Information Technology Degree
NT4878	Information Technology Degree
NT4879	Information Technology Degree
NT5004	Information Technology Degree
OT4978	Information Technology Degree
OT4979	Information Technology Degree
PR4696	Information Technology Degree

12

Te Pūkenga

PR4926	Information Technology Degree
ST4929	Information Technology Degree
ST5293	Information Technology Degree
ST5294	Information Technology Degree

WK2361	Information Technology Degree
WK2473	Information Technology Degree
WK2560	Information Technology Degree
3837	New Zealand Diploma in Cybersecurity (Level 6)

Trades: Plumbing, Gasfitting and Drainlaying

Qual	Qual Title
2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Pre-Apprenticeship) - Level 3
2661	New Zealand Certificate in Drainlaying - Level 4
2662	New Zealand Certificate in Gasfitting - Level 4
2663	New Zealand Certificate in Plumbing - Level 4

3591	New Zealand Certificate in Reticulated Gas Pipelines (Level 3)
3838	New Zealand Certificate in Plumbing - Level 5
3839	New Zealand Certificate in Drainlaying - Level 5
3840	New Zealand Certificate in Gasfitting - Level 5

Trades: Construction

Qual	Qual Title
3568	New Zealand Certificate in Painting and Decorating (Level 4)
2343	New Zealand Certificate in Joinery (Level 4)
2738	New Zealand Certificate in Carpentry - Level 4
3844	New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 2)
3845	New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3)
1814	New Zealand Certificate in Foundation Construction - Level 3
2085	New Zealand Certificate in Frame and Truss Detailing - Level 4
2416	New Zealand Diploma in Architectural Technology - Level 6
2420	New Zealand Diploma in Construction - Level 6
3137	New Zealand Certificate in Trowel Trades (Level 4)
3736	Construction Degree
3748	Construction Degree

3755	Construction Degree
3756	Construction Degree
4023	Construction Degree
4024	Construction Degree
4084	Construction Degree
4134	Construction Degree
4135	Construction Degree
4136	Construction Degree
4237	New Zealand Certificate in Construction Trades Supervisor - Level 5
113886	Construction Degree
113887	Construction Degree
CA2253	Construction Degree

Seafood Processing

Qual	Qual Title
3129	New Zealand Certificate in Seafood Processing - Level 5
3130	New Zealand Certificate in Seafood Processing - Level 3
3131	New Zealand Certificate in Seafood Processing - Level 4

Back to agenda

Item 4.2 Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2022-2023 Whiringa-ā-rangi November 2022 for information

Ngā ihirangi | Contents

Whakapototanga matua | Executive summary **5**

Te Pae Tawhiti - Te Tiriti o Waitangi Excellence Framework **6**

Tirohanga whānui | Overview **7**

Kupu whakataki | Introduction **8**

Background 8

Approach 9

Insights 9

Te Mahi Tonu Kia Pai Ake te Kounga | Continuous Quality Improvement (CQI) **10**

Principles 10

Core principles of CQI 11

Ā tātau mahi huritao | Our reflective practice **12**

Kaupapa Māori-based self-assessment 12

Te Pae Tawhiti - Huarahi aromatawai whaiaro | Self-assessment approach 13

Te huritao kaikini | Critical reflection **14**

Huarahi aromatawai whaiaro | Self-assessment approach **15**

Aratohu aromatawai whaiaro | Self-assessment guidance **16**

Te aroturuki me te pūrongo tutukitanga | Monitoring and reporting performance **21**

Tāpirihanga: Ngā tohu whakatipu | Appendix: Our guiding documents **22**

Tāpirihanga: Ngā hononga | Appendix: Links **26**

Whakapototanga matua | Executive summary

Ko te whakamau i Te Tiriti o Waitangi kia hira, kia ōrite hoki ngā ratonga ki a ngāi Māori

Embedding Te Tiriti o Waitangi excellence and ensuring service equity for Māori

In early 2022, the New Zealand Institute of Skills and Technology, Te Pūkenga, undertook a review to determine if **Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework** was achieving its core purpose and that – as a framework to guide self-reflection and review – it remained fit for purpose.

The valuable, voluntary feedback of our kaimahi (staff) and Te Tiriti o Waitangi partners has helped to inform a second iteration of Te Pae Tawhiti. This enhanced version of the initial working draft will continue to guide the network's planning, implementation and reporting as we transition into the new organisational structure from January 2023.

Recommendations from the review have also informed the development of a Continuous Quality Improvement (CQI) policy – a critical milestone in our Te Pae Tawhiti work plan with its whole-of-organisation approach.

Te Pae Tawhiti CQI will ensure the intent of Te Tiriti o Waitangi excellence is embedded within Te Pūkenga policies, processes, systems and practices, ultimately improving outcomes for Māori and ākonga Māori in particular.

Other activities underway in support of Te Pae Tawhiti implementation include:

- a revised reporting cadence mapped to the proposed organisational structure and aligned with the Learner Success Plan and Tertiary Education Commission (TEC) reporting
- development of measures and monitoring mechanisms (i.e., insights and evaluation)
- a reporting dashboard and systems
- Te Pūkenga-led areas of priority for collective impact across the network.

A high-level Te Tiriti o Waitangi Excellence strategy and implementation plan will also provide direction as to how Te Pae Tawhiti will be operationalised throughout Te Pūkenga, mapping each action point and focus area with the Business Group and/or team responsible for its delivery.

