

## Te Poari Akoranga o Te Pūkenga Meeting

<b>Date</b>	13 April 2022																
<b>Time</b>	10am – 12midday																
<b>Venue</b>	Online via Microsoft Teams																
<b>Te Poari Akoranga Members</b>	<table> <tr> <td>Angela Beaton (Co-Chair)</td> <td>Lorna Gillespie</td> </tr> <tr> <td>Jeanette Grace (Co-Chair)</td> <td>Liz McKenzie</td> </tr> <tr> <td>Linda Aumua</td> <td>Doug Pouwhare</td> </tr> <tr> <td>Te Urikore Biddle</td> <td>Sue Smart</td> </tr> <tr> <td>Mary-Liz Broadley</td> <td>Natalie Waran</td> </tr> <tr> <td>Glynnis Brook</td> <td>Deborah Young</td> </tr> <tr> <td>Neil Carroll</td> <td></td> </tr> <tr> <td>Greg Durkin</td> <td></td> </tr> </table>	Angela Beaton (Co-Chair)	Lorna Gillespie	Jeanette Grace (Co-Chair)	Liz McKenzie	Linda Aumua	Doug Pouwhare	Te Urikore Biddle	Sue Smart	Mary-Liz Broadley	Natalie Waran	Glynnis Brook	Deborah Young	Neil Carroll		Greg Durkin	
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### OPEN AGENDA

<b>Te Poari Akoranga Terms of Reference</b>	Page 4
<b>Te Poari Akoranga Tikanga Whakahaere</b>	Page 9
<b>Te Poari Akoranga Meeting 2022 Calendar</b>	Page 10
<b>Karakia timatanga</b>	
<b>Welcome</b> Skyla Flowers and Hamish Duncan – Learner Advisory Committee representatives (replacing Jordan Gush and Dahrian Watene)	
<b>Apologies</b>	
<b>Whanaungatanga</b>	
1. 10am-10.05am <b>Open Minutes of Previous Meeting</b> Scheduled Meeting – 9 March 2022 For approval	<b>Attachment 1</b>
2. 10.05am-10.10am <i>Angela Beaton</i> <b>Verbal update – Te Pūkenga March Council meeting</b> For noting	
3. 10.10am-10.15am <i>Angela Beaton</i> <b>Update – projects occurring in Academic Delivery and Innovation</b> For information	
4. <b>Report back – collaboration between Te Pūkenga and Work Development Councils (WDCs)</b> For information	<b>Attachment 2</b>
5. 10.15am-10.30am <i>Fionna Moyer</i>	<b>Attachment 3</b>

	<b>Update - Quality and Academic</b> For information	
6.	10.30am-10.45am <i>Julia Parrott</i> <b>Update - Approvals systems and processes</b> For information / noting	<b>Attachment 4</b>
7.	10.45am-11.00am <i>Natalie Waran/David Tipene-Leach</i> <b>Presentation - Research Ethics Framework</b> For information / noting	
8.	11.00am-11.15am <i>Natalie Waran</i> <b>Introduction - Animal Ethics Code</b> For information /noting	
<b>OHU WHAKAHAERE O TE POARI AKORANGA</b>		
9.	<b>Approved ngā ohu whakahaere membership list</b> For information	<b>Attachment 5</b>
10.	11.15am-11.30am <i>Te Poari Akoranga</i> <b>Te Poari Akoranga support and guidance to ngā ohu whakahaere</b> <ul style="list-style-type: none"> <li>• Direction and Governance</li> <li>• Expectations</li> <li>• Reporting processes</li> </ul> For discussion	
11.	11.30am-11.40am <i>Deb Young (Co-chair), Ben Ngaia (Co-chair)</i> <b>Te Ohu Whakahaere Quality</b> Introduction Ben Ngaia	
12.	11.40am-11.50am <i>Doug Pouwhare (Co-chair), Diane Lithgow (Co-chair)</i> <b>Te Ohu Whakahaere Approvals</b> Introduction Diane Lithgow	
13.	11.50am – 12 midday <i>Fiona Beals (Co-chair), David Tipene-Leach (Co-chair)</i> <b>Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate</b> Introductions Fiona Beals.. David Tipene-Leach	
<b>STANDING ITEM(S)</b>		
<b>NZQA Simplifying qualifications and other credentials decisions</b> For information, noting, discussion as required		
<b>NEXT MEETING</b>		
<b>Wednesday, 18 May 2022 (Online via Microsoft Teams)</b>		

**FORMAL MOTION FOR MOVING INTO CLOSED SESSION**

*IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGA, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC.*

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12midday-12.15pm

**Break**

# Te Pūkenga Poari Akoranga (Academic Board) Terms of Reference

Current Version	Previous Reviews	Next Review
April 2021		2022

## 1 Whakapapa | Background

Te Poari Akoranga<sup>1</sup> is delegated by the Council of Te Pūkenga (the Council) to give effect to the Charter by providing a national framework to enable and monitor excellence in Akoranga, in particular, educational teaching, learning, research and delivery supporting work based, learning, courses of study or training, awards and other academic matters.

