Te Ohu Whakahaere Approvals - 13 March 2024

13 March 2024 01:00 PM - 03:00 PM

Agenda Topic	Presenter	Time	Page

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia tīmatanga
Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia tina,
Tīna! *(everybody)*
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.

Te Pūkenga

Te Pūkenga

Minutes for Te Ohu Whakahaere Approvals - 14 February 2024

14/02/2024 | 02:30 PM - Auckland, Wellington New Zealand Standard Time

Online via MS Teams

Attendees (7)

Diane Lithgow - Te Pūkenga; Kim Davies - NMIT; Harry Leder - Open Polytechnic;

Shelley Wilson - Wintec; Harry Leder - Te Pūkenga; Maggie Wells - Open Polytechnic;

Ginny Vincent – Primary ITO

Apologies: Doug Pouwhare - Service IQ, Rose Marsters - Wintec, Leoni Drew - Toi Ohomai,

Paul Neumann - MITO, Veraneeca Taiepa - Unitec, Liz McKenzie - Te Pūkenga,

Paula Simeon - Wintec

Present:

Tim Stevens (Kaihautu - Quality Assurance & Approvals), Kharen Hope (Principal Advisor -

Programmes, attended items 5 & 6), Louise Courtney (Governance Advisory, minutes)

1. Karakia Timatanga

The hui opened with karakia lead by D. Lithgow at 2:34pm.

2. Welcome and Apologies

The Chair acknowledged that today was the first day of consultation for kaimahi | staff impacted by

Taraia te anamata and appreciated those that could make today's hui | meeting.

Apologies were received and accepted from L. Drew, L. McKenzie, R. Marsters, D. Pouwhare, P.

Neumann, P. Simeon, and V. Taiepa for absence.

3. Administration

3.1 Ngā ohu membership list

The membership list was noted.

3.2 Minutes of the Previous Meetings

RESOLVED (moved from the Chair)

THAT Te Ohu Whakahaere Approvals approve, as a true and accurate record, the minutes of Te Ohu

Whakahaere Approvals meetings held:

a) online on 24 January 2024 and

b) via e-meeting from 25 to 26 January 2024

CARRIED

3.3 Interests Register

The Interests Register was noted.

4. Review of qualifications developed by Wintec for offshore delivery to be submitted to NZQA

The Kaihautu - Quality Assurance & Approvals explained that the Wintec international team have formed a working relationship with tertiary providers in China, specifically Jinhua. The qualification and programme were developed and then approved by the New Zealand Qualification Authority (NZQA). The Kaihautu - Quality Assurance & Approvals highlighted that the programme was being delivered in China, not New Zealand. He also noted that the 'no completion' note was due to students not yet attaining the required level of International English Language Testing System (IELTS).

Pātai | Questions from Te Ohu:

● In response to a query about the approval process, the qualifications had been approved by the Wintec Academic Committee (WAC). Members requested that the minuted approval from WAC be included in the supporting documents.

● It was clarified that the Jinhua Polytechnic delivers its own programme/qualification. Students who attain that qualification can apply for the Wintec qualification subject to meeting the required IELTS level.

● Assurances were sought, and confirmed by kaimahi | staff, that any necessary corrections and amendments identified by both the Te Pūkenga Quality Team and Te Ohu Whakahaere Approvals would be made to the qualification details documents prior to submission to NZQA.

RESOLVED *(H. Leder / S. Wilson)*

THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA):

a) 3715 NZQF Diploma in Computer Applications

b) 3716 NZQF Diploma in Networking

c) 3717 NZQF Diploma in Engineering

CARRIED

5. New programme approval and accreditation, 3708-2 New Zealand Certificate in Scaffolding (General) (Level 3)

The Kaihautu - Quality Assurance & Approvals noted that a review of the programme documents had been undertaken, however, due to time constraints the documents were submitted to Ohu members and the Te Pūkenga Quality Team at the same time.

The Ohu requested that a consistent template/format is used in future.

The Chair noted that the Ohu had reviewed both the Level 3 and Level 4 programmes to their satisfaction with edits recommended. Principal Advisor - Programmes advised that most edits received prior to the meeting had been amended and queries addressed, highlighting that:

- Non-standard course coding would not be changed because the programmes would not be offered nationally.
- In relation to awards, all the courses are compulsory.
- The Te Pūkenga Quality Team advised how best to word capstone achievement, so it was reclassified as an assessment and is now a learning outcome.

Pātai | Questions from Ohu members:

- whether prior learning or equivalent qualifications should be shown as a possible outcome? K. Hope responded that it would be reflected in the students' enrolment detail.
- the size of the courses and level of detail in content statements. K. Hope replied that the challenge was having an old programme which needed to incorporate new requirements. While the team had initially worked on producing a document with less content, feedback from tutors was to keep the detail as it was useful guidance to delivering the courses.

RESOLVED (G. Vincent / S. Wilson)

THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA) 3708-2 New Zealand Certificate in Scaffolding (General) (Level 3).

CARRIED

6. New programme approval and accreditation, 3710-2 New Zealand Certificate in Scaffolding (Trade) (Level 4)

Principal Advisor - Programmes noted that:

- the 'Russian Doll' was intentional and was written in prior to complex apprenticeships being available.
- the team have applied NZQA for pre-approval of a name change to the qualification, but that it cannot be applied until the approval comes through.

- the programme is 10 credits over requirement but within the 5% tolerance; all the credits are necessary.

The Chair thanked kaimahi for the work acknowledging that the sector is looking forward to this qualification being available.

RESOLVED (G. Vincent / S. Wilson)

THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA) 3710-2 New Zealand Certificate in Scaffolding (Trade) (Level 4).

CARRIED

K. Hope left the meeting at 3:07pm.

7. General Business

- The Kaihautu - Quality Assurance & Approvals advised that the New Zealand Diploma in Vet Nursing Level 6 is being prepared for March.

8. Karakia whakakapi

The hui closed with karakia lead by D. Lithgow at 3:12pm.

Te Ohu Whakahaere Approvals

Name	Role	Meeting dates
Diane Lithgow	Co-Chair	Wed 13 March Wed 17 April Wed 8 May Wed 5 June Wed 10 July Wed 14 Aug Wed 11 September Wed 9 October Wed 13 November
Doug Pouwhare	Co-Chair	
Kim Davies	Member	
Harry Leder	Member	
Liz McKenzie	Member	
Veraneeca Taiepa	Member	
Denise Williams	Member	
Shelley Wilson	Member	
Leoni Drew	Member	
Rose Marsters	Member	
Paul Neumann	Member	
Paula Simeon	Member	
Ginny Vincent	Member	
Maggie Wells	Member	

Te Pūkenga

Te Ohu Whakahaere Approvals Register of Interests

As at 8 March 2024

Name	Interest	Nature of Interest
Diane Lithgow Co-Chair	Te Pūkenga	- Ako Network Director: Services - Ohu representative to Te Poari Akoranga.
	Ako Aotearoa	Board member
	World Skills NZ	Board member
Doug Pouwhare Co-Chair	Waikato Hospice	Board Director
Kim Davies Member		
Leoni Drew Member	Toi Ohomai Institute of Technology	Head of Academic Development and Quality
Harry Leder Member		
Liz McKenzie Member	Te Pūkenga	Head of Domain: Services, Academic Centre and Learning Systems (ACLS)
	Arai Te Uru Kōkiri Training Centre	Trustee
	WorkSafe NZ Mining Board of Examiners	Member
Rose Marsters Member		
Paul Neumann Member	MITO	Manager, Programmes
	Te Pūkenga	Te Ohu Whakahaere Ako member
Paula Simeon Member		
Veraneeca Taiepa Member		

Ginny Vincent Member		
Maggie Wells Member		
Denise Williams Member		
Shelley Wilson Member		

Programme Approval
and
Accreditation Document

Programme of Study:

New Zealand Certificate in Coachbuilding (Level 3-4) (Complex)

Leading to the award of:

4226 New Zealand Certificate in Coachbuilding (Level 4)

MITO, a division of
Te Pūkenga

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He Raraunga Matua ā-Tohu, ā-Hōtaka Ako | Key Data for Qualification and Programme

Whakamanatanga|Application details	
Type of application and approval sought	Approval & Accreditation
NZQA application number	TBA
Proposed earliest start date	April 2024
Summary of changes (if applicable)	N/A
Tertiary Education Organisation information	
Name(s) of TEO	Te Pūkenga (New Zealand Institute of Skills and Technology)
TEO reference number(s) (EDUMIS)	6683
Te Pūkenga Business Divisions offering this programme	
9013 Te Pūkenga New Zealand Institute of Skills and Technology trading as MITO	
Taipitopito Tohu|Qualification Information	
Te nama o te tohu mātauranga|Qualification number	4225 4226
Taitara Ingarihi|Qualification English title	New Zealand Certificate in Coachbuilding (Level 3) New Zealand Certificate in Coachbuilding (Level 4)
Te putunga|Version number	1
Te momo tohu|Qualification type	New Zealand Certificate
Te kaupae|Level	3 and 4
Ngā whiwhinga|Credit	250
Whakaraupapa|NZSCED numerical abbreviation	030599
Whakaraupapa|NZSCED broad>narrow>detailed	Engineering and Related Technologies > Automotive Engineering and Technology > Automotive Engineering and Technology not elsewhere classified
Te kaihanga tohu |Qualification developer	Hanga-Aro-Rau Manufacturing, Engineering and Logistics Workforce Development Council
Te rā arotake|Next review	30 July 2025
Te rautaki o te tohu|Strategic Purpose statement	This qualification provides the coachbuilding industry in Aotearoa New Zealand with people who have attained the knowledge and skills to effectively manufacture, fabricate and repair components of coaches. Graduates of this qualification will be able to work independently and may take some responsibility for the work of others.
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: 1. Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop. 2. Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles. 3. Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace. 4. Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.

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	5. Manufacture vehicle components in the coachbuilding industry.
Ngā huarahi mātauranga|Education pathway	This qualification can lead to the 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 [Ref: 2459].
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates of this qualification will be able to work as coachbuilders in the coachbuilding industry. Coachbuilding encompasses a range of areas, and may refer to motorhome, caravan, service vehicle, passenger service vehicle, commercial vehicle or coach manufacturing environments. Individuals will have increased independence and tino rangatiratanga to participate in whānau, hapū, iwi, community, and society.
Qualification conditions	The programme meets the qualification conditions as follows: 1. The programme is delivered in the context of a coachbuilding environment. 2. Programmes comply with the Health and Safety at Work Act 2015.

Taipitopito hōtaka|Programme information	
Taitara Ingarihi|Programme English title	New Zealand Certificate in Coachbuilding (Level 4)
Waehere hōtaka|Programme code (NZQA)	TBC
Te putunga|Version number	1
Credits - Directory of Assessment Standards (DAS)	255
Credits - Te Pūkenga credits	0
Credits - Programme Total	252
Programme Aim	The aim of this programme is to develop technicians who can safely and effectively manufacture coaches and motor homes, and fabricate and repair their components. It is targeted at people who work in the coachbuilding industry. The programme is intended to complement existing specific industry knowledge and experience with general manufacturing, fabrication and repair knowledge and skills. It will produce graduates who are capable of interpreting customer requirements and responding to technical issues as required in a coachbuilding workplace; applying knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop; and manufacturing vehicle components in the coachbuilding industry. Stakeholders include ākonga, whanau, industry peers, supervisors, employers, and wider industry.
Te kiko|Content Statement	Workplace health and safety, engineering, tools and equipment, welding; automotive systems; body parts, preparing panels for painting, automotive glass; gas and plumbing; hydraulic principles; warranties, guarantees, estimates, quotations, efficient and effective workplace practices; metals used on vehicles; vehicle shell construction methods; corrosion and prevention; fabrication, assembly and fit out; repair; electronic system fault diagnostics and calibration; measurements and calculations; joining; fluid power components; wiring.