While there will be multiple action points and focus areas in this strategy and implementation plan, there are five key areas that all parts of the network will initially be focused on:

- Te Tiriti o Waitangi partnerships.
- Building Māori cultural capability and strengthening Māori leadership capability.
- Embedding mātauranga Māori through all that we do.
- Ensuring holistic approaches to Māori learner wellbeing in provision, support and services.
- Māori data sovereignty.

Te Pae Tawhiti progress will continue to be monitored and reported on quarterly to Te Pūkenga Council and TEC, and annually to Te Tiriti o Waitangi partners from 2023. The next phase of review and refinement with key partners and stakeholders, as well as ākonga and kaimahi, will also be undertaken in 2023.

Te Pae Tawhiti

Te Tiriti o Waitangi Excellence Framework

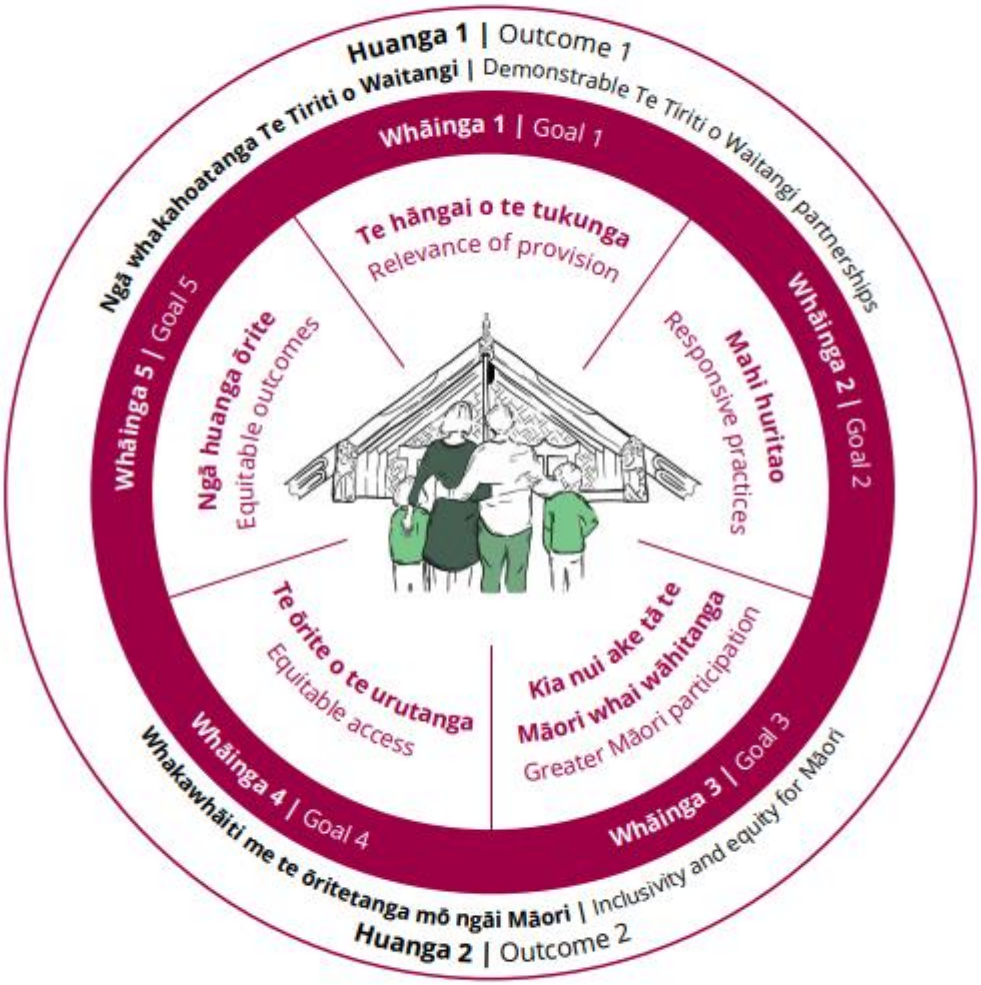


Diagram 1: Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework

Tirohanga whānui | Overview

Te Pūkenga is the definitive use of the word Pūkenga, describing the acquisition and mastery of valuable skills. This occurs through the passing down of knowledge from person to person, where the receiver becomes a repository of that knowledge and, in time, an expert themselves in those skills.

Our identity is inspired by the base of the harakeke, the strongest part of the plant, from where all threads meet and grow. Because while we are all separate strands, we are stronger together. It represents the sharing of perspectives, the exchanging of knowledge and skills. The weaving together of our collective past for a thriving tomorrow.

These separate strands are bound together to create a basket of knowledge, filled with all the unique qualities, skills and minds of Te Pūkenga. This is our tohu, the base from which we grow and flourish.

Ā mātou uara | Our values

The values adopted by Te Pūkenga personify the way we think, operate and make decisions. They are a reflection of our ambitions and the basis of our moral compass. They define what is important to us, and what should be kept front of mind.

Our Te Tiriti o Waitangi Excellence Framework, Te Pae Tawhiti, is aligned with and inclusive of our values given its focus on giving effect to Te Tiriti o Waitangi through active and meaningful partnerships and a relentless focus on Māori success:

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 roa

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.

Kupu whakataki | Introduction

The Review of Vocational Education (RoVE) offers a once-in-a-generation opportunity to create a network premised on meaningful and authentic Te Tiriti o Waitangi partnerships as well as inclusivity and equity for Māori.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga (learners) and their whānau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand.