Poari Akoranga was established April 2020 pursuant to section 222K of the Education Act 1989.

The Education Act 1989 was subsequently replaced by the Education and Training Act 2020 (the Act). Section 324(2) of the Act provides that the council... must “establish an academic board... to (a) advise it on matters relating to work-based learning, courses of study or training, awards, and other academic matters; and (b) exercise powers delegated to it by the council”.

## 2 Te Kaupapa | Principles

The Education and Training Act 2020 defines the operating context for Te Pūkenga, which is to provide:

- Learners with the education they need to participate in the labour market, society, and their communities;
- Education opportunities that support the wellbeing of learners;
- Education of high quality; and
- Education that honours Te Tiriti o Waitangi.

Likewise, the Act sets out specific functions for Te Pūkenga, to:

- Provide, arrange and support vocational, foundation and higher-level education, training and related research;
- Respond to the needs of regions, learners, industries, employers and communities;
- Improve the consistency of vocational education and training;
- Improve educational outcomes; and
- Improve outcomes for Māori learners in partnership with Māori communities.

Te Pūkenga has established five key priorities to fulfil these legislative functions, to:

- Maintain relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do;
- Deliver customised learning approaches that meet the needs of learners and trainees wherever they are;
- Use our size and scale to strengthen the quality and range of education delivery throughout Aotearoa;
- Offer services that meet the specific regional needs of employers and communities; and

<sup>1</sup> The importance of seeking an appropriate name for the academic board that reflects a holistic and inclusive approach consistent with the intent of Te Pūkenga charter has been recognised. Poari is the decision-making body of an organisation; Akoranga is all encompassing, referring to learning, subject, discipline, profession, school, educational course, academic programme, academic course, teaching, class, and lesson and includes circumstances of learning, time of learning and place of learning.

- Transition educational services in a smooth and efficient manner.

Poari Akoranga has a central role within Te Pūkenga to give effect to the Charter. In doing so, Poari Akoranga is guided by the values of Te Pūkenga.

### **3 Ngā Tikanga | Purpose**

The Council delegates to Te Poari Akoranga "matters relating to work-based learning, courses of study or training, awards, and other academic matters", to "exercise powers delegated to it by the council." (Education and Training Act 2020, Section 324(2)).

Specifically, Te Poari Akoranga will fulfil the primary function of providing assurance and confidence in the network of provision and to ensure all Kaupapa are met, including:

- Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the network to ensure the goals of Te Pūkenga are met and continuous improvement is achieved and sustained.
- Provide assurance and confidence of the effectiveness of teaching, learning and research within the network with a focus on outcomes.
- Quality assure and approve the development of new or re-developed packages of learning and delivery models, to ensure Kaupapa continue to be met and sustained.
- Provide assurance and confidence that Kāwanatanga (governance) responsibilities are upheld, whilst respecting the Tino rangatiratanga (absolute self-determination) of Iwi and Māori partners, in order to achieve Ōritetanga (equitable outcomes for Māori learners and their whānau).
- Provide assurance and confidence that Mātauranga Māori is applied throughout all packages of learning developed and delivered by Te Pūkenga; contribute to a partnership approach to policies and decisions affecting Mātauranga Māori; and create space for kaitiaki to exercise kaitiakitanga over Mātauranga Māori.
- Provide assurance and confidence that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers.
- Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus. Receive advice and evidence (real time and retrospective) from ohu whakahaere, and other relevant sources, to ensure:
  - a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners are included and valued;
  - holistic selection policies promote and facilitate academic equity for learners from under-represented groups, who have the potential to succeed academically, and who have applied via the application process; and
  - prioritised accessible support that acknowledges barriers and actively encourages learners and their whānau to participate and engage, for learners to achieve academic equity.
- Provide and facilitate strategic direction and thought leadership on a range of education matters, including innovation, teaching and learning, and applied research and scholarship, with oversight of funding allocation, planning and ethics.
- Grant awards of Te Pūkenga.
- Consider and report to the Council on any other academic matters, which are referred to it by the Council or the Chief Executive Te Pūkenga, or which Te Poari Akoranga believes are of significance, including commissioning reviews and research.

- Foster and facilitate effective relationships and collaboration across the network and with other groups, such as with Workforce Development Councils (WDCs), regulatory bodies, Regional Skills Leadership Groups, and other organisations, to ensure Kaupapa are met.
- Support Māori agency and authority over the education of Māori learners, and apply mana īrite practices. Mana īrite determines that respective views be heard, considered, and afforded equal explanatory power. This means both parties acknowledge and accept each other's unique perspectives, knowledge systems and world views as being equally valid to decisions made under the relationship and in respect of the Tikanga.

In completing these functions, Te Poari Akoranga will be cognisant of Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025<sup>2</sup> and will use it as a tool to assist in making decisions when exercising these powers.