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Tikanga mō te kuhu|Entry Requirements	All applicants must be: • at least 16 years of age; and • employed in a coachbuilding position or a role that is leading to coachbuilding position where that role enables evidence gathering for the assessment tasks as detailed in the programme. Ākonga are required to have the support of their employer and the workplace must meet approved training capacity requirements. A literacy and numeracy assessment will be completed prior to programme commencement. Should any support requirements be identified at this stage, entry will be reviewed, and a support plan will be developed and implemented if required. This work-based programme is not available to International Students.
Entry requirements - Key Information for Ākonga (KIS) website	Must be employed in a coachbuilding position or a role that is leading to a coachbuilding position in a business entity where that role enables evidence gathering for the assessment tasks as detailed in the programme.
Te rā arotake|Next review	March 2028
Ngā Momo Kawenga|Delivery Mode	Work-based
Te Huarahi o te Kawenga|Delivery Methods	Supported self-directed learning in the workplace; Engagement with technical and professional standards; Individual learning and career planning; Practical learning; Online learning; Project-based/Activity-based learning.
Assessment Mode	Competency-based.
Ngā Huarahi Aromatawai|Assessment Methods	Assessment Portfolio including: Work-integrated, project-based assessment; Practical demonstrations; Presentations; Written reports; summaries; contextual documents.
Assessment Result key / Grade key	Competency-based 2-point scheme.
Assessment Standards that will be awarded in this Programme (depending on electives)	2675 - Weld aluminium in downhand positions using the gas metal arc welding process 2676 - Weld stainless steel sheet using the gas tungsten arc welding process 2677 - Weld aluminium in the downhand positions using the gas tungsten arc welding process 5743 - Demonstrate knowledge of metals used on vehicles, and the effect of applying heat to metals 11698 - Measure, mark out, cut, assemble, and fit body framing in the coachbuilding industry 11699 - Measure, mark out, and make and assemble sub-frame for a vehicle in the coachbuilding industry 11700 - Make and fit floor to a vehicle sub-frame in the coachbuilding industry 11701 - Measure, mark out, cut, and fit exterior panels to vehicle framing 11702 - Make and fit a vehicle door in the coachbuilding industry 11703 - Make and fit vehicle steps in the coachbuilding industry 11705 - Fit insulation and lining to a vehicle in the coachbuilding industry 11706 - Make and fit a roof frame and panels to a vehicle in the coachbuilding industry 11707 - Make and fit a wheel arch to a vehicle in the coachbuilding industry

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11709 – Fit a range of exterior body parts to vehicles in the coachbuilding industry

11710 - Identify vehicle body frame construction and body panelling in the coachbuilding industry

11711 - Interpret vehicle drawings and job specifications for coachbuilding, and produce a sketch with relevant measurements

11715 - Fit out the interior of a passenger service or motor home type vehicle

11716 – Fit interior fittings in vehicles in the coachbuilding industry

11717 - Describe fits, tolerances and metal bending allowances and perform calculations in the coachbuilding industry

19638 - Prepare and assemble vehicle body steel components by bonding

21702 – Demonstrate knowledge of preparing a vehicle body surface for painting, and preparing bare metal

21705 – Demonstrate knowledge of fillers, and filling and sanding a repair in the motor industry

21718 – Demonstrate knowledge of hazardous materials used in the motor industry

22789 - Demonstrate knowledge of warranties and guarantees that apply to the automotive industry

22801 – Demonstrate knowledge of adhesives and sealants used in the motor industry

22802 – Use adhesives and sealants for vehicle bodywork applications

23927 – Demonstrate knowledge of automotive hydraulic principles

23980 - Demonstrate knowledge of removing and replacing vehicle dashboard panels and adjacent fittings

23986 - Demonstrate knowledge of glass reinforced plastic (GRP) and working with GRP repair kits for motor vehicles

23987 - Repair a damaged motor vehicle panel using glass reinforced plastic (GRP)

23990 – Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks

23992 - Use a gas metal arc welding plant in the automotive and related industries

23998 - Demonstrate knowledge of vehicle body corrosion and anti-corrosion procedures in the collision repair industry

23999 – Reinstate vehicle body corrosion protection in the motor industry

24008 – Demonstrate knowledge of automotive spray guns, spraying and spray gun defects, and spray gun maintenance

24085 – Demonstrate knowledge of automotive glass

25706 - Demonstrate and apply knowledge of intermediate light fabrication trade practice

29560 - Demonstrate knowledge of efficient and effective workplace procedures in mechanical engineering or fabrication

29579 – Demonstrate knowledge of good work habits and safe work practices in the automotive industry

29580 – Demonstrate good work habits and safe work practices in the automotive industry

29582 – Demonstrate knowledge of customer service requirements and business responsibilities in the automotive industry

30475 – Demonstrate knowledge of motor industry engineering tasks

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	30476 – Demonstrate knowledge of tools and equipment used in the motor industry
	30556 – Service an automotive battery
	30558 – Test and repair automotive electrical circuits
	30561 – Demonstrate knowledge of drivelines and final drives
	30563 – Demonstrate knowledge of automotive charging and starting systems
	30564 – Demonstrate knowledge of automotive lighting
	30565 – Demonstrate knowledge of an automotive air conditioning system
	30566 – Demonstrate knowledge of steering and suspension systems
	30567 – Demonstrate knowledge of automotive tyres and wheels
	30568 – Demonstrate knowledge of brake systems
	30569 – Demonstrate knowledge of hybrid electric and battery electric vehicles or machines
	30570 – Demonstrate knowledge of welding in the motor industry
	30571 – Demonstrate knowledge of the principles and testing of automotive electrical circuits
	30572 – Demonstrate knowledge of vehicle or machine batteries
	30573 – Demonstrate knowledge of a supplemental restraint system
	31062 - Demonstrate knowledge of automotive body electrical and electronic systems
	31065 - Demonstrate knowledge of estimates and quotations in the automotive industry
	31126 - Manufacture and install an automotive wiring harness
	31128 – Demonstrate knowledge of automotive wiring harness design and manufacture
	31233 - Describe automotive pneumatic principles and systems
	31276 - Demonstrate knowledge of heavy vehicle and machine hydraulic systems
	31997 - Describe diagnosis and calibration of advanced driver assistance systems
	32155 – Fit automotive glass in a vehicle in the coachbuilding industry
	32156 – Demonstrate knowledge of plumbing systems and gasfitting in the coachbuilding industry
	32157 – Install and test a plumbing system in the coachbuilding industry
	32987 - Fit and test hydraulic or pneumatic components in the coachbuilding industry
Delivery location(s)/site(s)	Te Pūkenga – MITO (Wellington – 9013/1)
Akonga type	Domestic Only
Approved subcontracting arrangements	NIL

Tuhinga o Mua Hōtaka|Programme Duration Details	
Programme Duration	40 - 46 months
Maximum Duration	4 years
Range of On-job Learning Weeks	160 - 184
Range of Vacation / Recess (holiday) weeks	0 - 10
Range of total gross weeks (=teaching+vacation)	160 - 194
Total range of learning hours per week	12.5 - 23

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Indicative months for ITR funding	40 - 46 months
Number of years	3.8
Total learning hours per year	750
Programme total hours	2520
Whakaritenga Raraunga|Tec Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate
Qualification Award Category	36
ISCED Level	4
ISCED Subsequent Destination	B: more occupationally oriented - designed to lead to direct labour market access
ISCED Category	52 (Engineering and Engineering Trades)
Programme status (e.g., Approved/Pending)	Pending
EFTS value (= credits ÷ 120)	2.1
Contact Details	
Contact Details	Deborah Young Pounuku Kairangi Ako | Ako Excellence Director Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz

1. Programme components

The programme structure includes 21 courses:

Course 1: Fundamentals

Course 2: Steering, brake and suspension systems

Course 3: Driveline systems

Course 4: Fuel systems

Course 5: Electrical systems

Course 6: Body work

Course 7: Glass and fittings

Course 8: Gas and plumbing

Course 10: Business practices

Course 11: Construction and metals

Course 12: Interior and bodywork

Course 13: Electrical

Course 14: Calculations and measurements

Course 15: Fabrication

Ākonga will complete all assessments in courses one to eight, and ten to fifteen. In courses nine, sixteen and seventeen however, they will select from the list of assessments based on the elective unit standards. Specifics about the requirements for the elective sets are listed in the course outlines in Appendix 1 and 3.

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Elective set 1 (4 credits)

Course 9a. Install and test plumbing

Course 9b. Principles of hydraulics

Elective set 2 (22 credits)

Course 16a. Welding or bonding

Course 16b. Hydraulics and pneumatics

Elective set 3 (18 credits)

Course 17a. Wiring

Course 17b. Vehicle components

Course 17c. Interior

2. Component descriptors

Course descriptors provide an overview of the content of each course in the programme (refer Appendix 1).

Course learning outcomes and assessments are aligned with qualification graduate profile outcomes (refer Appendix 2).

Courses align to unit standards (refer Appendix 3).

3. Delivery method

Programme Approval Criterion 3: Delivery methods

As delivery is blended, the programme of study for an individual ākonga may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them alongside their employer, and supports them to move seamlessly between different ways of learning.

Delivery modes:

Workplace learning – ākonga train primarily in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer.

Directed – off-job Te Pūkenga provider-led when required by individual ākonga learning plans.

Self-directed – self-study of theory modules via the LMS, supported by workplace documentation.

Assessment – work-integrated practical assessment and theory assessment via the LMS.

How the suitability of the workplace and its staff is determined to ensure the learner is provided with appropriate opportunities to meet the programme learning outcomes and graduate profile outcomes of the qualification

Training capacity evaluations are undertaken by training advisors to establish the capability of a workplace to provide opportunities for ākonga to meet the relevant programme learning outcomes and qualification graduate profile outcomes.

Work-based ākonga in the programme enter into a formal training agreement with an employer and Te Pūkenga - MITO. This tripartite agreement outlines the responsibilities of each party to

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the work-based-learning arrangement.

Employers are required to:

Support the 'on-job' work-based learning by providing appropriate practical work-integrated learning opportunities.

Provide staff that hold the relevant skills and /or qualification(s) that are able to support their employees on the job in accordance with the requirements of the programme. Employers agree to release ākonga from work to attend Te Pūkenga off-job training courses if required.

Ensure their workplace complies with the requirements of the Health and Safety at Work Act (2015).

Refer supporting documentation folder and links:

9. Training Agreements
10. Training Capacity example
[2023 Te Pūkenga Quality Management System](#)
[Te Kawa Maiorooro 2024](#) Sections 2A-2B

Supporting documents:
☒ Example a copy of the tripartite agreement outlining the roles and responsibilities of each party, service agreements with potential employers (only new agreements, if previously submitted), training capacity evaluations
☒ Relevant sections of the QMS

Explain how learning needs are assessed at the time of enrolment to determine appropriate delivery arrangements?

Work-based learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment. This acknowledges that learning arises through ākonga engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work carried out in the workplace.

At the time of enrolment ākonga are supported by a dedicated network of training advisors who provide pastoral care. Training advisors actively look to understand ākonga needs (such as literacy and numeracy support and access to technology) and areas of support required at the time of enrolment and these are evaluated during the learning journey (may include increased pastoral care visits and employer support where required). A literacy and numeracy assessment will be completed prior to programme enrolment. Should any support needs be identified at this stage, a support plan will be developed and implemented if required.

Ākonga learning plans and goals are accessible via a portal/LMS.

Te Pūkenga – MITO works with ākonga to develop individual learning plans that enable success. The learning plan reflects the delivery mode and needs of ākonga and is supported by a tripartite training agreement that requires the support of the employer. The learning plan is reviewed and revised during pastoral care visits and ākonga achievement goals linked to their learning plan may be adjusted depending on their needs.

Refer supporting documentation folder and links:

2. LMS screenshots and online assessment example
3. Portal screenshot example
6. Coachbuilding Training Plan example
10. Training Capacity example
19. Coachbuilding L3 Training Guide example
[Te Kawa Maiorooro 2024](#) Sections 2A and 6
[Te Pūkenga Charter](#)

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Supporting documents:
☒ Example, individual learning plan template, training capacity evaluation template and/or learner interviews template
☒ An indicative delivery schedule for a learner based on the learning needs (this might be part of the individual learning plan) or indicative delivery schedule of each course (see component exemplar)

How the workplace will be informed about the component learning outcomes, learning activities and programme-specific requirements

The employer has specific requirements under the tripartite training agreement that are understood before the employer signs the agreement. At the commencement of the programme the requirements of the programme are covered off including who is involved, what the learning components are, how the learning will be delivered, what can be expected during assessment, how progress is measured and where this is tracked.

The dedicated network of training advisors undertake these visits and establishes working relationships with both ākonga and their employer. Ākonga and employer will be introduced to Te Pūkenga - MITO systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the LMS to get the best learning possible to assist in completion of their programme. Any off-job training requirements will be explained and the employer and ākonga will gain a complete understanding of any programme-specific requirements.

The Training Advisor will keep a record of the induction after both employer and ākonga reach a satisfactory level of understanding of how the programme will be delivered, programme specific requirements and the requirements of each party in the training agreement.

Ākonga will use their own workplace as the context of the programme, and assessment will be conducted in light of this. Supervisors need to ensure that ākonga are exposed to the practical experience required to fulfil the workplace tasks. This is supported by the goals set by training advisors.

Supervisors sign a verification that is submitted by ākonga with their assessment. This verifies authenticity and competency of the workplace tasks.

Te Pūkenga - MITO registered assessors determine whether the direct and/or indirect evidence shows that ākonga have met the requirements of the unit standards and provide feedback to ākonga on their assessment results. The assessor also arranges a reassessment opportunity for ākonga if required, liaises with employers where appropriate, records assessment results and reports them to Te Pūkenga - MITO. Ākonga and their employers receive reports/information regarding their completed assessments. If there is further evidence required they are advised what sections need re-submission. When assessments are passed, results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Training advisors connect with ākonga and their employers regularly as required to discuss progress and set goals. Goals are emailed to both ākonga and employers after each workplace meeting. Ākonga and their employers will also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

3. Portal screenshot example
4. Coachbuilding workplace verifier example
8. Programme Enquiry Report example
9. Training Agreements
10. Training capacity example
18. QMS Section 6 and 7
19. Coachbuilding L3 Training Guide example

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Supporting documents:
☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party
☒ Examples of information provided to learners
☒ Relevant sections of the QMS

4. Acceptability of the programme and consultation

Programme Approval Criterion 4: Acceptability of the programme and consultation

Provider Accreditation Criterion 3: Support for delivery

Consultation summary

Consultation was undertaken on the programme design with a range of relevant communities of employers and industry stakeholders and ākonga. The key areas of programme design are:
- Flexible modes and multiple methods of delivery are enabled (or able to be enabled with minor updates in the future)
- Programme delivery is tailored to regional needs and able to be contextualised for multiple groups of ākonga with regional representatives empowered to make decisions about delivery that are informed by local relationships and that meet the needs of their communities
- Programme content is reflective and responsive to regional/local needs.

This approach is informed by Te Pūkenga Charter and aligns with our approach to being responsive to and meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities. Feedback gained from consultation was received and discussed among the working groups and amendments were made where appropriate.