This objective is driven from our legislative mandate, our Charter, regulatory guidance and from the will of the governing Te Pūkenga Council. Our Charter duties include:

- ensuring that our governance, management and operations give effect to Te Tiriti o Waitangi
- recognising that Māori are key actors – or partners – in regional social, environmental and economic development
- responding to the needs of, and improving, outcomes for Māori learners and their whānau, hapū, iwi and employers.

Te tāhuhu kōrero | Background

Te Pūkenga aspires to achieve Te Tiriti o Waitangi excellence in all that we do. Our first step on this developmental journey was to understand our current Te Tiriti o Waitangi and Māori-Crown relations practice, and our capability and capacity to deliver to that aspiration, ensuring we respond to and improve outcomes for Māori learners and their whānau, hapū, iwi and hāpori Māori.

In 2020, **Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework** was commissioned to influence and guide our planning, activities and reporting and, importantly, how we self-reflect and review ourselves when undertaking those tasks, ensuring that they are agreed to in collaboration and partnership with Māori communities.

Te Pae Tawhiti is centred on a combination of continuous obtainment – whakamaua – and pursuit – whāia – of two outcomes and five associated goals.

It provides Te Pūkenga with guidance on how the network is achieving Te Tiriti o Waitangi excellence, giving effect through meaningful and authentic partnerships (Outcome 1) and ensuring the organisation is inclusive of, and equitable, for Māori (Outcome 2).

The five goals set the direction for Te Pūkenga to orientate our organisational waka and are a means by which the network can demonstrate it is working towards the achievement of these two outcomes – and ultimately – Te Tiriti o Waitangi excellence.

As a framework, Te Pae Tawhiti offers an opportunity for Te Pūkenga to check and re-calibrate our position and ensure that we are on track to arrive at our destination.

Huarahi i whāia | Approach

Sharing information, data, practices, initiatives and innovations as well as working together to improve outcomes for Māori has the potential to be transformative for the entire network.

Since mid-2021, Te Pūkenga has published extensive overview reports of the insights gleaned from three self-reflective practice reports – for our subsidiary network, Business Divisions of Te Pūkenga Work Based Learning and National Office.

This is the first time a comprehensive Te Tiriti o Waitangi practice analysis has been undertaken across the Institutes of Technology and Polytechnics (ITPs) and work-based training providers.

The reports identify current practices with potential that are being shared across the network to amplify impact for Māori as well as highlighting challenges and opportunities for improvement as we co-design an organisation that will deliver inclusion and equity for and with Māori.

Collectively, Te Pūkenga is establishing a strong Māori learner-informed and Te Tiriti o Waitangi-led foundation for network transformation.

He taonga whakaaro | Insights

In the 2022 review process, respondents spoke of the need to normalise the framework for Māori and non-Māori alike through the weaving and embedding of Te Pae Tawhiti into all of our organisational policies, processes and practices. Several areas of priority were identified by participants:

Ngā whakahoatanga Te Tiriti o Waitangi | Demonstrable Te Tiriti o Waitangi partnerships

- Co-governance and co-leadership with hapū and iwi.
- Distinct Māori ways of being and knowing acknowledged.
- A strong, growing and supported Māori workforce.
- Development of kaimahi and the organisation.
- Effective communication throughout the organisation.
- Values imbued in all parts of the organisation – from people to systems.

Whakawhāiti me te ōritetanga mō ngāi Māori | Inclusivity and equity for Māori

- Access to learning through collaboration.
- Ongoing opportunities for development of staff.
- Accountabilities for quality education to Māori.
- Visibility of Māori in the curriculum and staff.

Intended as a dynamic framework, Te Pae Tawhiti will be reviewed on a regular basis to ensure it remains relevant, current and continues to meet the needs of ākonga Māori, hapū, iwi and Māori communities as well as Māori employers and businesses.

Te Mahi Tonu Kia Pai Ake te Kounga | Continuous Quality Improvement (CQI)

Since the beginning of 2022, Te Pūkenga has been engaging with a variety of stakeholders as well as gathering insights from related literature and a range of work programmes in order to inform the development of Te Pae Tawhiti Continuous Quality Improvement (CQI).

The aim of CQI is to support and enable a network-wide integrated evaluation approach to inform and support Te Pae Tawhiti quality assurance processes, reporting and continuous quality improvements. This whole-of-organisation approach will ensure:

- Te Tiriti o Waitangi excellence and equity for Māori is embedding across policies, processes, systems and practices
- principles and approaches embedded in te ao Māori are utilised
- Māori learners are at the forefront of decision-making
- critical reflection and inquiry into what supports Māori learner inclusion and success
- data, insights and evidence is used to inform decisions
- improvements that reflect the voice and aspirations of Māori stakeholders including iwi.

This approach has been developed to support the growth of a culture within Te Pūkenga – and the capability required – to continuously improve outcomes for Māori by ensuring:

- ākonga Māori are at the forefront of thinking when kaimahi design, develop and/or deliver policies, procedures, processes and programmes
- that any system changes lead to equity and improvements for Māori learner outcomes.

Mātāpono | Principles

Te Pae Tawhiti influences our planning, implementation, reporting and review based on five core principles of CQI. These principles are designed to guide us in how to engage in CQI and enable quality practices that will ensure education excellence and equity for Māori.

Each Business Group, sub-group, region, team and Ako network of Te Pūkenga is expected to follow these core principles and outline how they will advance Te Tiriti o Waitangi excellence as part of their key performance indicators on an annual basis.