#### **4 Mematanga | Membership**

Section 324(2) of the Education and Training Act 2020 provides that the council of Te Pūkenga must “establish an academic board consisting of its chief executive and members of the staff and students of Te Pūkenga...”

Appointments to Te Poari Akoranga will be made by the Council following input, advice and direction with Māori as our Te Tiriti o Waitangi Partner. Appointments will comprise the following:

- Tangata Whenua member (co-Chair)
- Deputy Chief Executive, Delivery and Academic (co-Chair)
- Two (2) enrolled learners from the learner committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Two (2) members from the Māori Advisory Committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Two (2) members from the staff committee of Te Pūkenga (established in accordance with section 325(1) of the Act)
- Deputy Chief Executive, Partnerships and Equity or delegate
- Chief Executive of Te Pūkenga or delegate
- Ohu Whakahaere (national sub-committee) Chairs or delegates

Members of Te Poari Akoranga are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of Te Poari Akoranga.

At the discretion of Te Poari Akoranga, and with the approval of Council, further members may be co-opted or seconded to Te Poari Akoranga. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Poari Akoranga retains the right to determine whether this is with or without speaking rights.

#### **5 Whakaingoatia | Representation**

Council will aim to achieve a balanced representation when appointing new members to Te Poari Akoranga. Membership should reflect a broad skills-based approach and the appointment of members will be based on the following core criteria:

- Commitment to educational quality and learner achievement;

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<sup>2</sup> As approved at Te Pūkenga council hui of 1 September 2020

- Commitment to Ōritetanga and the success of learners who are under-served by the education system (with a specific focus on Māori learners, Pacific learners, learners with disabilities, adult and second-chance learners and youth); and an
- Ability to apply both a local and global view to academic issues.

In addition, the following specialist criteria may be applied when appointing members:

- Demonstrated knowledge and experience, and a commitment to Mātauranga Māori;
- Demonstrated knowledge and experience in addressing inequities in tertiary education provision related to gender, sexuality, age, disability, and ethnicity;
- Demonstrated innovation in ako (specifically teaching, learning and research) with up-to-date specialist knowledge, skills and experience in academic quality, programme development and delivery; and
- Broad sector and systems delivery knowledge and demonstrated experience, including work-based, work-integrated, distance, kanohi ki te kanohi, blended delivery and regional competencies and experience.

Members will be appointed for either one or two years as determined by the Council with the option of renewal for one further year, with any decision as to renewal to be made by the Council. Membership of Te Poari Akoranga may be revoked by either Te Pūkenga Council or the appointed member at any time by giving four weeks' written notice in writing.

## **6 Ohu whakahaere o te Poari Akoranga | Subcommittees of the Academic Board**

Te Poari Akoranga will establish standing ohu whakahaere (national subcommittees of Te Poari Akoranga) to undertake specified on-going tasks. From time to time it may also be necessary for Te Poari Akoranga, with the approval of Council, to appoint ad-hoc ohu whakahaere to undertake short-term mahi of significance.

Te Poari Akoranga intends to establish ohu whakahaere to focus on:

- i. **Academic Quality**, to provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the academic quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.
- ii. **Ōritetanga**, to provide assurance to Te Poari Akoranga that the principles of Ōritetanga (learner success) are embodied in all academic practices to meet the relevant outcomes of the Charter; and to assess and monitor the educational outcomes for Māori (and, based on need, Pacific learners and learners with disabilities).
- iii. **Ako**, to:
  - Develop and support a Mana Ōrite based strategic direction for teaching, learning and research to support a culturally responsive approach in education matters (teaching, learning and research);
  - Ensure an overarching pedagogical coherence for seamless transition for learners between modes of delivery, including work-based, and across regions, for all vocational, applied and professional programme delivery at all levels of the New Zealand Qualification Framework (Levels 1-10); and
  - Ensure the needs of work-based learners, employers and 'workplace' learning environments are represented in all academic decisions, policies and processes.
- iv. **Approvals**, to develop and direct a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued; and to recommend to Te Poari Akoranga the approval of education and training packages (for example, programmes of study, training schemes and micro-credentials, or equivalent), and associated changes in accordance with approved delegations.

- v. **Appeals**, to receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and if necessary, make recommendations about policies, procedures or the provision of services.
- vi. **Rangahau Māori, Research and Postgraduate**, to support, monitor and lead rangahau Māori, research and innovation activity; to help determine and support the strategic directions and approaches for rangahau Māori, research and postgraduate provision; and to provide oversight of rangahau Māori and research planning, funding and ethics.

Each ohu whakahaere will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments to each ohu whakahaere will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

## 7 Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to nominated groups, committees and/or other ohu whakahaere. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to academic procedures, within academic policy, are delegated to the Chair, Ohu Whakahaere (Quality)
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations will be included in the Academic Delegations Register which will be updated at least annually.

## 8 Kōrama | Quorum

Half the current membership plus one member of Te Poari Akoranga constitutes a quorum.