30 ākonga have completed the Te Pūkenga - MITO programme leading to the New Zealand Certificate in Coachbuilding (Level 3) and of those, 19 have enrolled into the Te Pūkenga - MITO programme leading to the New Zealand Certificate in Coachbuilding (Level 4).

Refer supporting documentation folder:

23. Coachbuilding – Ākonga Feedback
24. Consultation log summary (Coachbuilding Level 4)

Supporting documents:
☒ Consultation
☐ TEO academic approval/minutes
☒ Endorsement from a Workforce Development Council (WDC)

5. Regulations

Programme Approval Criterion 5: Regulations

Entry requirements

Ākonga are required to have the support of their employer and the workplace must meet approved training capacity requirements which includes enabling evidence gathering for the practical assessment tasks as detailed in the programme. Enrolment is also covered in Te Kawa Maiorooro 2023 Sections 2A-2B

A literacy and numeracy assessment will be completed prior to programme commencement. Should any support requirements be identified at this stage, entry will be reviewed and a support plan will be developed and implemented if required.

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Refer supporting documentation folder and links:
10. Training Capacity example
18. QMS Sections 6 and 7

Credit recognition and transfer/Recognition of prior learning

For this programme, people who have gained credit for older or expired unit standards are exempt from the requirement to gain credit for the replacement unit standards as per the table below:

Credit for	**Exempt from**
232, Test an automotive electrical circuit (Level 2, 8 credits)	30558, Test and repair automotive electrical circuits (Level 3, 5 credits)
233, Service a lead-acid automotive battery (Level 2, 2 credits)	30556, Service an automotive battery (Level 3, 3 credits)
899, Carry out automotive wiring repairs and test circuits for serviceability (Level 3, 3 credits)	30558, Test and repair automotive electrical circuits (Level 3, 5 credits)
5746, Identify and prevent corrosion in the motor industry (Level 3, 3 credits)	23999, Reinstate vehicle body corrosion protection in the automotive industry (Level 3, 4 credits)
5763, Identify and dispose of hazardous waste materials in the motor and related industries (Level 3, 3 credits)	21718, Demonstrate knowledge of hazardous materials used in the motor industry (Level 2, 2 credits)
5768, Remove and replace a motor vehicle fuel tank (Level 3, 2 credits)	23991, Remove and replace a motor vehicle fuel tank (Level 3, 2 credits)

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19632, Identify, select, and use adhesives and sealants for vehicle bodywork applications	23990, Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks (Level 3, 2 credits)
19632, Identify, select, and use adhesives and sealants for vehicle bodywork applications (Level 3, 3 credits)	22802, Use adhesives and sealants for vehicle bodywork applications (Level 3, 3 credits)
21907, Demonstrate knowledge of welding principles and quality control and safe welding practice under supervision (Level 2, 4 credits)	30570, Demonstrate knowledge of welding in the motor industry (Level 3, 3 credits)
914, Metal-arc gas shield (MIG) weld automotive components (Level 3, 4 credits), *and* 5771, Use and maintain a metal-arc gas shield (MIG) welding plant in the motor industry (Level 4, 5 credits)	23992, Use a gas metal arc welding plant in the automotive and related industries (Level 3, 3 credits)
975, Design a wiring harness for a particular automotive application (Level 4, 4 credits)	31126, Manufacture and install an automotive wiring harness (Level 4, 10 credits)
2340, Demonstrate knowledge of pneumatic system principles and operation for heavy vehicles and equipment (Level 3, 6 credits)	31233, Describe automotive pneumatic principles and systems (Level 3, 6 credits)
5746, Identify and prevent corrosion in the motor industry (Level 3, 3 credits)	23998, Demonstrate knowledge of vehicle body corrosion and anti-corrosion procedures in the collision repair industry (Level 3, 4 credits)
5755, Remove and refit a vehicle dash panel and adjacent fittings (Level 4, 6 credits)	23980, Demonstrate knowledge of removing and replacing vehicle dashboard panels and adjacent fittings (Level 4, 3 credits)
5764, Repair a damaged glass fibre reinforced plastic panel (GRP) using a repair kit in the motor industry (Level 3, 4 credits)	23986, Demonstrate knowledge of glass reinforced plastic (GRP) and working with GRP repair kits for motor vehicles (Level 4, 2 credits), *and* 23987, Repair a damaged motor vehicle panel using glass reinforced plastic (GRP) (Level 4, 2 credits)
5777, Demonstrate knowledge of estimate and quotation procedures in the motor and related industries (Level 5, 6 credits)	31065, Demonstrate knowledge of estimates and quotations in the automotive industry (Level 4, 3 credits)

16114, Demonstrate knowledge of vehicle security systems and their installation (Level 3, 4 credits), *and* 24121, Demonstrate knowledge of vehicle body electronic control safety systems, and testing and rectifying faults (Level 4, 3 credits), *and* 24122, Demonstrate knowledge of vehicle body electronic control security systems, and testing and rectifying faults (Level 4, 3 credits), *and* 24123, Demonstrate knowledge of vehicle comfort and entertainment electronic control systems, and testing and rectifying faults (Level 4, 3 credits)	31062, Demonstrate knowledge of automotive body electrical and electronic systems (Level 4, 6 credits)
24319, Demonstrate knowledge of hydrostatic transmission drives, and testing and diagnosing faults, on plant or machinery (Level 3, 2 credits)	31276, Demonstrate knowledge of heavy vehicle and machine hydraulic systems (Level 4, 6 credits)

Any other previous accredited learning can be applied for following Te Kawa Maiorooro 2023 Part 3: Recognising prior knowledge and skills. A comparison of learning outcomes against unit standard competencies will be carried out by a qualified assessor and credit awarded where the competencies are met.

Previous informal learning will be awarded via the recognition of prior learning assessment procedure. Ākonga will compile/demonstrate evidence of previous learning for consideration by a qualified and experienced assessor. Credit will be awarded where the competencies are evidenced and met.

Refer supporting documentation folder:

11. Section 10 - *Credit Recognition Transfer* and section 6 – *Register of Assessors* example

Supporting documents:
☒ Relevant policies and procedures from the QMS

How learners will be informed about programme requirements

Te Pūkenga - MITO marketing material provides a realistic picture of the likely ākonga experience, including how the programme will be delivered, the expected workload, assessment approaches and information on available ākonga support and guidance

Te Pūkenga - MITO provides information for the ākonga on training packages, on-job training, practical assessments, off-job training, resources, supporting literacy and numeracy in the workplace, the educational pathway relevant to the programme, tracking progress and programme support.

Ākonga have specific requirements under the tripartite training agreement that must be understood before ākonga sign the agreement. Programme information documents will be detailed prior to signing of the agreement and they will be available for the ākonga to review.

Te Pūkenga - MITO establishes working relationships with ākonga and employers. Ākonga and their employers will be inducted into Te Pūkenga - MITO systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the LMS to get the best learning possible to assist in completion of

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their programme.

Ākonga receive reports regarding their completed assessments. If there is further evidence required they are advised what sections need resubmission. When assessments are passed results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Training advisors connect with ākonga and their employers quarterly to discuss progress and set goals. Ākonga and supervisors also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

3. Portal screenshot example
5. Coachbuilding Standard Employer Learner Induction example
8. Programme Enquiry Report example
9. Training Agreements
12. Te Pūkenga - MITO website – Coachbuilding marketing material example
18. QMS Section 7
19. Coachbuilding L3 Training Guide example

Supporting documents:
☒ Ākonga information

Normal progression within the programme

Enrolment can commence at a time suitable for both ākonga and employer. Regardless of delivery mode, ākonga are in full time employment and supported in their learning by Te Pūkenga - MITO. Off-job training courses can be arranged within Te Pūkenga where required to fill any learning and assessment gaps that may not be achievable in the workplace.

All ākonga will have the opportunity to repeat learning where mutually agreed by the employer, ākonga and Te Pūkenga - MITO. Ākonga will in most cases follow the normal progression of learning with adjustments made for any recognition of prior learning, this may be adjusted when mutually agreed by ākonga, employer and Te Pūkenga - MITO. Ākonga progression is monitored through Te Pūkenga - MITO's pastoral care and where required, additional support is given by Te Pūkenga - MITO industry mentors or Te Pūkenga - MITO Kaiwhakamanawa for Māori ākonga.

When ākonga are not successful in assessment, they have the ability to resubmit assessments that contain additional evidence of competency. Ākonga will be supported and receive constructive feedback to assist their learning journey during this time.

The programme consists of 11 courses. In 6 courses, assessment against all of the unit standards are compulsory. Ākonga will complete the remaining 5 courses, however they will choose assessment based on the elective unit standards. The selection of the appropriate unit standards for each ākonga will be based on the nature of work within their workplace. As not all workplaces carry out exactly the same type of activities given the nature of the industry, flexibility within the programme caters for this. This has always been the case for workplace learning programmes and aligns with the 'General conditions for the programme'.

Refer supporting documentation folder:

9. Training agreements
18. QMS Sections 6 and 7
19. Coachbuilding L3 Training Guide example

Supporting documents:
☒ Relevant QMS policies and procedures

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6. Assessment

Programme Approval Criterion 6: Assessment and moderation
Provider Accreditation Criterion 1: Assessment and moderation

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and training. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for developmental purposes
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pūkenga - MITO has a commitment to supporting ākonga in achieving to their full potential through quality assessment, which should:

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and training.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and training therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of Te Pūkenga - MITO's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving

All assessment in this programme is based on unit standards. Assessment material will be pre-assessment moderated by the relevant standard setting body before it is used to assess ākonga competency. This material will be hosted on the Te Pūkenga - MITO LMS. All relevant sections of the SSB's *Consent and Moderation Requirements (CMR)* for the unit standards (such as assessors holding unit standard 4098) will be met.

Where evidence is gathered from the workplace, the direct supervisor of ākonga will be required to verify the authenticity of the evidence prior to assessment submission. To ensure authenticity of theory evidence gathered online, ākonga may also be required to answer verbal questions by an assessor. In both cases, the assessment structure will be at the level and complexity appropriate to the unit standard(s) as determined by pre-assessment moderation by the relevant standard setting body. All assessment will be conducted by Te Pūkenga - MITO registered assessors who are registered through a formal application and approval process. Assessors will hold the relevant qualifications and experience as detailed within the CMR. Assessors will use evidence guides/model answer guides to assess ākonga submissions as approved for use by the SSB during the pre-assessment moderation.

The assessor determines whether the evidence shows that ākonga have met the requirements of the unit standard and provides feedback to ākonga on their assessment results. Where the assessor decision is 'Achieved', assessment results are recorded and reported to Te Pūkenga - MITO. In the case of a 'Not Achieved' result, the assessor will provide ākonga constructive

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feedback and advice on what learning or additional evidence is required to determine competency.

Refer supporting documentation folder:

1. AM & EG example
4. Coachbuilding workplace verifier example
11. Section 6.7, 8.5 and 9 *Register of Assessors, Assessment, and Internal Moderation* policy example
13. Assessor application form examples
21. Assessor CoP-Handbook examples
NZQA CMR 13
NZQA CMR 14

Supporting documents:

☒ Sample assessment and marking guide

☒ Assessor application forms to demonstrate assessor compliance with CMR

Assessment procedures

All assessment in this programme is based on unit standards (assessment of competency) and will meet the SSB's CMR.

Competency based assessment will be graded as:

- A – Achieved
- NA – Not Achieved

When ākonga receive a Not Achieved result, they will be provided constructive feedback and given the chance to gather further evidence for resubmission. Results are reported back to ākonga within 15 working days of submission. Credit will then be registered with NZQA by Te Pūkenga - MITO.

Ākonga have the right to appeal an assessment decision following the procedures contained within the assessment material. The appeal must be in writing and lodged within 20 days of assessment. Ākonga will receive an appeal decision from Te Pūkenga - MITO within 10 working days.

Ākonga have the right to submit assessments in te reo. Te Pūkenga - MITO will either use an accredited translator or in-house expertise where there is resource capability to assist in the assessment process.

Refer supporting documentation folder and links:

4. Coachbuilding workplace verifier example
11. Section 8 and 9 of the *Register of Assessors, Assessment, and Internal Moderation* policy example
17. Assessment information (LMS) example
18. QMS Section 6
19. Coachbuilding L3 Training Guide example
21. Assessor CoP-Handbook examples
Ākonga Concerns and Complaints Policy
Ākonga Appeals Policy

Supporting documents:

☒ Assessment policies and procedures from the QMS

☒ Student or Programme handbook outlining assessment procedures

7. Moderation

The purpose of Te Pūkenga - MITO moderation systems is to ensure that assessment is consistent with the National Standard, fair and valid, and that assessors are making consistent judgements about ākonga performance. Moderation is an assessment quality management tool.

- Moderation is a sampling exercise to determine the degree of assessment variance from the National Standard.
- Moderation involves both pre-assessment moderation (of assessment tools) and post-assessment moderation of the assessor decision, and the assessment material (if required).
- Pre-assessment moderation is based on moderating whether the assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of the outcome(s)/unit standard they are being assessed against and will be undertaken by the SSB .
- Post-assessment moderation is based on moderating whether the:
  - assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of outcomes of the unit standard they are being assessed against
  - assessment decisions are consistent with the National Standard.
- The moderation process is a tool that can be used to up-skill and educate assessors and organisations.
- The moderation process is based on trust between the submitting organisation/Registered Assessor and MITO.
- Moderation is an ongoing process of feedback between assessors/organisations and Te Pūkenga - MITO about assessment process and assessment tools.
- Moderation staff must have obtained credit for Assessment of Learning: Unit standard 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills
- The SSB's external moderation requirements as detailed in the relevant CMR will be complied with including any requests for post-assessment moderation and associated deadlines

Each year, Te Pūkenga - MITO will analyse information from registered assessors, the Te Pūkenga network and Te Pūkenga - MITO staff as to whether assessment against any particular unit standards would benefit from moderation.