They require our kaimahi to think deeply and critically on how their work is informed by the aspirations and expectations of iwi and how their work either in design or delivery reflects a genuine and meaningful partnership.

This does not mean every Te Pūkenga team needs to engage with or have a partnership relationship with iwi; rather it encourages kaimahi to reflect on their 'knowing' – perspectives and world views – and to check these against valid and reliable iwi and/or Māori-informed evidence.

Ngā tino mātāpono | Core principles of CQI

1 **Māori learners at the forefront**	• To enable inclusivity and equity, Māori must be able to see themselves in everything that Te Pūkenga does • Te Pūkenga must demonstrate how outcomes for Māori as a priority partner are being realised
2 **A whole of systems approach**	• Te Pūkenga is developing a systems approach to ensure improvement is holistic and integrated in order 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 **Embed Te Tiriti o Waitangi excellence**	• Te Pūkenga values meaningful partnerships with hapū and iwi; equitable participation for Māori; protection of mātauranga Māori; and realising potential • Te Pūkenga supports whānau, hapū and iwi aspirations for their learners
4 **Focus on performance**	• Te Pūkenga has its performance and success measured by how well it – as a Crown entity – performs for Māori • Te Pūkenga must demonstrate its contribution to transforming and accelerating outcomes for Māori learners, and systems must be in place to gauge how well it is meeting its obligations and commitments to learners traditionally under-served by the education system
5 **Improvement is continuous and evaluative**	• Te Pūkenga acknowledges that Continuous Quality Improvement (CQI) is an evaluative process • To be authentic and effective, Te Pūkenga requires an organisational culture where critical reflection on these principles and what it means for the work it does 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

Ā tātau mahi huritao | Our reflective practice

Te Pūkenga utilises evaluative thinking supported by critical inquiry that is evidence-based in order to understand how we are progressing towards the achievement of Te Tiriti o Waitangi excellence. The following tools are used to support our evaluative approach:

- Kaupapa Māori-based self-assessment approach.
- Evaluative questions and indicators.
- Evaluative rubric.
- Continuous Quality Improvement (CQI) principles.

Te aromatawai whaiaro kaupapa Māori | Kaupapa Māori-based self-assessment

Mā te rongo, ka mōhio; mā te mōhio, ka mārama; mā te mārama, ka mātau; mā te mātau, ka ora
Through perception comes awareness, through awareness comes understanding, through understanding comes knowledge, through knowledge comes wellbeing for all

Self-assessment is defined by the New Zealand Qualifications Authority as a 'systematic process of identifying strengths and weaknesses and making evidence-informed changes that result in actual, worthwhile improvements'. Te Pae Tawhiti self-assessment approach is based on similar principles of being:

- evaluative
- systematic
- strengths-based and focused on improvement
- evidence-based
- collaborative.

Te Pae Tawhiti self-assessment approach is kaupapa Māori-based in that it is drawn from a commonly used whakataukī or proverb: mā te rongo, ka mōhio, loosely interpreted in this document as, through perception comes awareness; through awareness comes understanding; through understanding comes knowledge; through knowledge comes wellbeing for all.

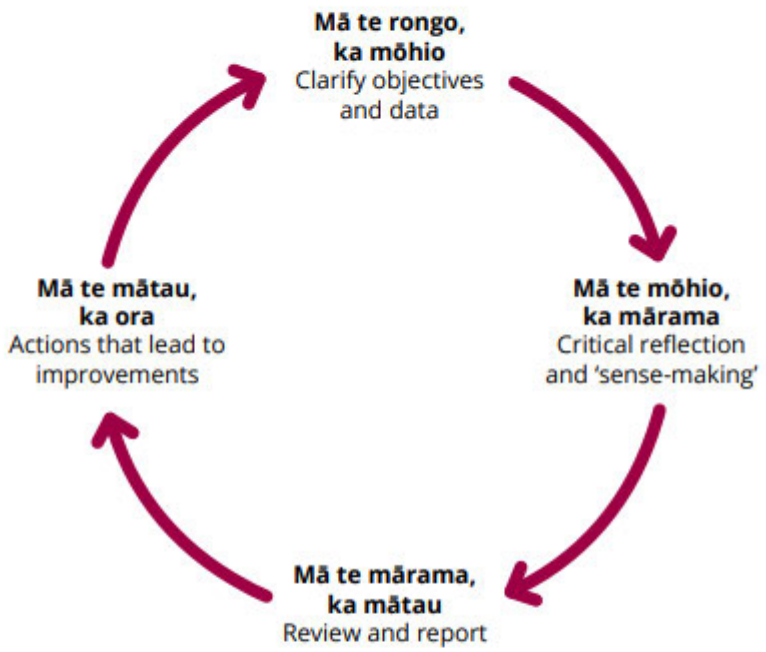
From a te ao Pākehā perspective, it is similar to the 'what, so what, now what' evaluative and reflective inquiry model. What brings the self-reflective approach alive is the intentional discussions and critical reflection as well as the insights that we draw from the evidence in front of us. Research suggests that this approach leads to more meaningful and informed improvements that will ultimately contribute to excellence and equity for Māori learners.