If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

## 9 Hui | Meetings

Te Poari Akoranga will determine the frequency with which it meets, with no fewer than six hui per academic year. Hui will be open to the public unless there is a need to protect the rights of persons or organisations. In such circumstances, the hui will 'go into committee' and the public will be excluded.

Each ohu whakahaere will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

Te Poari Akoranga will meet with representatives from Workforce Development Councils (6), NZQA, TEC, Te Pūkenga and other organisations, as required, to fulfil the functions of the committee.

## 10 Pūrongo | Reporting

Te Poari Akoranga will report monthly in writing to Te Pūkenga Council and as agreed to Te Tiriti partner. Engagement with Te Tiriti partners will be based upon Te Pūkenga Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025.

**Tikanga Whakahaere / Operating Procedures****Meetings**

- Te Poari Akoranga will determine the frequency with which it meets, with no fewer than six hui per academic year
- Schedule of meetings determined annually in advance
- Currently held monthly, from February to December, on the second Wednesday of the month
- Usually held from 10am to 2pm
- Meetings are held face to face or online
- An online option is made available for all meetings
- Meetings are held in accordance with the agenda

**Attendance**

- Half the current membership plus one member of Te Poari Akoranga constitutes a quorum
- If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding
- At least 80% individual Te Poari Akoranga member attendance over the year is required, or membership may be reviewed by the Co-Chairs
- Guests will attend meetings or for select agenda items as relevant, at the discretion of the Co-Chair/s
- Te Pūkenga project staff may be invited/attend additional sessions as observers (non-speaking rights), particularly where there are interdependencies across projects
- Non-members in attendance do not have voting rights. Speaking rights of non-members in attendance will be at the discretion of the Co-Chair/s
- Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Poari Akoranga retains the right to determine whether this is with or without speaking rights
- Members of the public, including Te Pūkenga learners and staff, may attend open sessions as observers. Meeting details are made available via Te Pūkenga website
- Hui will be open to the public unless there is a need to protect the rights of persons or organisations. In such circumstances, the hui will 'go into committee' and the public will be excluded

**Agendas and Minutes**

- Agenda items of business, cover memo and associated papers must be received at least 7 working days before the meeting
- Te Poari Akoranga Co-Chair/s determine the agenda for the meetings
- Agenda to be circulated to the members at least 4 working days before the meeting
- Closed agenda items will be specified on the agenda. Closed agenda and associated documentation will be sent to members only. An outline of these sessions will be included in the closed agenda and minute documentation
- Late agenda items / extraordinary matters will only be included in rare cases where the matter is considered critical by the Co-Chair/s to the function of Te Pūkenga and/or a subsidiary, or the smooth transition of academic delivery
- Draft minutes of the meeting to be circulated to members within 5 working days of the end of a meeting
- Minutes will be confirmed as a true and accurate record at the next meeting
- Final open agenda and minute documentation will be made available for the public on Te Pūkenga website. The agenda will be available prior to the meeting date, and minute documentation available following Council approval and confirmation at the following Te Poari Akoranga meeting

**Reporting**

- Te Poari Akoranga reports monthly in writing to Te Pūkenga Council and as agreed to Te Tiriti partner

9 March 2022

## Te Poari Akoranga o Te Pūkenga

### Meeting 2022 Calendar

Month	Date	Time	Day	Venue
2022				
February	9 February	10am-2pm	Wednesday	Online via Microsoft Teams
March	9 March	10am-2pm	Wednesday	Online via Microsoft Teams
April	13 April	10am-2pm	Wednesday	Online via Microsoft Teams
May	18 May	10am-2pm	Wednesday	Online via Microsoft Teams
June	29 June	10am-2pm	Wednesday	Online via Microsoft Teams
August	10 August	10am-2pm	Wednesday	Online via Microsoft Teams
September	21 September	10am-2pm	Wednesday	Online via Microsoft Teams
November	2 November	10am-2pm	Wednesday	Online via Microsoft Teams
December	7 December	10am-2pm	Wednesday	Online via Microsoft Teams

## Te Poari Akoranga o Te Pūkenga

Tuhinga taupokia

Cover Note

**31 March 2022**

<b>Title</b>	<b>Attachment 1</b> Minutes of the Open Meeting held 9 March 2022
<b>Provided by</b>	Jeanette Fifield – Academic Governance Coordinator
<b>For</b>	<b>Approval</b>

### **Recommendation**

It is recommended that Te Poari Akoranga:

1. Approve the minutes of Te Poari Akoranga **open** meeting held on 9 March 2022  
as a true and correct record.

## Te Poari Akoranga (Academic Board) MINUTES – Open

### Wednesday, 9 March 2022

#### Minutes

These are the Open minutes of a meeting of Te Poari Akoranga held on Wednesday, 9 March 2022 at 10.00am, online via Microsoft Teams.

#### Present

##### Te Poari Akoranga Members

Jeanette Grace (Co-Chair)

Lorna Gilliespie

Linda Aumua

Liz McKenzie

Te Urikore Biddle

Natalie Waran

Glynnis Brook

Deborah Young

Neil Carroll

Jeanette Grace chaired the meeting.