Using the information received, Te Pūkenga - MITO will determine whether there is a need for any unit standards to be the focus of moderation for the year. If so, the unit standards will be selected as 'focus unit standards' and moderation during the year will be concentrated on them.

The following is considered when selecting focus unit standards:

- The risk of inconsistent interpretation of the standard's requirements
- The risk of variance in quality of evidence for award of credit (i.e. a particular quality of workmanship must be met for credit to be awarded)
- The risk to health and safety
- Industry assessment of risk unit standards
- Unit standard usage (unit standards with the highest usage and/or unit standards not previously assessed may be selected as priorities)
- How new the unit standards or those included in new programmes or qualifications are
- Concerns with individual unit standards arising from previous moderation periods
- Unit standard levels (higher-level unit standards present higher risk).

Focus unit standards will not preclude moderation of alternative unit standards taking place if it is considered necessary to facilitate consistency with the National Standard.

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Moderation Plan

Course	Internal		External	
Applicable to all courses	Pre-assessment	Post-assessment	Pre-assessment	Post-assessment
	Prior to first delivery; thereafter following significant change	*Following first delivery; thereafter according to annual plan*	*Prior to first delivery; thereafter following significant change*	*As called for by the standard setting body*

Refer supporting documentation folder:

11. Section 13 of the *Register of Assessors, Assessment, and Internal Moderation* policy example
14. Post-assessment moderation report example
15. WDC pre-moderation report example (HAR)
16. Moderation plan example
17. Assessment information (LMS) example
18. QMS Section 6
[NZQA CMR 13](#)
[NZQA CMR 14](#)

Supporting documents:
☒ Indicative internal and external annual moderation plan
☒ Student or Programme handbook outlining assessment procedures

8. Staffing and Resources

Provider Accreditation Criterion 2: Resources

Te Pūkenga - MITO Training Advisors

Te Pūkenga - MITO training advisors establish working relationships with ākonga and their employers (including supervisors and workplace assessors). This begins with ākonga enrolment into a particular programme through to their completion of that programme.

Extract from Te Pūkenga - MITO Training Advisor Position Description

The Training Advisor is responsible for promoting, implementing, co-ordinating and monitoring training arrangements that will enable Te Pūkenga - MITO to meet negotiated targets and support workforce development strategies.

Key result areas include:

- *Proactively manages and supports ākonga credit achievement and qualification completion by regular monitoring of ākonga progress and individual follow-up.*
- *Effectively facilitates, co-ordinates, markets and manages Te Pūkenga - MITO training opportunities and arrangements within a region according to standard operating procedures.*
- *Develops and manages external regional industry networks and provides administrative support of such networks to contribute to the effective maintenance and targeted expansion of Te Pūkenga - MITO's customer base.*
- *Promotes Te Pūkenga - MITO products and services to key target groups and provides quality customer services that support and add value to existing or potential customers.*
- *Analyses, prepares and presents regional reports against negotiated outcomes for the region, including recommending any improvements.*

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- MITO Registered Assessors assess ākonga against the unit standards, programmes and/or qualifications in their scope. The registered assessor scope relates to industry areas in which they are considered a technical expert. MITO Registered Assessors must:
  - hold unit standard 4098 – Use standards to assess candidate performance
  - have at least three years' experience in the previous five years in the area of their assessing scope, or equivalent as determined by MITO
  - provide a CV and/or other documentation including qualifications to show that they have the skill and knowledge appropriate to assess against the unit standards and/or programmes/qualifications in their assessing scope
  - comply with the assessment conditions and qualification requirements stated in the relevant unit standards and Consent and Moderation Requirements (CMR).
- MITO Moderators are responsible for the consistent application of MITO's moderation systems while championing quality, both internally and externally. MITO Moderators must have:
  - a relevant tertiary qualification
  - in-depth knowledge of the New Zealand Qualifications Framework, specifically related to industry training
  - substantive experience in moderating assessments that use NZQA assessment standards
  - experience in the education sector essential, specifically at the tertiary level
  - experience in designing, implementing and managing quality management systems
  - project management and relationship management experience
  - experience in policy development and implementation.

Support services

Literacy and Numeracy

The TEC Embedded Literacy and Numeracy (ELN) assessment tool provides an indication of ākonga current abilities and acts as a guide for the WBL Division as to the support ākonga may require. This occurs at the time of enrolment. If it is identified that ākonga will benefit from support with literacy and numeracy, all parties must be in agreement and committed to completing the agreed support plan which may include the use of specialised providers.

Ākonga Support Mentors

Mentors may be used where intensive additional support is required for individual ākonga. Support includes mentoring ākonga to develop the skills and confidence to operate their programmes independently. Mentors also have an understanding of adult learning methodologies such as experiential, self-directed, collaborative, problem-based, and transformative learning. Mentors can be:

- Technical mentors – offer technical experience and knowledge, guiding ākonga through technical components of their programmes. These mentors will have technical expertise, hold technical qualifications (or equivalent industry experience).
- Kaiwhakamanawa mentors – offer the cultural skills to ākonga cultural identity. They will have the cultural expertise, and have strong cultural connection to their communities. They will support ākonga through their cultural competency and capability.

Refer supporting documentation folder:

19. Coachbuilding L3 Training Guide example
20. Extract on rescuing employment terminations from *Te Pūkenga - MITO Workforce Development Group Operational Procedures Manual*

Supporting documents:

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☒ Ākonga/Programme handbook

Provision of pastoral care

> **Pastoral Care**
>
> Te Pūkenga - MITO's pastoral care responsibility is founded on:
>
> - Creating and maintaining positive professional relationships with ākonga
> - Respecting diversity and the differing needs and requirements of ākonga
> - Responsibility in providing the best possible service to ākonga.
>
> Te Pūkenga - MITO provides pastoral care for the programme delivery mode which is primarily conducted by training advisors and includes regular visits, usually quarterly, and more often if required. Engagement with supervisors and workplace assessors is ongoing through workplace visits, ākonga progress reporting and any additional support required. Employers have access to portals to track ākonga progress.
>
> Visits to the workplace are generally scheduled so ākonga and supervisors can be prepared in advance.
>
> **Ākonga guidance and support**
>
> Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care built on the foundation of existing services across the network. Te Pūkenga – MITO will ensure that resources and services are available for all work-based ākonga. These include
>
> - ākonga support services
> - support for ākonga Māori
> - support for Pacific ākonga
> - support for ākonga with disabilities
>
> All teaching and support teams adhere to the Tertiary and International Ākonga Code of Practice.
>
> **Refer supporting documentation folder:**
>
> 3. Portal screenshot example
> 9. Training Agreements
> 18. QMS Section 7

Supporting documents:
☒ Relevant policies and procedures from the QMS
☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party

Site-specific delivery

> To be accepted into this programme, ākonga must be employed, as the predominance of learning and practical evidence for assessment comes from the experience and knowledge gained in the workplace.
>
> Programme delivery therefore is site-specific to the workplace with some variation dependent on ākonga and employer modes of delivery needs.

9. Programme review

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Programme Approval Criterion 7: Programme review
Provider Accreditation Criterion 4: Programme review

Processes and procedures to review programme performance and monitor improvements following reviews

Te Pūkenga - MITO programmes are subject to ongoing evaluation of individual courses as well as the entire programme. Evaluations include programme stakeholders such as ākonga, employers, training advisors, providers and other industry stakeholders.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga - MITO. Therefore, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga - MITO's quality assurance framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga - MITO is held accountable to its ākonga, employers, funding bodies, quality assurance bodies and other interested parties through internal and external evaluation processes which include some or all of the following:

- Ākonga generated course evaluation
- Programme evaluation and annual reporting
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry advisory group engagement

Refer supporting documentation folder:

11. Section 8.6 of the *Register of Assessors, Assessment, and Internal Moderation* policy example
15. WDC pre-moderation report example (HAR)
18. QMS Section 5.3
22. Post-Implementation Programme Review - Coachbuilding Level 3
23. Coachbuilding – Ākonga Feedback

Supporting documents:
☒ Relevant policies and procedures from the QMS
☒ Evidence of quality assurance approval of the programme assessments

10. Consistency of Graduate Outcomes

Policies and procedures in place to assure and participate in the monitoring of consistency of qualification achievement by learners

Te Pükenga - MITO will participate in the monitoring of consistency of graduates in line with the qualifications graduate profile outcomes (GPO). Consistency review evidence will comprise programme reviews, quality assurance activities, destination data, graduate and employer feedback, and where appropriate for the programme high level industry feedback/endorsement.

Feedback from graduates and employers will be obtained through tools such as surveys that are based on the GPOs. This feedback will be analysed to ensure the requirements of the GPOs are being met. Graduate destination data is collected, reviewed and analysed to gain an understanding of the graduate destination and how ākonga are benefited through completion of the programme.

Refer supporting documentation folder:

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18. QMS Section 5.3

Supporting documents:

☒ Relevant policies and procedures from the QMS

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Appendix 1 - Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

The order of courses and assessment selection will depend on workplace variations. There is no mandatory sequence in terms of completing the following courses, but it is expected that ākonga complete their Level 3 qualification prior to starting their Level 4 programme.

1 - FUNDAMENTALS

Course code		Level	3	Credits	21
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			210

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop business practice knowledge required for workshop safety along with the skills and competencies required to be efficient and effective in following safe work practices in a coachbuilding workplace.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
1. Demonstrate knowledge of hazardous materials used in the automotive industry.	• Managing hazardous substances in the workplace • Storing hazardous substances • Working safely with hazardous materials • Effects of hazardous waste on the environment including people, ozone layer, plants and waterways • Emergency handling procedures • Legislation for using, storing and disposing of waste which may include paint materials, chemicals, solvents, lead dust, masking materials, plastic materials, filler dust.
2. Demonstrate knowledge of good work habits and safe work practices in the automotive industry	• Following instructions, policies and procedures in the workplace which may include adhering to the workplace health and safety, manufacturer's specifications, warranties, replacement parts policies, supervisory and work inspection requirements, importance of documentation and legislative requirements • Time management which may include goal setting, prioritising, estimating time, setting deadlines and comparing current use of time with priorities. • Privacy and guarantees

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	• The Health and Safety at Work Act and Codes of Practice including duty to ensure workplace and own health and safety so far as is reasonably practicable, duty to ensure their actions or omissions do not harm anyone else, duty to follow PCBU's instructions about health and safety matters, duty to cooperate with reasonable health and safety policies and procedures notified to workers and duty of care • Personal protective equipment including protection for the body, head, hair, eyes, ears, lungs, hands, limbs and feet • Precautions to take when working in an automotive workplace • Workplace ventilation, lighting and space • Safety around materials and vehicles • The effects accidents can have on workplace operations including minor, major, short term and long term.
3. Demonstrate good work habits and safe work practices in the automotive industry	• Timekeeping including start and finish times, breaks • Prioritising of tasks in accordance with supervisor instructions • Accurate record of work carried out including time spent, parts and consumables used • Keeping the workspace clean and tidy • Knowing the location of fire extinguishers and medical first aid kits • Personal protection of self and fellow workers • Areas that are out of bounds to the public.
4. Demonstrate knowledge of customer service requirements and business responsibilities in the automotive industry	• Importance of customer satisfaction for the company, including benefits in monetary terms, company reputation, and customer retention • Methods for greeting customers with polite language, appropriate welcoming phrases, and non-verbal communication • Accurately recording customer inquiries and identifying information necessary for customer files • Consumer legislation and understanding responsibilities towards customer safety at business premises, including driving vehicles or machinery and entering workshop environments • Responsibilities related to vehicle safety and compliance, such as Warrant of Fitness (WoF) and Certificate of Fitness (CoF) requirements • Instances where customer inquiries should be referred to experienced staff for handling.
5. Demonstrate knowledge of motor	• Common uses of ferrous and non-ferrous metals used in the motor industry, such as mild steel,

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industry engineering tasks	high-strength steel, high-speed steel, and boron steel; aluminium, chromium, and magnesium • Plastic or composite materials commonly used in the motor industry, such as acrylonitrile butadiene styrene (ABS), nylon, polyethylene, and carbon fibre • Different types of fasteners and their use in automotive applications, including adhesives, bolts, nuts, pins, plastic and metal body clips, rivets, rivnuts, screws, and studs • Hand threading tools including taps and dies • Types of twist drills used in the motor industry, including Morse taper and parallel shank drills • Correct drill speeds and cutting fluid for various materials and applications.
6. Demonstrate knowledge of tools and equipment used in the motor industry	• Hand tools and their use, including allen keys, chisels, files, hacksaw, hammers, pliers, punches, screwdrivers, socket sets, spanners, wire brushes, and tin snips • Power or pneumatic tools used such as drills, grinders, polishers, sanders, and impact guns with sockets • Workshop equipment and their use, including air compressors, buffs, cleaning equipment, exhaust extractors, floor creepers, hoists, inspection lights, jacks, lifting equipment, presses, protective covers, pullers, soldering equipment, axle stands, vehicle alignment equipment, and welding or heating equipment • precision measuring equipment and their use, including torque wrenches, dial test indicators (DTI), micrometers, vernier calipers, feeler gauges, straight edges, and telescopic gauges.
7. Demonstrate knowledge of welding in the motor industry	• Preparing metal before welding • Welding faults and their causes, such as undercut, lack of penetration, lack of fusion, porosity, excessive spatter, and distortion • Different types of welded joints, including lap joints, butt joints, tee joints, and plug welds • Effects welding may have on a vehicle's electronic systems • Oxygen Acetylene Welding, which may include brazing, fusion welding, soldering, heating, and cutting and the set-up and shutdown procedures for OAW equipment • Gas Metal Arc Welding, including machine set-up, electrode wire selection, wire drive system, shielding gas supply, stick-out length, travel speed, nozzle angle, voltage setting, wire speed, work clamp and shielding gases used for different metals in GMAW applications • Gas Tungsten Arc Welding, including machine set-