[2] Inclusive of 'data' that we can see, hear, feel, touch, smell
[3] Evidence-based Inquiry - Kia Eke Panuku; Panapa (2015) Te Noho Kotahitanga: Putting the 'Critical' Back in Biculturalism (auckland.ac.nz); Seven principles to effectively support Māori students as Māori - THE EDUCATION HUB

Te Pae Tawhiti

Huarahi aromatawai whaiaro

Self-assessment approach



The self-assessment approach of Te Pae Tawhiti includes:

- **Mā te rongo, ka mōhio** – clarity is sought on what is being developed, designed, delivered or reviewed; and appropriate sources of data, evidence and experience of and for Māori are identified and gathered to inform development.
- **Mā te mōhio, ka mārama** – data is triangulated and interrogated for meaning; ideally, this is a collaborative process where multiple perspectives are engaged in critical reflection and 'sense-making' including the voice and aspirations of Māori and Te Tiriti o Waitangi partners.
- **Mā te mārama, ka mātau** – we monitor and report on actual improvements for Māori that are transformative and holistic
- **Mā te mātau, ka ora** – action is taken that will lead to appropriate Māori-informed responses that accelerate outcomes for Māori ('ka ora').

Diagram 2: Te Pae Tawhiti: Huarahi aromatawai whaiaro | Self-assessment approach

Te huritao kaikini | Critical reflection

Kaupapa Māori approaches implore us to favour Māori aspirations, to raise individual and collective consciousness around inequity and inequality of power, and what this means in terms of the systems, processes, practices, relationships and outcomes that benefit.

Central to critical reflection is the triangulation (and/or crystallisation) of evidence and understanding of the context from which that evidence has emerged. Critical self-reflection and kaupapa Māori:

- disrupts and challenges the status quo
- highlights systemic inequity for Māori as an opportunity for improvement
- reinforces a responsibility to act in ways that are transformative for Māori
- recognises and values diverse Māori realities and authentic collaborative processes.

We expect that self-reflective practice will be an ongoing quality exercise.

However, at certain times, we will draw on insights and evidence to demonstrate to Te Tiriti o Waitangi partners and key stakeholders that Te Pūkenga is making actual and worthwhile improvements for Māori, according to what is of value to Māori.

This reporting process will be aligned to Te Pae Tawhiti outcomes and priority targets that are inclusive of – but not solely – educational performance indicators (EPIs).

To support self-reflective practice, Te Pūkenga has designed:

- indicators of what 'good' looks like for each of the outcomes and goals of Te Pae Tawhiti
- high level self-reflective questions that guide planning, implementation, reporting and self-review against these outcomes and goals
- an evaluative rubric to assess to what extent we are meeting the outcomes and goals of Te Pae Tawhiti.

The following table shows how the outcomes, goals, evaluative indicators and self-reflective pātai (questions) interconnect:

Huarahi aromatawai whaiaro | Self-assessment approach

	How well is Te Pūkenga giving effect to Te Tiriti o Waitangi partnerships?		How well is Te Pūkenga responding to the needs and aspirations of Māori learners and their whānau?		
Putanga Outcomes	**Ngā whakahoatanga Te Tiriti o Waitangi** Demonstrable Te Tiriti o Waitangi partnerships		**Whakawhāiti me te ōritetanga mō ngāi Māori** Inclusivity and equity for Māori		
Whāinga Goals	**Mahi huritao** Responsive practices	**Te hāngai o te tukunga** Relevance of provision	**Kia nui ake tā te Māori whai wāhitanga** Greater Māori participation	**Te ōrite o te urutanga** Equitable access	**Ngā huanga ōrite** Equitable outcomes
Tohu arotake Evaluative indicators	• Provision and services are well matched to the needs of mana whenua • Mana whenua determine mātauranga Māori content and the mix and delivery of programmes in their rohe • Programmes lead to relevant employment, community and/or cultural outcomes for Māori	• Staff have capacity and capability to support culturally responsive and inclusive practice • Structures and quality systems reflect equity for Māori • Reo and mātauranga Māori is authentically reflected and valued • Te Tiriti o Waitangi-based partnerships reflect equality in decision-making and leadership • Māori experiences and perspectives inform self-reflective practice	• Learning environments are inclusive and culturally safe • Programme resources and assessments reflect the experiences and diverse realities of Māori • Policies, strategies and support services increase access, engagement and success for Māori learners • Te Pūkenga is a culturally safe and inclusive place for Māori staff	• Māori learners have opportunity to access, and are represented across, a range of tertiary programmes in a range of locations • Barriers to equitable access for Māori are systematically and comprehensively identified and removed • Clear, accurate and culturally appropriate information is available for Māori learners and their whānau	• Measures of success are contextualised to the aspirations of Māori • Outcomes for Māori are holistic • Outcomes for Māori are monitored, reported and areas of inequitable success are identified and addressed • Accountability systems to whānau, hapū and iwi are effective
Pātai huritao Self-reflective questions	What goals and indicators are relevant and/or important to the work you do and why (or why not?) What are the key actions you will take to contribute to the outcome and goals? How will you know that your actions are making a difference for Māori? What progress are you making? How do you know? What evidence are you using to inform your knowing? Is the evidence robust, reliable, authentic? Where are the gaps? What more do you need to know or understand to inform progress? What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps?				