#### In Attendance

Jeanette Fifield (Academic Governance Coordinator, Te Pūkenga).

#### Apologies

Angela Beaton, Mary-Liz Broadley, Greg Durkin, Sue Smart.

#### Quorum

The Chair received the apologies and noted that a quorum of members was present at the meeting and declared the meeting open.

#### Karakia Timatanga

The Chair welcomed everyone to the meeting and opened the meeting with a karakia.

#### Whanaungatanga

#### Open Minutes

##### 1. Open Minutes of the Previous Meeting

###### 1.1 Scheduled Meeting

Scheduled Meeting – 9 February 2022.

###### Resolution:

Te Poari Akoranga approved the minutes of the open meeting of Te Poari Akoranga held on 9 February 2022, as a true and accurate record.

**Moved:** Deborah Young

**Seconded:** Linda Aumua

**CARRIED**

## 2. Te Pūkenga March 2022 Council Meeting

An update was not available, Te Poari Akoranga and the Council meeting dates schedule do not align in March. Revision of 2022 Te Poari Akoranga meeting dates schedule is placed in the Closed Agenda Item 10. General Business.

Discussion included:

- Revisiting Te Poari Akoranga Tikanga Whakahaere
- New member induction process to Te Poari Akoranga and Ngā Ohu Whakahaere

**Action:**

Academic Governance Co-ordinator to send Tikanga Whakahaere to members. This will be placed on the agenda of the next meeting, for discussion.

### **Formal Motion for Moving into the Closed session**

The Chair moved the formal motion to move into the Closed session.

**Resolution:**

IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGĀ, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC).

**Moved:** Natalie Waran

**Seconded:** Lorna Gilliespie

**CARRIED**

The Open session closed at 10.10am.

## **Te Poari Akoranga o Te Pūkenga**

Tuhinga taupokia

Cover Note

**5 April 2022**

<b>Title</b>	<b>Attachment 2</b>
	Collaboration between Te Pūkenga and Work Development Councils (WDCs)
<b>Provided by</b>	Jeanette Fifield – Academic Governance Coordinator
<b>For</b>	<b>Information</b>

### **Recommendation**

It is recommended that Te Poari Akoranga:

1. Receive the information item prepared by Nick Sheppard, Kaikōkiri Director Strategic Partnerships, Academic Delivery and Innovation, Te Pūkenga.

## Memo

<b>Date</b>	30 March 2022
<b>To</b>	Te Poari Akoranga
<b>From</b>	Nick Sheppard, Kaikōkiri Director Strategic Partnerships, Academic Delivery and Innovation, Te Pūkenga
<b>RE:</b>	<b>Collaboration between Te Pūkenga and Work Development Councils (WDCs)</b>

### FOR INFORMATION

At our first hui dated Thursday 10<sup>th</sup> March the main theme for the meeting was whakawhanaungatanga/introductory in nature, as we spent time explaining what each others roles where from each WDC and within the Academic Development and Innovation (ADI) team , and what we were focused on in our roles.

We did however have a presentation to the WDC GMs on Programme Unification and agreed at the end of this presentation that each WDC would nominate a staff member to sit on each 'Transformation' programme unification Steering Group (it was noted that some transformation Steering groups already had WDC representation, which was a positive step). This initiative is now underway via the WDC GMs, noting that a few 'Transformation' unification Steering Groups did currently have WDC representation.

At our next hui, in early April, we are focusing on how Te Pūkenga ADI, WDC's and NZQA will work together, and further discussion regarding roles and responsibilities incl. programme endorsement.

## **Te Poari Akoranga o Te Pūkenga**

Tuhinga taupokia

Cover Note

**5 April 2022**

<b>Title</b>	<b>Attachment 3</b>
	Update on Te Kawa Maiorooro
<b>Provided by</b>	Jeanette Fifield – Academic Governance Coordinator
<b>For</b>	<b>Information / Update / Discussion</b>

### **Recommendation**

It is recommended that Te Poari Akoranga:

1. Receive the update on Te Kawa Maiorooro prepared by Fionna Moyer, Kaikōkiri Director Quality, Academic Delivery and Innovation, Te Pūkenga.

## Memo

Date	13 April 2022
To	Te Poari Akoranga
From	Fionna Moyer, Kaikōkiri Director Quality
RE:	<b>Update on Te Kawa Maiorooro</b>

### Overview

Te Kawa Maiorooro Te Pūkenga academic regulations will provide ākonga with the regulatory framework that frames, supports, and enables their learning journey from enrolment to graduation. Te Kawa Maiorooro has been developed under the foundation of four mātāpono, Whakaritenga, Tangata, Tiriti and Ako, which ensure inclusion of Māori perspectives and affirm the need for equity and partnership. The framework is also being reviewed as it is developed through the lens of Te Pae Tawhiti and Whiria Te Pūkenga to ensure the integration of mātauranga Māori.

Development of the framework is being undertaken by seven working groups comprised of members from across the network, including WBL, and overseen by the Quality Steering Group (network, WBL, and WDC representation). An update on the mahi of each of the working groups is provided below.