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	up, tungsten electrode selection, amperage setting, torch configuration, shielding gas supply, torch angle, work clamp and shielding gases used for different metals in GTAW applications.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with practically demonstrating good and safe work habits. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
21718	Demonstrate knowledge of hazardous materials used in the automotive industry	3	2	2
29579	Demonstrate knowledge of good work habits and safe work practices in the automotive industry	2	4	2
29580	Demonstrate good work habits and safe work practices in the automotive industry	2	4	2
29582	Demonstrate knowledge of customer service requirements and business responsibilities in the automotive industry	2	4	3
30475	Demonstrate knowledge of motor industry engineering tasks	1	2	2
30476	Demonstrate knowledge of tools and equipment used in the motor industry	1	2	2

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| 30570 | Demonstrate knowledge of welding in the motor industry | 1 | 3 | 3 |

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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2 – STEERING, BRAKE AND SUSPENSION SYSTEMS

Course code		Level	3	Credits	9
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			90

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to repair steering and suspension systems and brake systems in a coachbuilding workplace.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
1. Demonstrate knowledge of steering and suspension systems	• Heavy vehicle steering systems and geometry • Suspension system fundamentals and components • Air suspension
2. Demonstrate knowledge of automotive tyres and wheels	• Commercial and heavy vehicle tyres • Tyre thread wear patterns • Tyre faults • Wheels
3. Demonstrate knowledge of brake systems	• Types of brake systems and components • Vehicle braking ratios • Brake system operation • Electronic brake systems • Brake fluid

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

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Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
30566	Demonstrate knowledge of steering and suspension systems	1	2	3
30567	Demonstrate knowledge of automotive tyres and wheels	1	3	3
30568	Demonstrate knowledge of brake systems	1	4	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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3 – DRIVELINE SYSTEMS

Course code		Level	3	Credits	4
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			40

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required for working with driveline systems in the coachbuilding industry.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of final drivelines and final drives	• Driveline layouts • Driveline systems • Final drives

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
30561	Demonstrate knowledge of final drivelines and final drives	1	4	3

Ngā Rauemi Ako | Learning Resources

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

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Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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4 – FUEL SYSTEMS

Course code		Level	3	Credits	2
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			20

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge of the construction, components, safety requirements and removing and replacing fuel tanks in the automotive industry.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks	• Construction of fuel tanks • Health and safety

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23990	Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks	4	2	3

Ngā Rauemi Ako | Learning Resources

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

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Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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5 – ELECTRICAL SYSTEMS

Course code		Level	3	Credits	38
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based		Total learning hours (See course delivery documentation for detailed breakdown)		360

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies needed for working with electrical and electronic systems, including electric vehicles.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
1. Service an automotive battery	• Charging an automotive battery • Replacing automotive batteries • Jump-starting a vehicle or machine
2. Test and repair automotive electrical circuits	• Testing and repairing automotive electrical circuits
3. Demonstrate knowledge of automotive charging and starting systems	• Fundamentals • Charging systems • Starting systems
4. Demonstrate knowledge of automotive lighting	• Automotive bulbs • Legislation and procedures
5. Demonstrate knowledge of an automotive air conditioning system	• Refrigeration principles • Air conditioning systems
6. Demonstrate knowledge of hybrid electric and battery electric vehicles or machines	• Safety requirements for hybrid and electric vehicles • System components • Battery technology
7. Demonstrate knowledge of the principles and testing of automotive electrical circuits	• Electrical principles • Electrical measurements • Types of electrical circuits • Electrical circuit faults • Electrical circuit components • Electrical wiring diagrams • Testing equipment • Testing electrical circuits
8. Demonstrate knowledge of vehicle or machine batteries	• Automotive batteries • Battery care and maintenance

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9. Demonstrate knowledge of a supplemental restraint system	• Supplemental Restraint Systems • Electronic protection
10. Demonstrate knowledge of automotive wiring harness design and manufacture	• Automotive wiring harness design • Terminals and circuit protection • Wiring looms

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with servicing automotive batteries and the repair of electrical circuits. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
30556	Service an automotive battery	1	3	3
30558	Test and repair automotive electrical circuits	1	5	3
30563	Demonstrate knowledge of automotive charging and starting systems	1	4	3
30564	Demonstrate knowledge of automotive lighting	1	3	2
30565	Demonstrate knowledge of an automotive air conditioning system	1	4	3
30569	Demonstrate knowledge of hybrid electric and battery electric vehicles or machines	1	3	3
30571	Demonstrate knowledge of the principles and testing of automotive electrical circuits	1	6	3
30572	Demonstrate knowledge of vehicle or machine batteries	1	3	2

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30573	Demonstrate knowledge of a supplemental restraint system	1	3	2
31128	Demonstrate knowledge of automotive wiring harness design and manufacture	1	4	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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6 – BODY WORK

Course code		Level	3	Credits	26
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			260

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop skills and knowledge required for filling and sanding and using adhesives when doing body work on coachbuilding vehicles.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Fit a range of exterior body parts to vehicles in the coachbuilding industry	• Fitting exterior body parts
2. Demonstrate knowledge of preparing a vehicle body surface for painting, feather edging and preparing bare metal	• Paint preparation • Surface preparation • Materials and safety • Identifying metals • Procedures for preparing bare metal
3. Demonstrate knowledge of fillers, and filling and sanding a repair in the motor industry	• Motor body fillers • Filling and sanding
4. Demonstrate knowledge of adhesives and sealants used in the automotive industry	• Tools, products and equipment • Adhesives and sealants
5. Use adhesives and sealants for vehicle bodywork applications	• Adhesive bonding • Using sealants
6. Reinstate vehicle body corrosion protection in the automotive industry	• Body corrosion protection
7. Demonstrate knowledge of automotive spray guns, spraying and spray gun defects, and spray gun maintenance	• Spray gun parts • Spray gun operation • Operator instructions • Spray gun defects • Correct use • Cleaning and maintenance

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Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with fitting a range of vehicle bodywork. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
11709	Fit a range of exterior body parts to vehicles in the coachbuilding industry	5	10	3
21702	Demonstrate knowledge of preparing a vehicle body surface for painting, feather edging and preparing bare metal	4	2	3
21705	Demonstrate knowledge of fillers, and filling and sanding a repair in the motor industry	3	2	3
22801	Demonstrate knowledge of adhesives and sealants used in the automotive industry	4	3	3
22802	Use adhesives and sealants for vehicle bodywork applications	3	3	3
23999	Reinstate vehicle body corrosion protection in the automotive industry	3	4	3
24008	Demonstrate knowledge of automotive spray guns, spraying and spray gun defects, and spray gun maintenance	4	2	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

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Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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7 – GLASS AND FITTINGS

Course code		Level	3	Credits	18
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			180

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge and skills required for vehicle glazing and fitting interior fittings in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Fit interior fittings in vehicles in the coachbuilding industry	• Fitting interior fittings
2. Demonstrate knowledge of automotive glass	• Glass types, uses and location • Safety and handling • Installation preparation • Removing and installing glass
3. Fit automotive glass in a vehicle in the coachbuilding industry	• Fitting automotive glass

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with fitting glass and interior fittings. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

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Std no.	Title	Version	Credits	Level
11716	Fit interior fittings in vehicles in the coachbuilding industry	5	10	3
24085	Demonstrate knowledge of automotive glass	5	2	3
32155	Fit automotive glass in a vehicle in the coachbuilding industry	1	6	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

8 – GAS AND PLUMBING

Course code		Level	3	Credits	2
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			20

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the skills and knowledge required for gasfitting and plumbing work on vehicles in the coachbuilding industry.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of plumbing systems and gasfitting in the coachbuilding industry	• Plumbing systems • Water supply • Gasfitting requirements

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
32156	Demonstrate knowledge of plumbing systems and gasfitting in the coachbuilding industry	1	2	3

Ngā Rauemi Ako | Learning Resources

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

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Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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9a – INSTALL AND TEST PLUMBING

Course code		Level	3	Credits	4
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			40

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the skills and knowledge required for installing and testing a plumbing system on vehicles in the coachbuilding industry.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Install and test a plumbing system in a vehicle in the coachbuilding industry	• Installing plumbing systems • Testing plumbing systems

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include the installation and testing of plumbing systems. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and the unit standard.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
32157	Install and test a plumbing system in a vehicle in the coachbuilding industry	1	4	3

Ngā Rauemi Ako | Learning Resources

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

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Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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9b – PRINCIPLES OF HYDRAULICS

Course code		Level	3	Credits	4
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 3)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			40

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge and skills required to describe the principles of hydraulic or pneumatic systems in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of automotive hydraulic principles	• Hydraulic components include – hydraulic motor, hydraulic tank, hydraulic pump, control valves, hydraulic cylinder, actuators. • Components of the system • Principles of operation.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23927	Demonstrate knowledge of automotive hydraulic principles	2	4	3

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Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

10 – BUSINESS PRACTICES

Course code		Level	4	Credits	10
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			100

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop business practice knowledge required for estimates, quotes, warranties and guarantees along with the skills and competencies required to be efficient and effective in following procedures in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of warranties and guarantees that apply to the automotive industry	• Features of warranties and guarantees • Registration of warranties and guarantees • Legal requirements of warranties and guarantees • Promotion.
2. Demonstrate knowledge of estimates and quotations in the automotive industry	• Legal requirements of estimates and quotes • Charge out rates • Profitability • Record keeping.
3. Demonstrate knowledge of efficient and effective workplace procedures in mechanical engineering or fabrication	• Lean Manufacturing • Customer needs • Good workplace organisation practices • Time management • Verbal and written instructions.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

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Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
22789	Demonstrate knowledge of warranties and guarantees that apply to the automotive industry	3	4	4
29560	Demonstrate knowledge of efficient and effective workplace procedures in mechanical engineering or fabrication	1	3	2
31065	Demonstrate knowledge of estimates and quotations in the automotive industry	1	3	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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11 – CONSTRUCTION AND METALS

Course code		Level	3	Credits	24
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			240

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies related to vehicle body frame construction and body panelling and applying their knowledge in light fabrication trade practice in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of metals used on vehicles, and the effect of applying heat to metals.	• Location and uses of metals on vehicles • Metal identification methods, characteristics • Vehicle body shell construction methods, panel attachment methods, treatment methods • The effects of applying heat to mild steel, high-strength steels, low alloy (LA) steels, magnesium, boron steel, galvanised steel, aluminium, and stainless steel.
2. Demonstrate knowledge of vehicle body corrosion and anti-corrosion procedures in the collision repair industry.	• Types of corrosion include pitting, galvanic, scale, corrosion fatigue, rust bleed • Causes of corrosion include salt air and water corrosion, environmental, incorrect anticorrosion procedures during manufacture, incorrect repair procedures, use of incompatible metals • Anti-corrosion procedures and materials
3. Identify vehicle body frame construction and body panelling in the coachbuilding industry.	• Body types include bus, Luton, curtain side, refrigerated, demountable, motor home, tipping bodies, flat deck • Body panels include aluminium, panel steel, stainless steel, plastic, glass reinforced plastic • Framing, frame attachments, methods of assembling and aligning frames • Painting and anti-corrosion procedures • Attaching panelling to frame • Land Transport Rules.
4. Demonstrate and apply knowledge of intermediate light fabrication trade practice.	• Fabrication of four simple objects, each based on two or more of cylindrical, pyramidal, conical, square, or rectangular shapes using two different metals • Fabrication of one assembly incorporating at least two of the simple objects • Use of suitable tools, equipment and machinery • Quality control checks • Non-destructive testing

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Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with the fabrication of basic objects. This portfolio will include verification of practical evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
5743	Demonstrate knowledge of metals used on vehicles, and the effect of applying heat to metals	6	6	4
11710	Identify vehicle body frame construction and body panelling in the coachbuilding industry	5	4	4
23998	Demonstrate knowledge of vehicle body corrosion and anti-corrosion procedures in the collision repair industry	3	4	3
25706	Demonstrate and apply knowledge of intermediate light fabrication trade practice	2	10	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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12 – INTERIOR AND BODYWORK

Course code		Level	4	Credits	7
Pre-requisites	NIL	Co-requisites	NIL		
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			70

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to remove and replace vehicle dash panels and make panel repairs using glass reinforced plastic (GRP) in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of removing and replacing vehicle dashboard panels and adjacent fittings 2. Demonstrate knowledge of glass reinforced plastic (GRP) and working with GRP repair kits for motor vehicles 3. Repair a damaged motor vehicle panel using glass reinforced plastic (GRP)	• Removing and replacing vehicle dashboard panels and adjacent fittings • What GRP is and uses for it • Working with GRP repair kits • Preparing the panel for repair • Checking the repair is ready for painting.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with the repair of composite material. This portfolio will include verification of practical evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
23980	Demonstrate knowledge of removing and replacing vehicle dashboard panels and adjacent fittings	3	3	4
23986	Demonstrate knowledge of glass reinforced plastic (GRP) and working with GRP repair kits for motor vehicles	3	2	4
23987	Repair a damaged motor vehicle panel using glass reinforced plastic (GRP)	3	2	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

54

13 – ELECTRICAL

Course code		Level	4	Credits	9
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			90

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies needed for working with body electrical and electronic systems, including advanced driver assistance systems (ADAS).