Aratohu aromatawai whaiaro | Self-assessment guidance

The following table outlines how the evaluative indicators, key concepts, self-reflective questions and examples of evidence align to the outcomes and goals of Te Pae Tawhiti:

Tohu arotake Evaluative indicators	**Ngā huatau matua** Key concepts	**Ngā pātai mō te mahi huritao** Self-reflective practice questions	**Taunakitanga** Evidence
Putanga 1 | Outcome 1 **Ngā whakahoatanga Te Tiriti o Waitangi** | Demonstrable Te Tiriti o Waitangi partnerships			
• Māori-Crown partnerships are active and meaningful throughout Te Pūkenga • Partnerships are proactively led at senior management and governance levels throughout Te Pūkenga	• Māori-Crown partnerships are active and meaningful throughout Te Pūkenga • Partnerships are proactively led at senior management and governance levels throughout Te Pūkenga	• What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps?	• Partnership agreements (formal or informal) with iwi/Māori that support innovation and advance iwi aspirations • Iwi/Māori advisory groups are active and resourced • Iwi advise Council on Te Pūkenga effectiveness for Māori through external review/audit/ reflection • Te Pūkenga embeds Māori voice within key leadership and management mechanisms including Council and senior leadership
Putanga 2 | Outcome 2 **Whakawhāiti me te ōritetanga mō ngāi Māori** | Inclusivity and equity for Māori			
• Educational performance (qualifications attained; progression; contribution to whānau, hapū, iwi, community, workplace, industry) • Māori succeed as Māori	• Te Pūkenga can demonstrate equitable outcomes for Māori learners as per the Charter and formal ministerial expectations	• What impact has your work had on improved outcomes for Māori? Equity for Māori? Partnership with iwi? What are your next steps?	• Outcomes for Māori are equitable in accordance with the Charter • Outcomes reflect iwi/ Māori aspirations • Regular reviews (internal and external) reflect confidence that settings are inclusive for Māori

Tohu arotake Evaluative indicators	**Ngā huatau matua** Key concepts	**Ngā pātai mō te mahi huritao** Self-reflective practice questions	**Taunakitanga** Evidence
Whāinga 1 | Goal 1 **Te hāngai o te tukunga** | Relevance of provision			
• Provision and services are well matched to the needs of mana whenua • Mana whenua determine mātauranga Māori content and the mix and delivery of programmes in their rohe • Programmes lead to relevant employment, community and/or cultural outcomes for Māori	• Programmes of learning and provisions of training are relevant and accessible to Māori communities • Services are suitably matched to the needs of Māori communities • Learning is relevant through appropriate and authentic inclusion of mātauranga Māori	• Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders?	• Annual mix of provision planning and development: shows Māori input, reflects Māori aspirations and facilitates access • Programme development processes reflect authentic mana whenua engagement and embedding of reo Māori and mātauranga Māori • Mana whenua support assessment and moderation of mātauranga Māori content • Evidence of outcomes achieved; value of outcomes; graduate outcomes being met

Tohu arotake Evaluative indicators	**Ngā huatau matua** Key concepts	**Ngā pātai mō te mahi huritao** Self-reflective practice questions	**Taunakitanga** Evidence
Whāinga 2 | Goal 2 **Mahi huritao** | Responsive practices			
• Staff have the capacity and capability to support culturally responsive and inclusive practice • Structures and quality systems reflect equity for Māori • Reo and mātauranga Māori is authentically reflected and valued • Te Tiriti o Waitangi-based partnerships reflect equal decision-making and leadership • Māori experiences and perspectives inform self-reflective practice	• Teaching is unbiased • Planning, decision-making and reporting reflects conscious consideration of Māori learners and communities	• Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders?	• Cultural competencies for all staff support Te Pae Tawhiti and staff review/ professional development linked to quality to self-assessment • Māori pedagogy informs teaching and learning practice • Policies and procedures reflect Te Pae Tawhiti CQI principles • Te Pūkenga governance gives effect to Te Tiriti o Waitangi (reflected in Annual Report, CEO performance, organisational capability, strategies) • Iwi/Māori stakeholders review and audit Te Pūkenga services as part of Te Pae Tawhiti self-assessment

Tohu arotake Evaluative indicators	**Ngā huatau matua** Key concepts	**Ngā pātai mō te mahi huritao** Self-reflective practice questions	**Taunakitanga** Evidence
Whāinga 3 | Goal 3 **Kia nui ake tā te Māori whai wāhitanga** | Greater Māori participation			
• Learning environments are inclusive and culturally safe • Programme resources and assessment reflects the experiences and diverse realities of Māori • Support services and policies increase access, engagement and success for Māori learners • Te Pūkenga is a culturally safe and inclusive place for Māori staff	• Programme delivery reflects quality for Māori irrespective of the mode or location (this includes resources, curriculum, learning materials, teaching, training) • Pastoral and study support services – online or in-person – meet the needs of Māori	• Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken? What are the results? What are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Te Tiriti o Waitangi partners and/or Māori stakeholders?	• Learning settings, resources, content and teaching/training look and feel Māori • Teaching pedagogy is relational and reciprocal • Mana whenua support assessment and moderation of mātauranga Māori content • Learner support and guidance is informed by an analysis of what works for ākonga Māori • Processes for ākonga voice and complaints specifically reflect Māori values and ways of engaging