### Enrolment

The Enrolment Working Group (WG) was paused in February due to work pressures in their home subsidiaries (peak enrolment period and vaccination certificate requirements) and reconvened in early March. Mahi undertaken to date includes:

- Compiled enrolment processes, operational data, and information from across the network to inform new approaches; data collected includes application and enrolment processes, digital systems, waitlisting, cancellation and withdrawals, and equity approaches. This data will inform the proposed approaches for Te Pūkenga and also provides a rich source of data for a number of other Te Pūkenga projects.
- Reviewed and rewriting academic regulations in light of feedback received during engagement period in 2021 and informed by Te Rito reports and personas.

**Equity of access:** The regulations state that where there are limitations on numbers, selection criteria will specifically address equity of access and inclusion for Māori, Pacific, and disabled learners. Where there are no selection criteria, preference will be given to Māori, Pacific and disabled learners. Two key tasks are required here:

1. The development of selection criteria that address the commitment of Te Pūkenga to equity and inclusiveness; and

2. The identification of the specific approaches to be used for ensuring equity of access for Māori, Pacific, and disabled learners (to include consideration of quotas to hold spaces for underserved learners).

Te Pūkenga Quality team has initiated discussions with the Partnership and Equity team around Te Pūkenga equity strategies and this will inform the approaches to be developed.

## Recognition of Knowledge and Skills (RPL/CRT)

The Recognition of Knowledge and Skills WG has reviewed and substantially rewritten the academic regulations relating to recognition of prior learning (RPL) and credit recognition and transfer (CRT). Additional mahi completed to date includes:

- Extensive process mapping for RPL and CRT, from first enquiry through completion.
- Proposal for Recognition of Knowledge and Skills unit/centre to facilitate applications, recognition processes, and assessment.

A significant barrier to RPL is the cost which is not funded. Discussion is needed around how Te Pūkenga might offset the cost of an RPL assessment (e.g., through scholarships).

## Assessment

The Assessment WG has created three focus groups to review and evaluate different sections of the assessment regulations:

- Assistance with Assessment – discussions have included processes around assessment in te reo Māori, assessment assistance, and extensions
- Grade scales – reworking of the grade tables in line with network feedback including adding +/- back in to the achievement based assessment table.
- Return of Assessments – in addition to return of assessment timeframes, this group also looked at recounts, notification of results, resubmit/reconsideration, and aegrotat processes.

Focus group discussions have informed the review of the assessment regulations and this mahi is well on its way to being completed.

## Learning and Teaching

The Learning and Teaching WG has also split itself into subgroups to work on different parts of the learning and teaching regulations – Learner Information and Support, Learner Participation and Progress, Learner Research, Rangahau Māori, Postgrad, Ethics approval and IP. Warwick Pitts presented to the WG on the mahi being undertaken by the Learner Journey and Experience team and the ADI Mātauranga Māori team will attend a future meeting to speak to mātauranga Māori approaches in these regulations. Key discussion topics have included consideration of discipline difference and national vs regional vs local approaches to regulation and procedure.

## Concerns, Complaints and Appeals

The Concerns, Complaints and Appeals WG split its mahi into two subgroups – one focused on concerns and complaints and the other focused on appeals. The Appeals subgroup provided a draft Appeals policy and procedures document to the Steering Group for feedback and is making good progress on the development of Te Pūkenga approach to managing appeals across the network. This will be aligned with the Ohu Whakahaere Appeals once this ohu is stood up.



The Concerns and Complaints subgroup and reviewed and assessed approaches from across the network which has informed the draft policy and procedures and process mapping. This mahi is being informed by the Code.

The working group is very aware of the importance of inclusion and culturally appropriate approaches in this space and Layelin Stewart, Senior Māori Advisor, ADI is supporting this mahi.

## Learner Integrity

The Learner Integrity WG has made good progress on the academic integrity framework including drafting policy, procedures, guidelines for staff, and template letters for learners. Consideration is being given to the development of a guide for learners as well as an academic integrity course for learners. An investigation is underway to determine what work is being done across Te Pūkenga workstreams on learner discipline matters and this will inform the regulatory framework around such matters.

## Graduation

The Graduation mahi kicked off with a Graduation Hui in December 2021 which involved staff involved in graduation from across the Network and TITOs. This hui provided a rich source of information to inform the work of the Graduation WG which has now started work on the regulatory framework for graduation. The WG is in the very early stages of its journey and its mahi will be informed by mahi being undertaken by Te Pūkenga Communications team around the graduation certificates and what these will look like for the next several years. Initial work will focus on the regulations and identifying best Practices from across the Network.

## Next Steps

The Quality team is working with the ADI Mātauranga Māori team to understand how Whiria Te Pūkenga can inform the development of Te Kawa Maiorooro, ensure the integration of mātauranga Māori into the framework, and enable access and stronger participation by Māori.