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Demonstrate knowledge of automotive body electrical and electronic systems 2. Describe diagnosis and calibration of advanced driver assistance systems	• Accessory motors and electrical circuits • Gauges and instruments • Automotive body electronic systems • Advanced driver assistance systems (ADAS).

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio are theory questions conducted on the MITO LMS that are designed to provide evidence which meets the requirements of the course learning outcomes and unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31062	Demonstrate knowledge of automotive body electrical and electronic systems	1	6	4

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| 31997 | Describe diagnosis and calibration of advanced driver assistance systems | 1 | 3 | 4 |

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

56

14 – CALCULATIONS AND MEASUREMENTS

Course code		Level	4	Credits	7
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			70

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to perform calculations, interpret vehicle drawings and job specifications and produce a sketch with relevant measurements in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Describe fits, tolerances and metal bending allowances and perform calculations in the coachbuilding industry	• Fits and tolerances • Metal bending allowances • Measurements include circular, angular, area, volume, circumference, weight.
2. Interpret vehicle drawings and job specifications for coachbuilding, and produce a sketch with relevant measurements	• Interpreting job specifications and drawings, including areas, circumferences, tolerances, metal bending allowances, parameters, arcs, elevations, quantities, volumes; pictorial sketch, detailed construction drawings, third angle projection, and clarify any unclear instructions • Land Transport Rules • Sketching in accordance with job specifications.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with producing sketches using job specifications. This portfolio will include verification of practical evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

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Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
11711	Interpret vehicle drawings and job specifications for coachbuilding, and produce a sketch with relevant measurements	5	4	4
11717	Describe fits, tolerances and metal bending allowances and perform calculations in the coachbuilding industry	6	3	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

58

15 – FABRICATION

Course code		Level	4	Credits	34
Pre-requisites	NIL	Co-requisites	NIL		
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			340

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies needed to fabricate and assemble frames, sub-frames and floors, and make and fit exterior panels in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Measure, mark out, cut, assemble, and fit body framing in the coachbuilding industry 2. Measure, mark out, and make and assemble sub-frame for a vehicle in the coachbuilding industry 3. Make and fit floor to a vehicle sub-frame in the coachbuilding industry 4. Measure, mark out, cut, and fit exterior panels to vehicle framing 5. Make and fit a roof frame and panels to a vehicle in the coachbuilding industry	• Components include body framing, sub-frame, exterior panels, floor, exterior panels, roof frame and panels • Vehicle requirements • Engineering approvals • Selecting and procuring parts and material • Components include body framing, sub-frame, exterior panels, floor, exterior panels, roof frame and panels • Measuring • Legibly marking out • Cutting to size. • Components include body framing, sub-frame, exterior panels, floor, exterior panels, roof frame and panels • Drilling • Clamping • Welding • Mechanical fastenings • Rivets • Adhesives • Reinforcing and bracing • Painting and anti-corrosion procedures • Sealing

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Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include the fabrication, assembling and fitting of components. This portfolio will include verification of practical evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
11698	Measure, mark out, cut, assemble, and fit body framing in the coachbuilding industry	5	8	4
11699	Measure, mark out, and make and assemble sub-frame for a vehicle in the coachbuilding industry	5	6	4
11700	Make and fit floor to a vehicle sub-frame in the coachbuilding industry	5	6	4
11701	Measure, mark out, cut, and fit exterior panels to vehicle framing	5	7	4
11706	Make and fit a roof frame and panels to a vehicle in the coachbuilding industry	5	7	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

60

16A – WELDING OR BONDING						
Course code		Level	4	Credits	3 - 24	
Pre-requisites	NIL	Co-requisites	NIL			
Main programme	New Zealand Certificate in Coachbuilding (Level 4)					
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown.)			30 - 240	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to join body components in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Prepare to join components in the coachbuilding industry. (GPO 3)	• Selecting tools and equipment • Assembling, setting up, and maintaining equipment • Preparing components • Selecting consumables.
2. Join components in the coachbuilding industry. (GPO 3)	• Health and safety of self and surroundings • Joining components • Minimising damage to components • Cleaning joins.
3. Inspect and repair component joins in the coachbuilding industry. (GPO 3)	• Visual examination of joins • Repair of any defects.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include joining and repairing components by welding or bonding. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and between one to four of the unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

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Wehenga | Standards

One to four of the following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
2675	Weld aluminium in downhand positions using the gas metal arc welding process	8	6	3
2676	Weld stainless steel sheet using the gas tungsten arc welding process	9	6	3
2677	Weld aluminium in the downhand positions using the gas tungsten arc welding process	8	6	3
19638	Prepare and assemble vehicle body steel components by bonding	4	6	4
23992	Use a gas metal arc welding plant in the automotive and related industries	3	3	3

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

62

16B – HYDRAULICS AND PNEUMATICS					
Course code		Level	4	Credits	6 – 20
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown)			60 - 200

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to describe heavy vehicle and machine hydraulic or pneumatic systems or fit and test hydraulic or pneumatic components in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Describe the principles, systems, and operation of fluid power components in the coachbuilding industry. (GPO 2)	• Hydraulic components may include – pump, cylinder, valve, hose, accumulator • Pneumatic components may include – compressor, governor, unloader, air tanks, air dryer, emergency air supply, air lines, low pressure warning switch, filters, valves; check, safety, relay, quick release, breakaway, ratio, treadle, trailer control • Components of the system • Principles of operation.
2. Fit and test fluid power components in the coachbuilding industry. (GPO 2)	• Hydraulic components may include – pump, cylinder, valve, hose, accumulator • Pneumatic components may include – compressor, governor, unloader, air tanks, air dryer, emergency air supply, air lines, low pressure warning switch, filters, valves; check, safety, relay, quick release, breakaway, ratio, treadle, trailer control • Fitting component • Testing component for operation.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include theory questions conducted on the MITO LMS along with fitting and testing the	100%	All

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operation of components. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and between one to three of the unit standards.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

One to three of the following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31233	Describe automotive pneumatic principles and systems	1	6	3
31276	Demonstrate knowledge of heavy vehicle and machine hydraulic systems	1	6	4
32987	Fit and test hydraulic or pneumatic components in the coachbuilding industry	1	8	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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17A – WIRING					
Course code		Level	4	Credits	10
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based	Total learning hours (See course delivery documentation for detailed breakdown.)			100

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies needed to manufacture, install and produce a wiring diagram for a wiring harness in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Manufacture an automotive wiring harness in the coachbuilding industry. (GPO 2)	• Manufacturing four separate wiring harnesses. • May include engine management, interior lighting for a passenger coach, accessory fitment requiring the manufacture of a harness containing more than eight wires.
2. Install an automotive wiring harness in the coachbuilding industry. (GPO 2)	• Installation of four separate wiring harnesses. • May include engine management, interior lighting for a passenger coach, accessory fitment requiring the manufacture of a harness containing more than eight wires.
3. Produce a wiring diagram for an automotive wiring harness in the coachbuilding industry. (GPO 2)	• Production of a wiring diagram for four separate wiring harnesses. • Component identification and location, connector and terminal identification, wire identification by number or colour coding, legend.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include the design, manufacture and installation of a wiring harness. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and the unit standard.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

The following standard will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
31126	Manufacture and install an automotive wiring harness	1	10	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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17B – VEHICLE COMPONENTS						
Course code			Level	4	Credits	5 - 18
Pre-requisites	NIL		Co-requisites	NIL		
Main programme	New Zealand Certificate in Coachbuilding (Level 4)					
Delivery modes	Work-based		Total learning hours (See course delivery documentation for detailed breakdown.)			50 - 180

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to make and fit vehicle components in a coachbuilding workplace.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
1. Prepare to fabricate and assemble components in the coachbuilding industry. (GPO 3)	- Components may include vehicle doors, vehicle steps, wheel arches - Vehicle requirements - Engineering approvals - Select and procure parts and material
2. Measure, mark out and cut components for fabrication in the coachbuilding industry. (GPO 3)	- Components may include vehicle doors, vehicle steps, wheel arches - Measuring - Legibly marking out - Cutting to size.
3. Fabricate, assemble, and fit components in the coachbuilding industry. (GPO 3)	- Components may include vehicle doors, vehicle steps, wheel arches - Drilling - Clamping - Welding - Mechanical fastenings - Rivets - Adhesives - Reinforcing and bracing - Painting and anti-corrosion procedures - Sealing.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

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Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include the fabrication, assembling and fitting of vehicle components. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and between one to three of the unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

One to three of the following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
11702	Make and fit a vehicle door in the coachbuilding industry	5	8	4
11703	Make and fit vehicle steps in the coachbuilding industry	5	5	4
11707	Make and fit a wheel arch to a vehicle in the coachbuilding industry	5	5	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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17C – INTERIOR					
Course code		Level	4	Credits	4 - 12
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Coachbuilding (Level 4)				
Delivery modes	Work-based		Total learning hours (See course delivery documentation for detailed breakdown.)		40 - 120

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies required to fit out the interior of a customer's vehicle in a coachbuilding workplace.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
1. Prepare to fit out the interior of a vehicle in the coachbuilding industry (GPO 3)	• Fit out may include insulation and lining, climate and temperature controls, racks, lockers, seats, furniture, lighting, hygiene equipment, floor coverings, mouldings, trims • Vehicle requirements • Customer requirements • Select procure, and prepare parts and material
2. Fit out the interior of a vehicle in the coachbuilding industry. (GPO 3)	• Fit out may include insulation and lining, climate and temperature controls, racks, lockers, seats, furniture, lighting, hygiene equipment, floor coverings, mouldings, trims • Fitting components • Checking fit and operation • Grooming and preparation for customer.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment elements within this portfolio include the fabrication, assembling and fitting of interior vehicle components. This portfolio will include verification of practical evidence and is designed to meet the requirements of the course learning outcomes and between one to three of the unit standards.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

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

Wehenga | Standards

One to two of the following standards will be awarded upon successful completion of this course:

Std no.	Title	Version	Credits	Level
11705	Fit insulation and lining to a vehicle in the coachbuilding industry	5	4	4
11715	Fit out the interior of a passenger service or motor home type vehicle	5	8	4

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA		New course

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Appendix 2 - Course Learning Outcomes and Assessment Standards aligned with Qualification GPOs

Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1 — Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.	GPO 2 — Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.	GPO 3 — Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.	GPO 4 — Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.	GPO 5 — Manufacture vehicle components in the coachbuilding industry.
	Fundamentals	Aim	The aim of this course is to develop business practice knowledge required for workshop safety along with the skills and competencies required to be efficient and effective in following safe work practices in a coachbuilding workplace.						
		LO1	Demonstrate knowledge of hazardous materials used in the automotive industry.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 21718 - Demonstrate knowledge of hazardous materials used in the automotive industry; 29579 - Demonstrate knowledge of good work habits and safe work practices in the automotive industry; 29580 - Demonstrate good work habits and safe work practices in the automotive industry; 29582 - Demonstrate knowledge of customer service requirements and business responsibilities in the automotive industry; 30475 - Demonstrate knowledge of motor industry engineering tasks; 30476 - Demonstrate knowledge of tools and equipment used in the motor industry; 30570 - Demonstrate knowledge of welding in the motor industry.	√				
		LO2	Demonstrate knowledge of good work habits and safe work practices in the automotive industry.		√				
		LO3	Demonstrate good work habits and safe work practices in the automotive industry.		√				
		LO 4	Demonstrate knowledge of customer service requirements and business responsibilities in the automotive industry.		√				
		LO 5	Demonstrate knowledge of motor industry engineering tasks.			√			
		LO 6	Demonstrate knowledge of tools and equipment used in the motor industry.			√			
		LO 7	Demonstrate knowledge of welding in the motor industry.			√			
	Brakes, steering and suspension systems	Aim	The aim of this course is to develop the knowledge, skills and competencies needed to repair steering, suspension and brake systems in a coachbuilding workplace.						
		LO 1	Demonstrate knowledge of steering and suspension systems.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 30566 - Demonstrate knowledge of steering and suspension systems; 30567 - Demonstrate knowledge of automotive tyres and wheels; 30568 - Demonstrate knowledge of brake systems.		√			
		LO 2	Demonstrate knowledge of automotive tyres and wheels.			√			
		LO 3	Demonstrate knowledge of brake systems.			√			
	Driveline systems	Aim	The aim of this course is to develop the knowledge, skills and competencies required for working with driveline systems in the coachbuilding industry.						
		LO 1	Demonstrate knowledge of final drivelines and final drives.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 30561 - Demonstrate knowledge of final drivelines and final drives.		√			