Tohu arotake Evaluative indicators	**Ngā huatau matua** Key concepts	**Ngā pātai mō te mahi huritao** Self-reflective practice questions	**Taunakitanga** Evidence
Whāinga 4 | Goal 4 **Te ōrite o te urutanga** | Equitable access			
• Māori learners have the opportunity to access, and are represented across, a range of tertiary programmes in a range of locations • Barriers to equitable access for Māori are systematically and comprehensively identified and removed • Clear, accurate and culturally appropriate information is available for ākonga Māori and their whānau	• Programmes of study are relevant and accessible to Māori communities (irrespective of location, age, gender, disability, nature of employment)	• Is the goal relevant and/or important to the work you do and why (or why not?) • What are the key actions you will take to contribute to the goal and why? (How do you know this action is a priority? How does your action relate to the tūtohu/ evidential indicator?) • How will you know that your actions are making a difference for Māori? (What evidence will you use or need and how will you gather that evidence?) • What progress are you making and how do you know? What evidence did you use to inform your knowing? Is the evidence robust, reliable, authentic? • Where are the gaps? What more do you need to know or understand to inform progress? • What are the actions you have taken; what are the results; what are you planning on doing differently, if anything? • Have you tested your findings/assumptions with Māori stakeholders?	• Understanding and analysis of enrolment data; pre-enrolment requests for information; withdrawals • Planning shows proximity of services to Māori communities and populations • Participation goals are met for Māori
Whāinga 5 | Goal 5 **Ngā huanga ōrite** | Equitable outcomes			
• Measures of success are contextualised to the aspirations of Māori • Outcomes for Māori are holistic • Outcomes for Māori are monitored, reported and areas of inequitable success are identified and addressed • Accountability systems to whānau, hapū and iwi are effective	• Te Pūkenga can demonstrate equitable outcomes for Māori learners as per the Charter and formal ministerial expectations • Māori experience success as Māori		• Māori participation, progression, qualification outcomes are reported annually • Analysis of withdrawals or 'did not complete' for ākonga Māori is undertaken and reported • Uderstanding and analysis of employment and/or social or cultural outcomes for ākonga Māori learners is reported • Māori graduate alumni are supported and their experiences used to make improvements

Te aroturuki me te pūrongo tutukitanga | Monitoring and reporting performance

Te Pūkenga accepts that the achievement of Te Tiriti o Waitangi excellence is a continuous activity. To demonstrate collaboration and partnership, Te Pūkenga will be transparent about progress as well as areas for improvement. Te Pūkenga intends to annually report on progress made across our network to achieve better outcomes for Māori learners, their whānau and wider iwi/Māori communities using the following rating descriptors and indicators of performance:

How well are we performing?	**Kākano** Our approaches are not yet effective for Māori	**Pihinga** Our approaches are starting to show positive outcomes for Māori	**Māhuri** Our approaches are consistently improving Māori outcomes	**Puāwai** Māori are flourishing as Māori
Identification, analysis and action planning	Largely ineffective	Partially effective	Effective	Highly effective
Processes and service delivery	Significant weaknesses	Some weaknesses or inconsistencies	Quality is consistently demonstrated	Excellence is consistently demonstrated
Outcomes for Māori	Outcomes and results are low value, do not reflect Māori aspirations and do not meet threshold targets	Outcomes and results meet targets but do not represent value, relevance or impact potential for Māori	Outcomes and results meet targets and have value and relevance to Māori	Outcomes and results exceed targets, and have high value and relevance to Māori
Māori world views	Little demonstrable and authentic cognisance of Māori world views demonstrated	Limited cognisance of Māori world views demonstrated	Expressed cognisance of Māori world views demonstrated	Authentic cognisance of Māori worldviews demonstrated
Partnerships with iwi	Limited partnerships with iwi/Māori communities can be demonstrated	Some sporadic partnerships with iwi/ Māori communities can be demonstrated	Ongoing partnerships with iwi/Māori communities can be demonstrated	Highly effective and ongoing partnerships with iwi/Māori communities can be demonstrated
Gaps	Gaps are noteworthy and have impact	Some gaps may exist	Any gaps are minor and not of high impact	No gaps or gaps have no impact

Tāpirihanga: Ngā tohu whakatipu | Appendix: Our guiding documents

Te Tiriti o Waitangi | Treaty of Waitangi Guidance

The Department of the Prime Minister and Cabinet (DPMC) released Te Tiriti o Waitangi | Treaty of Waitangi Guidance in 2019. This paper and its appendices sets out guidelines agreed by Cabinet for policy makers to consider Te Tiriti o Waitangi in policy development and implementation, and to demonstrate an appreciation of kawanatanga, rangatiratanga and other key Te Tiriti o Waitangi concepts and their applicability to their work. These guidelines inform the work of Te Pūkenga and how we demonstrate giving effect to Te Tiriti o Waitangi in all that we do.

Minita o Mātauranga | Letter of Expectations

The Minister of Education is explicit about his expectations of Te Pūkenga, outlining these in his Letter of Expectations in 2020. His vision is the creation of a new blueprint for vocational education – a national network or regionally accessible vocational education and training, which is responsive to the needs of all regions of Aotearoa New Zealand, ākonga, communities, employers and industries. Further, that it will – among other expectations – give effect to Te Tiriti o Waitangi and deliver partnership, protection, participation and equity for Māori, in that we will:

- embed a commitment to Te Tiriti o Waitangi in organisational policy and practices
- embed equity for Māori learners in the culture, delivery and outcomes across the entire organisation
- interrogate governance and leaderships decisions for their ability to transform the status quo and deliver equitable outcomes for Māori
- ensure Māori rangatiratanga is supported by enabling Māori as individuals, whānau, hapū, iwi, mana whenua or a combination of these, to be actively engaged and able to participate in decision-making
- value, validate and protect local knowledge, interests and values
- partner effectively with Māori and contribute to Tiriti honouring relationships across the organisation.[6]

Ka Hikitia – Ka Hāpaitia | Māori Education Strategy

Ka Hikitia – Ka Hāpaitia is a cross-agency strategy for the education sector. It sets out how the education sector will work together to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes as well aa providing an organising framework for the actions to be taken. The framework has five outcome domains:

- **Te Whānau:** Education provision responds to learners within the context of their whānau.
- **Te Tangata:** Māori are free from racism, discrimination and stigma in education.
- **Te Kanorautanga:** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.