The ADI team will present an update on Te Kawa Maiorooro to the Network on 28 April in its online hui Te Turuturu session 3.



## **Te Poari Akoranga o Te Pūkenga**

Tuhinga taupokia

Cover Note

**5 April 2022**

<b>Title</b>	<b>Attachment 4</b>
	Update on Actions - Approvals
<b>Provided by</b>	Jeanette Fifield – Academic Governance Coordinator
<b>For</b>	<b>Information / Update / Discussion</b>

### **Recommendation**

It is recommended that Te Poari Akoranga:

1. Receive the update on Actions, from the meeting of Te Poari Akoranga held on 9 March 2022 prepared by Julia Parrott, Kaikōkiri Director Approvals, Academic Delivery and Innovation, Te Pūkenga.

## Memo

Date	4 April 2022
To	Te Poari Akoranga
From	Julia Parrott, Kaikōkiri Director Approvals, Academic Delivery and Innovation, Te Pūkenga
RE:	Update on Actions

### Aim

This memo is to inform Te Poari Akoranga on actions since meeting of 9 March 2022.

### Report from Meeting with NZQA

- On 1 April 2022 Te Pūkenga met with NZQA to discuss the process for application of approvals and accreditation for unifying programmes, Level 1- 6 and degree and above level.
- For Level 1-6 it was agreed that applications would be viewed technically as a new programme for Te Pūkenga but will be assessed through either a Type 2 lens or programme approval and accreditation (PAA) lens depending on extent of change. This will allow Te Pūkenga to begin to build an application history with NZQA.
- NZQA will accept a list of sites for delivery of the unifying programme in 2023 that are currently accredited to deliver.
- For new delivery sites it was agreed that NZQA will consider attestation/notification in line with current practice.
- It was agreed that the programmes will be approved under the draft Te Pūkenga QMS which NZQA will be consulted on as a major stakeholder and on mitigations.
- For level 7 and above applications NZQA will review its requirements for degrees and will advise Te Pūkenga by end of April, its documentation requirements for unified programme accreditations.
- There have been no conversations with NZQA to date directly relating to an approval process through Te Hono o Te Kahurangi. Direction and clarity from Te Poari Akoranga as to the nature of the questions that would inform this engagement is requested.

The above activities will inform the final mapping for and the associated templates and documentation for the approvals process for the unified programmes.

### ***Programme unification process***

- Attached is the list of programmes for delivery in 2023.
- A self reflection tool of a programme's maturity of the inclusion of Mātauranga Māori is in development and will be included in the approvals process once finalised.
- The mapping exercise for programme unification is being finalised.
- The Inaugural meeting of Te Ohu Whakahaere Approvals will be on Tuesday 12 April for whakawhanaungatanga and discussion of its requirements going forward.

**Te Pūkenga Programmes for Approval and Accreditation for Semester 1 2023 Unified Delivery**  
**Report for Te Poari Akoranga 05/04/22**

**Introduction:** It should be noted that this report is accurate at this point in time (05/04/22). Delivery dates continue to be reviewed and refined as Steering and Working Groups work collaboratively. In addition, some NZQA last assessment due dates for expiring versions are still being negotiated with WDC +/- NZQA.