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Course Code & Title			Course Aim & Outcomes	Assessment	Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.	Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.	Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.	Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.	Manufacture vehicle components in the coachbuilding industry.
					GPO 1	GPO 2	GPO 3	GPO 4	GPO 5
	Fuel systems	Aim	The aim of this course is to develop knowledge of the construction, components, safety requirements and removing and replacing fuel tanks in the automotive industry.						
		LO 1	Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 23990 - Demonstrate knowledge of motor vehicle fuel tanks and replacing fuel tanks.		√			
	Electrical systems	Aim	The aim of this course is to develop the knowledge, skills and competencies needed for working with electrical and electronic systems, including electric vehicles.						
		LO 1	Service an automotive battery.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 30556 - Service an automotive battery; 30558 - Test and repair automotive electrical circuits; 30563 - Demonstrate knowledge of automotive charging and starting systems; 30564 - Demonstrate knowledge of automotive lighting; 30565 - Demonstrate knowledge of an automotive air conditioning system; 30569 - Demonstrate knowledge of hybrid electric and battery electric vehicles or machines; 30571 - Demonstrate knowledge of the principles and testing of automotive electrical circuits; 30572 - Demonstrate knowledge of vehicle or machine batteries; 30573 - Demonstrate knowledge of a supplemental restraint system; 31128 - Demonstrate knowledge of automotive wiring harness design and manufacture.		√			
		LO 2	Test and repair automotive electrical circuits.			√			
		LO 3	Demonstrate knowledge of automotive charging and starting systems.			√			
		LO 4	Demonstrate knowledge of automotive lighting.			√			
		LO 5	Demonstrate knowledge of an automotive air conditioning system.			√			
		LO 6	Demonstrate knowledge of hybrid electric and battery electric vehicles or machines.			√			
		LO 7	Demonstrate knowledge of the principles and testing of automotive electrical circuits.			√			
		LO 8	Demonstrate knowledge of vehicle or machine batteries.			√			
		LO 9	Demonstrate knowledge of a supplemental restraint system.			√			
		LO 10	Demonstrate knowledge of automotive wiring harness design and manufacture.			√			
	Body work	Aim	The aim of this course is to develop skills and knowledge required for filling and sanding and using adhesives when doing body work on coachbuilding vehicles.						
		LO 1	Fit a range of exterior body parts to vehicles in the coachbuilding industry.	All LOs: Assessment portfolio (100%)	√	√			
		LO 2	Demonstrate knowledge of preparing a vehicle body surface for painting, feather edging and preparing bare metal.			√			

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Course Code & Title			Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5
		LO 3	Demonstrate knowledge of fillers, and filling and sanding a repair in the motor industry.		Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 11709 - Fit a range of exterior body parts to vehicles in the coachbuilding industry; 21702 - Demonstrate knowledge of preparing a vehicle body surface for painting, feather edging and preparing bare metal; 21705 - Demonstrate knowledge of fillers, and filling and sanding a repair in the motor industry; 22801 - Demonstrate knowledge of adhesives and sealants used in the automotive industry; 22802 - Use adhesives and sealants for vehicle bodywork applications; 23999 - Reinstate vehicle body corrosion protection in the automotive industry; 24008 - Demonstrate knowledge of automotive spray guns, spraying and spray gun maintenance.		√			
		LO 4	Demonstrate knowledge of adhesives and sealants used in the automotive industry.				√			
		LO 5	Use adhesives and sealants for vehicle bodywork applications.			√	√			
		LO 6	Reinstate vehicle body corrosion protection in the automotive industry.			√	√			
		LO 7	Demonstrate knowledge of automotive spray guns, spraying and spray gun defects, and spray gun maintenance.				√			
	Glass and fittings	Aim	The aim of this course is to develop the knowledge and skills required for vehicle glazing and fitting interior fittings in a coachbuilding workplace.							
		LO 1	Fit interior fittings in vehicles in the coachbuilding industry		All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 11716 - Fit interior fittings in vehicles in the coachbuilding industry; 24085 - Demonstrate knowledge of automotive glass; 32155 - Fit automotive glass in a vehicle in the coachbuilding industry	√	√			
		LO 2	Demonstrate knowledge of automotive glass							
		LO 3	Fit automotive glass in a vehicle in the coachbuilding industry			√	√			
	Gas and plumbing	Aim	The aim of this course is to develop the skills and knowledge required for gasfitting and plumbing work on vehicles in the coachbuilding industry.							
		LO 1	Demonstrate knowledge of plumbing systems and gasfitting in the coachbuilding industry.		All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 32156 - Demonstrate knowledge of plumbing systems and gasfitting in the coachbuilding industry.		√			
	Install and test plumbing	Aim	The aim of this course is to develop the skills and knowledge required for installing and testing a plumbing system on vehicles in the coachbuilding industry.							
		LO 1	Install and test a plumbing system in a vehicle in the coachbuilding industry.		All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 32157 - Install and test a plumbing system in a vehicle in the coachbuilding industry.	√	√			
		Aim	The aim of this course is to develop the knowledge and skills required to describe the principles of hydraulic or pneumatic systems in a coachbuilding workplace.							

Column headers (GPO descriptions):
- GPO 1: Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.
- GPO 2: Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.
- GPO 3: Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.
- GPO 4: Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.
- GPO 5: Manufacture vehicle components in the coachbuilding industry.

Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1 — Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.	GPO 2 — Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.	GPO 3 — Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.	GPO 4 — Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.	GPO 5 — Manufacture vehicle components in the coachbuilding industry.
	Principles of hydraulics and pneumatics	LO 1	Demonstrate knowledge of automotive hydraulic principles.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 23927 - Demonstrate knowledge of automotive hydraulic principles	√	√			
		LO 2	Describe automotive pneumatic principles and systems.		√	√			
	Business Practices	Aim	The aim of this course is to develop business practice knowledge required for estimates, quotes, warranties and guarantees along with the skills and competencies required to be efficient and effective in following procedures in a coachbuilding workplace.						
		LO1	Explain the difference between warranties and guarantees, and describe the features of those that apply to the coachbuilding industry.	All LOs: Assessment portfolio (100%) Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 22789 - Demonstrate knowledge of warranties and guarantees that apply to the automotive industry; 29560 - Demonstrate knowledge of efficient and effective workplace procedures in mechanical engineering or fabrication; and 31065 - Demonstrate knowledge of estimates and quotations in the automotive industry.			√		
		LO2	Explain the difference between estimates and quotations, and how to prepare them in the coachbuilding industry.				√		
		LO3	Explain efficient and effective workplace procedures in a coachbuilding organisation.				√		
	Construction and Metals	Aim	The aim of this course is to develop the knowledge, skills and competencies related to vehicle body frame construction and body panelling and applying their knowledge in light fabrication trade practice in a coachbuilding workplace.						
		LO1	Identify metals used on vehicles, and vehicle body shell metal construction methods including panel attachment and treatment, in the coachbuilding industry.	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 5743 - Demonstrate knowledge of metals used on vehicles, and the effect of applying heat to metals; 11710 - Identify vehicle body frame construction and body panelling in the coachbuilding industry; 23998 - Demonstrate knowledge of vehicle body corrosion and anti-corrosion procedures in the collision repair industry; and 25706 - Demonstrate and apply knowledge of intermediate light fabrication trade practice.				√	
		LO2	Describe types and causes of corrosion, and procedures taken to protect vehicle bodies during manufacture and repair in the coachbuilding industry.					√	
		LO3	Identify vehicle body frame construction and body panelling in the coachbuilding industry.					√	
		LO4	Fabricate basic objects in the coachbuilding industry					√	
	Interior and Bodywork	Aim	The aim of this course is to develop the knowledge, skills and competencies required to remove and replace vehicle dash panels and make panel repairs using glass reinforced plastic (GRP) in a coachbuilding workplace.						
		LO1	Repair a damaged vehicle panel using glass reinforced plastic (GRP) in the coachbuilding industry.	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 23980 - Demonstrate knowledge of removing and replacing vehicle dashboard panels and adjacent fittings; 23986 - Demonstrate knowledge of glass reinforced plastic (GRP) and working with GRP repair kits for motor vehicles; and 23987 - Repair a damaged motor vehicle panel using glass reinforced plastic (GRP).				√	

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Course Code & Title			Course Aim & Outcomes	Assessment	Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.	Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.	Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.	Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.	Manufacture vehicle components in the coachbuilding industry.
					GPO 1	GPO 2	GPO 3	GPO 4	GPO 5
	Electrical	Aim	The aim of this course is to develop the knowledge, skills and competencies needed for working with body electrical and electronic systems, including advanced driver assistance systems (ADAS).						
		LO1	Describe methods of diagnosing faults and methods of calibrating electronic systems in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 31062 - Demonstrate knowledge of automotive body electrical and electronic systems; and 31997 - Describe diagnosis and calibration of advanced driver assistance systems.				√	
	Calculations and Measurements	Aim	The aim of this course is to develop the knowledge, skills and competencies required to perform calculations, interpret vehicle drawings and job specifications and produce a sketch with relevant measurements in a coachbuilding workplace.						
		LO1	Perform calculations in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 11711 - Interpret vehicle drawings and job specifications for coachbuilding, and produce a sketch with relevant measurements; and 11717 - Describe fits, tolerances and metal bending allowances and perform calculations in the coachbuilding industry.				√	
		LO2	Produce a sketch with relevant measurements in the coachbuilding industry					√	
	Fabrication	Aim	The aim of this course is to develop the knowledge, skills and competencies needed to fabricate and assemble frames, sub-frames and floors, and make and fit exterior panels in a coachbuilding workplace.						
		LO1	Prepare to fabricate and assemble components in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standards 11698 - Measure, mark out, cut, assemble, and fit body framing in the coachbuilding industry; 11699 - Measure, mark out, and make and assemble sub-frame for a vehicle in the coachbuilding industry; 11700 - Make and fit floor to a vehicle sub-frame in the coachbuilding industry; 11701 - Measure, mark out, cut, and fit exterior panels to vehicle framing; and 11706 - Make and fit a roof frame and panels to a vehicle in the coachbuilding industry.					√
		LO2	Measure, mark out and cut components for fabrication in the coachbuilding industry						√
		LO3	Fabricate, assemble, and fit components in the coachbuilding industry						√
	Welding or Bonding	Aim	The aim of this course is to develop the knowledge, skills and competencies required to join body components in a coachbuilding workplace.						
		LO1	Prepare to join components in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course.					√
		LO2	Join components in the coachbuilding industry						√
		LO3	Inspect and repair component joins in the coachbuilding industry						√

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Course Code & Title			Course Aim & Outcomes	Assessment	Apply knowledge of workplace policies, procedures and relevant regulations to work safely and effectively in a coachbuilding workshop.	Apply knowledge of fundamental automotive engineering vehicle systems and use of tools and equipment to complete basic assembly, fitting and minor repairs on components of coachbuilding vehicles.	Interpret customer requirements and respond to technical issues as required in a coachbuilding workplace.	Apply knowledge of automotive engineering to complete fabrication and repair tasks in a coachbuilding workshop.	Manufacture vehicle components in the coachbuilding industry.
					GPO 1	GPO 2	GPO 3	GPO 4	GPO 5
				Assessment elements within this portfolio are designed to provide evidence that meets the requirements of between one to four of Unit Standards 2675 - Weld aluminium in downhand positions using the gas metal arc welding process; 2676 - Weld stainless steel sheet using the gas tungsten arc welding process; 2677 - Weld aluminium in the downhand positions using the gas tungsten arc welding process; 19638 - Prepare and assemble vehicle body steel components by bonding; 23992 - Use a gas metal arc welding plant in the automotive and related industries.					
	Hydraulics and Pneumatics	Aim	The aim of this course is to develop the knowledge, skills and competencies required to describe heavy vehicle and machine hydraulic or pneumatic systems or fit and test hydraulic or pneumatic components in a coachbuilding workplace						
		LO1	Describe the principles, systems, and operation of fluid power components in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of between one to three of Unit Standards 31233 - Describe automotive pneumatic principles and systems; 32987 - Fit and test hydraulic or pneumatic components in the coachbuilding industry				√	
		LO2	Fit and test fluid power components in the coachbuilding industry					√	
	Wiring	Aim	The aim of this course is to develop the knowledge, skills and competencies needed to manufacture, install and produce a wiring diagram for a wiring harness in a coachbuilding workplace.						
		LO1	Manufacture an automotive wiring harness in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of Unit Standard 31126 - Manufacture and install an automotive wiring harness				√	
		LO2	Install an automotive wiring harness in the coachbuilding industry					√	
		LO3	Produce a wiring diagram for an automotive wiring harness in the coachbuilding industry					√	
	Vehicle Components	Aim	The aim of this course is to develop the knowledge, skills and competencies required to make and fit vehicle components in a coachbuilding workplace.						
		LO1	Prepare to fabricate and assemble components in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course. Assessment elements within this portfolio are designed to provide evidence that meets the requirements of between one to three of Unit Standards 11702 - Make and fit a vehicle door in the coachbuilding industry; 11703 - Make and fit vehicle steps in the coachbuilding industry; and 11707 - Make and fit a wheel arch to a vehicle in the coachbuilding industry					√
		LO2	Measure, mark out and cut components for fabrication in the coachbuilding industry						√
		LO3	Fabricate, assemble, and fit components in the coachbuilding industry						√
	Interior	Aim	The aim of this course is to develop the knowledge, skills and competencies required to fit out the interior of a customer's vehicle in a coachbuilding workplace.						
		LO1	Prepare to fit out the interior of a vehicle in the coachbuilding industry	All LOs: Assessment portfolio (100%) All learning outcomes must be achieved to pass the course.					√
		LO2	Fit out the interior of a vehicle in the coachbuilding industry						√

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Appendix 3 – Course alignment to unit standards

Code	Title	Level	Credit	unit	version	Credit	Level	CMR
Course 1.	Fundamentals	3	21	All units are assessed				
				21718	3	2	2	14
				29579	2	4	2	14
				29580	2	4	2	14
				29582	2	4	3	14
				30475	1	2	2	14
				30476	1	2	2	14
				30570	1	3	3	14
Course 2.	Steering, brake and suspension systems	3	9	All units are assessed				
				30566	1	2	3	14
				30567	1	3	3	14
				30568	1	4	3	14
Course 3.	Driveline systems	3	4	All units are assessed				
				30561	1	4	3	14
Course 4.	Fuel systems	3	2	All units are assessed				
				23990	4	2	3	14
Course 5.	Electrical systems	3	38	All units are assessed				
				30556	1	3	3	14
				30558	1	5	3	14
				30563	1	4	3	14
				30564	1	3	2	14
				30565	1	4	3	14
				30569	1	3	3	14
				30571	1	6	3	14
				30572	1	3	2	14
				30573	1	3	2	14