[6] Te Arawhiti Te Kāhui Hīkina (Māori Crown Relations) Engagement

Manu Kōkiri | Māori Success and Tertiary Education

In 2022, Taumata Aronui released a think piece on the future of tertiary education – Manu Kōkiri – Māori Success and Tertiary Education: Towards a Comprehensive Vision. Its vision is that Aotearoa New Zealand has:

> '... ***the best indigenously inspired tertiary education system in the world*** – one where incredible *sucess is experienced by indigenous people (this is normalised and expected) and where indigenous knowledge and experience influences the sector positively and becomes the inspiration for the success of all. This is an internationally lauded, distinctive Aotearoa-New Zealand tertiary education system*

Manu Kōkiri outlines five aspirations to achieve this vision:

- Māori people enjoy significant tertiary education success.
- Māori people enjoy increasing levels of health and wellbeing, including cultural health and wellbeing, through tertiary education – including through the design and delivery of tertiary education study themselves.
- Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy'.
- The tertiary education sector is positively transformed through the application of Te Tiriti o Waitangi and a positive engagement with the Māori treaty partner
- Aotearoa New Zealand is transformed positively through a tertiary education sector which has embraced Te Tiriti o Waitangi and the Māori treaty partner.

This vision and five aspirations align with the legislative and Charter requirements of Te Pūkenga and clearly reflect the intent of Te Pae Tawhiti – to guide our vocational education and training network in the achievement of Te Tiriti o Waitangi excellence through all that we do.

[7] Taumata Aronui is an independent advisory group established in 2019 as a part of the Reform of Vocational Education.
[8] Manu Kōkiri (2022) (p. 6)

Te Mana Arotake | Māori Views on Public Accountability

The Office of the Auditor-General, Te Mana Arotake, has committed to a programme of research focused on the future of public accountability in Aotearoa New Zealand. Previous research suggests that Māori have low levels of trust in the public sector. This research looks specifically at Māori perspectives on public accountability and asks, 'What views do Māori have about effective public accountability?'. Through this study, Te Mana Arotake is seeking to understand:

- what good public accountability means and looks like to Māori
- the implications these views might have for the future of public accountability.

The Māori Perspectives on Public Accountability (July 2022) report shares the views of 35 Māori who engaged in wānanga and interviews from January to April 2022. Participants represented a range of voices including whānau, hapū, iwi, public servants, professionals, academics and recipients of public services. Four key ideas emerged from the discussions with participants about trust and confidence:

- Trust is relational.
- Trust is reciprocal.
- Tikanga builds trust and confidence.
- The power imbalance thwarts trust.

The ideas and themes emerging from this report are foundational when considering what this means for the public sector. Its implications centre on the issues of power and equity, auditing for Māori outcomes, increasing capacity and capability to monitor Māori outcomes, and building connections with Māori. These are issues relevant to vocational education and training, and areas that Te Pūkenga has legislative responsiblity to ensure we give effect to Te Tiriti o Waitangi as a Crown entity.

Tāpirihanga: Ngā hononga | Appendix: Links

- Te Pae Tawhiti Insights into Te Tiriti o Waitangi and Māori Equity practices throughout our network
  https://tepūkenga.ac.nz/assets/Publications/Te-Pae-Tawhiti-Insights-into-Te-Tiriti-o-Waitangi-and-Maori-Equity-practices-throughout-our-network.pdf

- Te Pae Tawhiti: Insights into Te Tiriti o Waitangi and Māori Equity practices in the Business Divisions of Te Pūkenga Work Based Learning (WBL)
  https://www.tepūkenga.ac.nz/assets/Publications/Te-Pae-Tawhiti_WBL.pdf

- Te Pae Tawhiti Insights into Te Tiriti o Waitangi and Māori Equity practice in the National Office of Te Pūkenga
  https://tepūkenga.ac.nz/assets/Policies/TP00257-Te-Pae-Tawhiti-National-Office-Insights-Document-August-v3-1.pdf

- Te Pae Tawhiti summary video
  https://www.youtube.com/watch?v=rOvgazgSais

- Te Turuturu 2022: Te Pae Tawhiti FAQs
  https://www.xn--tepkenga-szb.ac.nz/assets/Our-Pathway/Partnerships-and-Equity/Te-Pae-Tawhiti-Te-Tiriti-o-Waitangi-Excellence-Framework-Thursday-12-May-2022.pdf

- Continuous Quality Policy (CQI) Policy

- Te Tiriti Framework will help achieve equity for Māori
  https://tepūkenga.ac.nz/news/category/News/te-tiriti-framework-will-help-acheive-equity-for-maori

- Te Pae Tawhiti comes alive
  https://www.xn--tepkenga-szb.ac.nz/news/te-pae-tawhiti-comes-alive/

- Breathing life into Te Tiriti o Waitangi and Māori equity key to learner success at Te Pūkenga
  https://tepūkenga.ac.nz/news/category/News/breathing-life-into-te-tiriti-o-waitangi-and-maori-equity-key-to-learner-success-at-te-pukenga

Back to agenda