Collaboration	NZQA Qual Code	Qual Name *= working draft name	Level	Type of approach: <i>Transition – update of a currently approved and accredited programme New – Programme developed, either via codesign process, or collaborative process</i>
Social Work	TBC	Bachelor of Social Work (Level 7)*	7	New – new codesigned unified programme
	TBC	Bachelor of Social Work (Honours) (Level 8)*	8	New – new codesigned unified programme
Nursing	TBC	Bachelor of Nursing – Māori (Level 7)*	7	New – new codesigned unified programmes
	TBC	Bachelor of Nursing – Pacific (Level 7)*	7	
	TBC	Bachelor of Nursing (Level 7)*	7	
Accounting/ Business	TBC	Bachelor of Accounting (Level 7)	7	Transition – due to CAANZ/ CPA competencies
	2459	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management	5	Transition – due to version changes of strands
	TBC	Graduate Certificate in Professional Accounting (Level 7)*	7	Transition – due to CAANZ/ CPA competencies
	TBC	Graduate Diploma in Accounting (Level 7)*	7	
	TBC	Graduate Diploma in Professional Accounting (Level 7) *	7	
Animal Healthcare and Veterinary Nursing	2487	New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine, and Rural Animals	3	Transition – due to version changes of strands, or additional of strands
	2489	New Zealand Certificate in Animal Management (Level 4) with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping	4	
	4388	New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare	4	
	4389	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing	6	New – new programmes to align with new qualifications
	4391	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	6	
	4390	New Zealand Diploma in Animal Healthcare Technology (Level 6) with strands in Canine and Equine Rehabilitation Technology, and Equine Dental Technology	6	Note – New programme - likely to be Sem 1 2024 (in process of confirming delivery date)
Business	2452	New Zealand Certificate in Business (Administration and Technology) (Level 3)	3	Transition – due to version changes
	2453	New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	3	
	2454	New Zealand Certificate in Business (Introduction to Small Business) (Level 3)	3	
	2455	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	4	
	2456	New Zealand Certificate in Business (First Line Management) (Level 4)	4	
	2457	New Zealand Certificate in Business (Small Business) (Level 4)	4	
	2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)	4	
	2462	New Zealand Certificate in Project Management (Level 4)	4	
	3111	New Zealand Certificate in Real Estate (Salesperson) (Level 4)	4	
	2811	New Zealand Certificate in Supply Chain Management (Level 5)	5	
	2812	New Zealand Diploma in Supply Chain Management (Level 6)	6	
Hospitality and Tourism	2114	New Zealand Certificate in Barber Skills (Level 3)	3	Transition – due to version changes
	2199	New Zealand Certificate in Tourism (Level 3)	3	
	2202	New Zealand Certificate in Tourism (Level 4)	4	
	2206	New Zealand Diploma in Tourism and Travel (Level 5)	5	
	2207	New Zealand Diploma in Tourism and Travel (Level 6)	6	
Primary Industries	2212	New Zealand Certificate in Agriculture (Level 4)	4	Transition – due to version changes
	2214	New Zealand Certificate in Agriculture (Livestock Husbandry) (Level 3)	3	
	2220	New Zealand Certificate in Agriculture (Farming Systems) (Level 3)	3	
	2671	New Zealand Certificate in Floristry (Level 2)	2	
	2672	New Zealand Certificate in Floristry (Level 3)	3	
	2677	New Zealand Certificate in Horticulture (General) (Level 3)	3	
	2680	New Zealand Certificate in Organic Primary Production (Level 3)	3	
	2684	New Zealand Certificate in Land Based Sustainability Practices (Level 3)	3	
	2443	New Zealand Certificate in Pest Operations (Level 3) with strands in Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control	3	
Trades	2343	New Zealand Certificate in Joinery (Level 4) with strands in Cabinetry, Timber Door and Window, Stairs, and Bench Top and Specialty Surfaces	4	Transition – due to version changes
	2381	New Zealand Certificate in Construction Related Trades (Supervisor) (Level 4)	4	
	2382	New Zealand Certificate in Construction Related Trades (Main Contract Supervision) (Level 5)	5	
Primary Industries	2888	New Zealand Diploma in Landscape (Level 5)	5	Transition – due to version changes Note: current last assessment date of version is 31/12/2022. Discussions with Muka Tangata WDC to review last assessment date.
	2666	New Zealand Diploma in Horticulture Production (Level 5)	5	

## **Te Poari Akoranga o Te Pūkenga**

Tuhinga taupokia

Cover Note

**5 April 2022**

<b>Title</b>	<b>Attachment 5</b>
	Membership List
<b>Provided by</b>	Jeanette Fifield – Academic Governance Coordinator
<b>For</b>	<b>Information</b>

### **Recommendation**

It is recommended that Te Poari Akoranga:

- Receive the appointed membership list for Te Ohu Whakahaere Quality, Te Ohu Whakahaere Approvals, Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate – For Information.
- 1.

## Te Poari Akoranga o Te Pūkenga

### Ohu Whakahaere o te Poari Akoranga | Subcommittees of Academic Board

#### Te Ohu Whakahaere Quality

Co-chair	Deborah Young	Ara
Co-chair	Ben Ngaia	Te Pūkenga
Member	Greg Durkin	WBL Limited
Member	Carmel Haggerty	Whitireia/WelTec
Member	Hemi Hoskins	Ara
Member	Kim Isherwood	Wintec
Member	Gianetta Lapsley	UCOL
Member	Karen Scott	Service IQ
Member	Jon Smith	Northtec
Member	Caroline Terpstra	Otago Polytechnic
Ex-officio	Fionna Moyer	Te Pūkenga

#### Te Ohu Whakahaere Approvals

Co-chair	Diane Lithgow	WBL Limited
Co-chair	Doug Pouwhare	Service IQ
Member	Linda Aumua	Unitec
Member	Rod Benton	Careerforce
Member	Kim Davies	NMIT
Member	Harry Leder	Open Polytechnic
Member	Liz McKenzie	Otago Polytechnic
Member	Keri Milne-Ihimaera	SIT
Member	Veraneeca Taiepa	Unitec
Member	Ondene van Dulm	EIT
Member	Shelley Wilson	Wintec
Ex-officio	Julia Parrott	Te Pūkenga

#### Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate

Co-chair	Fiona Beals	Whitireia/WelTec
Co-chair	David Tipene-Leach	EIT
Member	Ruth Crawford	WITT
Member	Tepora Emery	Toi Ohomai
Member	Marrin Haggie	Wintec
Member	Suzanne Miller	Otago Polytechnic
Member	Jenny Lee-Morgan	Unitec
Member	Michael Shone	Ara
Member	Jonathan Sibley	EIT
Member	John Stansfield	Northtec
Member	Natalie Waran	EIT
Ex-officio	Angela Beaton	Te Pūkenga