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				31128	1	4	3	14
Course 6.	Body work	3	26	All units are assessed				
				11709	5	10	3	14
				21702	4	2	3	14
				21705	3	2	3	14
				22801	4	3	3	14
				22802	3	3	3	14
				23999	3	4	3	14
				24008	4	2	3	14
Course 7.	Glass and fittings	3	18	All units are assessed				
				11716	5	10	3	14
				24085	5	2	3	14
				32155	1	6	3	14
Course 8.	Gas and plumbing	3	2	All units are assessed				
				32156	1	2	3	14
Elective set 1		**3**	**4**	minimum credits				
Course 9a.	Install and test plumbing			Selected units are assessed to reach min. credits				
				32157	1	4	3	14
Course 9b.	Principles of hydraulics and pneumatics			Selected units are assessed to reach min. credits				
				23927	2	4	3	14
Course 10.	Business practices	4	10	All units are assessed				
				22789	3	4	4	14
				29560	1	3	2	13
				31065	1	3	4	14
Course 11.	Construction and metals	3	24	All units are assessed				
				11710	5	4	4	14
				5743	6	6	4	14
				23998	3	4	3	14
				25706	2	10	3	13

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Course 12.	Interior and bodywork	4	7	All units are assessed			
				23980	3	3	4	14
				23986	3	2	4	14
				23987	3	2	4	14
Course 13.	Electrical	4	9	All units are assessed			
				31062	1	6	4	14
				31997	1	3	4	14
Course 14.	Calculations and measurements	4	7	All units are assessed			
				11717	6	3	3	14
				11711	5	4	4	14
Course 15.	Fabrication	4	34	All units are assessed			
				11698	5	8	4	14
				11699	5	6	4	14
				11700	5	6	4	14
				11701	5	7	4	14
				11706	5	7	4	14
Elective set 2		**4**	**22**	minimum credits			
Course 16a.	Welding or bonding			Selected units are assessed to reach min. credits			
				23992	3	3	3	14
				2675	8	6	3	13
				2676	9	6	3	13
				2677	8	6	3	13
				19638	4	6	4	14
Course 16b.	Hydraulics and pneumatics			Selected units are assessed to reach min. credits			
				31233	1	6	3	14
				31276	1	6	4	14
				32987	1	8	4	14
Elective set 3		**4**	**18**	minimum credits			
Course 17a.	Wiring			Selected units are assessed to reach min. credits			

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				31126	1	10	4	14
Course 17b.	Vehicle components			Selected units are assessed to reach min. credits				
				11702	5	8	4	14
				11707	5	5	4	14
				11703	5	5	4	14
Course 17c.	Interior			Selected units are assessed to reach min. credits				
				11705	5	4	4	14
				11715	5	8	4	14

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Te Pūkenga - Matters for Central Decision Making Request for Approval Form

To: chiefexecutive@tepukenga.ac.nz **and** DCE Academic Centre and Learning Systems - megan.gibbons@tepukenga.ac.nz

[Party with Delegated Authority as set out in Appendix 5 of the Interim Delegations Policy where this is a single office holder]

From: MITO (the Business Division)

Background

Pursuant to Appendix 5 of the Interim Delegations Policy of Te Pūkenga, a Business Division must seek approval from the delegated authority holder / Committee of Council in relation to each of the stated Matters for Central Decision Making. All requests for such approval should be submitted under cover of this Request for Approval Form together with the information request below. This form should be used only in the context of Appendix 5 requests.

Part A – identify nature of request and who the request should be directed to:

Identify which Matter for Central Decision Making this request relates to by placing a tick beside the relevant matter in the adjoining column.		Select (✓)	Identify who holds delegated authority in the context of this Matter (with reference to thresholds set out in Appendix 5)	Select (✓)
a)	Capital Expenditure over the threshold amount	☐	Chief Financial Officer	☐
			Finance and Capital Investment Committee (**FINCAP**)	☐
b)	New debt	☐	Risk and Audit Committee (**RAC**)	☐
c)	Drawdown on existing debt facilities	☐	Chief Executive	☐
			Chief Financial Officer	☐
			RAC	☐
d)	Disposal of property assets (not including leases and licences)	☐	Chief Financial Officer	☐
			FinCap	☐
			Council and Secretary for Education	☐
e)	Disposal of non-property assets	☐	Chief Financial Officer	☐
			FINCAP	☐
			Council and Secretary for Education	☐
f)	Leases and licenses	☐	Chief Financial Officer	☐
			Chief Executive	☐
			FinCap	☐

	Identify which Matter for Central Decision Making this request relates to by placing a tick beside the relevant matter in the adjoining column.	Select (✓)	Identify who holds delegated authority in the context of this Matter (with reference to thresholds set out in Appendix 5)	Select (✓)
			Council where Secretary for Education approval is required.	☐
g)	Business systems	☐	Chief Digital Officer	☐
h)	All of Government Agreements	☐	Chief Financial Officer	☐
i)	International Agreements	☐	Deputy Chief Executive Learner and Employer Experience and Attraction	☐
			ELT resolution required	☐
j)	General annual setting of student fees for existing programmes under legislation	☐	RAC endorsement, Council approval	☐
k)	Setting of fees for new programmes	☐	ELT resolution required	☐
			ELT endorse for Council approval	☐
l)	Changing existing programme / course fees	☐	ELT resolution required	☐
			ELT endorse for Council approval	☐
m)	Academic policies	☐	Te Poari Akoranga	☐
n)	Academic matters	☒	Deputy Chief Executive Academic Centre and Learning Systems	☒
o)	Marketing	☐	Deputy Chief Executive - Learner & Employer Experience and Attraction	☐
p)	Employment	☐	Chief People Officer	☐
q)	Receipt of gifts	☐	Chief Executive (where within delegated authority)	☐
			FINCAP	☐
r)	Trusts	☐	Council (or Committee of Council where delegated)	☐

Part B – Further information to enable decision to be made

Te Tāhuhu Kōrero | Background

[Set out brief background to the matter for which approval is being sought]

The New Zealand Certificate in Coachbuilding (Level 4) was approved by NZQA and was available for MITO – Te Pūkenga learner enrolments in May 2023. We are now applying for a Level 3-4 Complex programme approval so learners can complete both qualifications within one enrolment.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

[What business need does action on this matter meet].

We are seeking programme approval for the New Zealand Certificate in Coachbuilding (Level 3-4). MITO already has programme approval and accreditation for the Level 3 programme and the Level 4 programme separately. We currently have 47 learners continuing in the Level 3 programme and 13 learners in the Level 4 programme.

Te tirohanga taha pūtea | Financial considerations

[What is the financial impact]

There will be no financial impact when releasing the New Zealand Certificate in Coachbuilding (Level 3-4).

Ngā tino raru ka heipu mai | Key risks

[Identify any new/emerging risk in the table below]

Risk Title	Description	Potential Consequences	Current Mitigation	Comments
N/A				

Te Uiuinga Whānui | Engagement/consultation

[Set out who has been engaged/consulted with? Provide the link to the Engagement Plan if you have one]

Group Engaged With	Level of Engagement	Commentary
	[refer footnote][1]	
Coachbuilding Industry	Letters of Support	

Kaiarotake | Reviewers

[Please add in those who have provided input/reviewed this request]

Reviewer	Reason for review
Brenna McSweeney-Harte, Programmes Developer	Content

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[1] Inform, Consult, Collaborate, Partner, Empower. Refer Engagement_Summary_011018 (tearawhiti.govt.nz) for guidance. Engagement may be required at different levels for different stakeholder groups.

Paul Neumann, Manager Programmes	Quality check
Michael Alsford, GM, Qualifications	Internal approval

Ngā Tāpirihanga | Appendices

[Include any appendices that are attached to the request for approval. Please ensure sufficient information is provided to the decision makers so that they can make an informed decision. The detail should be at the same level as would be submitted to a Board of Directors if one were seeking approval from the Board]

Te Pūkenga Decision

Relevant Te Pūkenga Decision Maker hereby:

☒   Approves the Business Division undertaking the Te Pūkenga Matter for Central Decision Making, subject to any conditions noted below.

☐   Does not approve the Matter.

Conditions of Approval

Approval to the Te Pūkenga Approval Matter is not subject to any conditions.

Secretarial consent

☒ As set out above, the Company has confirmed that consent from the Secretary for Education is not required under the Education and Training Act 2020

☐ The Secretary for Education has consented to the Company undertaking Te Pūkenga Approval Matter and has provided this to Te Pūkenga. A copy of this consent is enclosed.

☐ The Secretary for Education does not consent to the Company undertaking Te Pūkenga Approval Matter and has provided this decision to Te Pūkenga.

Signed on behalf of Te Pūkenga:

_____   **DATE:** 22/11/2023

Dr Megan Gibbons - DCE Academic Centre and Learning Systems

Te Pūkenga

Memo

Date	29/02/24
To	Te Ohu Whakahaere – Approvals
From	Te Pūkenga Academic Centre and Learning Systems Team; Te Pūkenga Animal Healthcare and Veterinary Nursing Working Group
RE:	Approval and Accreditation of the unified Te Pūkenga programme: New Zealand Diploma in Veterinary Nursing Level 6

Te Pūkenga Academic Centre and Learning Systems Team and Animal Healthcare and Veterinary Nursing Working Group ask that Te Ohu Whakahaere – Approvals receive this submission of the unified programme approval and accreditation document for the programme listed below to evaluate the documentation to recommend that Te Poari Akoranga approve submission to NZQA.

For this unified programme Te Ohu Whakahaere – Approvals will receive:
- Programme Approval and Accreditation (PAA) document for
    o New Zealand Diploma in Veterinary Nursing Level 6 (Companion Animal Strand)

- Internal Ohu Critique document for
    o New Zealand Diploma in Veterinary Nursing (DVN) Level 6 (Companion Animal Strand)

Te Ohu Whakahaere – Approvals are also asked to note that the programme is:

1. Being unified due to new programme to align with a new qualification
2. Based on and replacing the approved and accredited NZ2490 NZC Animal Technology (Veterinary Nursing Assistant) and NZ2491 NZD Veterinary Nursing programmes that were developed and delivered by Unitec, Wintec, Toi Ohomai, EIT, UCol, Weltec, Ara, OP and SIT.

Please note that the unified DVN programme development began in 2021 and following a period of socialisation with kaiako in late 2022, a qualification review was triggered with the WDC. Version 3 of the qualification was developed in collaboration with the Te Pūkenga DVN working group and the one PTE that delivers this programme. The unified programme developed to meet version 3 of the qualification was submitted for broad consultation to both internal and external stakeholders in July/August of 2023, and the new qualification is currently pending NZQA approval.

The main changes that have been made to the unified programme are:
- As a result of a version change to the qualification (refer NZQA Change report for details: https://www.nzqa.govt.nz/ngfdocs/summaries/2023/Aug23/RevSumAug23-24.html
- Structure changes in response to a qualification change
    o GPOs have been reduced from 34 to 10 across both Companion Animal and Equine strands.
    o The requirements for core GPOs 1-6 were removed as they were no longer relevant due to the revised GPOs.
    o The requirement for ākonga to spend a minimum of 40 hours in two veterinary clinics within the practicum, has been removed.
    o The new Diploma is a stand-alone qualification, but can build on NZCAHCA (L4) or NZCAM (L4) or NZCAC (L3)
    o Practicum requirements for assessment of species for each strand were clarified:

1. Practical assessment must now include cats and dogs collectively across the programme, previously the requirement was to include cats and dogs plus at least one other companion animal collectively across all outcomes with only one species required for each individual outcome.

   a. The definition of companion animals has changed from pet birds, introduced birds, non-commercial poultry, domestic breeds of rabbits and rodents (refers to pet mice, rats, and guinea pigs), to cats, dogs, birds, rabbits, mice, rats, and guinea pigs.

Due to the nature of the changes outlined above, engagement has focused on:
- Consultation with the WDC and external agencies (VETPRO, VTNZ) about the changes needed for the qualification
- Notification of movement to unified programmes through socialisation and consultation
- Socialisation to inform current kaiako of the unified programme details and offer an opportunity to update to ensure it will work for all providers
- Consultation with internal and external partners to inform partners that the current programme is changing, share information regarding unified programme and offer opportunity for them to provide feedback on the unified programme

We look forward to receiving an appointment to discuss this submission with Te Ohu Whakahaere – Approvals. Please can you ensure the group below invited to attend Te Ohu Whakahaere-Approvals, as they will attend on behalf of the Steering Group to speak to the programme document:
- Julie Thorburn Julie.Thorburn@tepukenga.ac.nz
- Trude Cameron Trude.Cameron@tepukenga.ac.nz
- Francesca Brown Francesca.Brown@op.ac.nz
- Jen Evans Jennifer.Evans@op.ac.nz
- Laura Harvey lharvey@unitec.ac.nz

He Puka Whakaaetanga, Whakamana | Programme Approval and Accreditation Document

New Zealand Diploma in Veterinary Nursing (Level 6)

Leading to the award of:

4389 New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing

Te Pūkenga

CONTENTS

New Zealand Diploma in Veterinary Nursing (Level 6) Programme Approval and Accreditation Document   i

Whakamanatanga | Application Details

Whakamanatanga	Application details	
Tertiary Education Organisation	Te Pūkenga - New Zealand Institute of Skills and Technology (6683)
Ako Network > Domain	People, Food and Fibre > Animal
Type of application and approval sought	☒ Approval & Accreditation
Te Pūkenga Approval	
Programme status	☒ Pending ☐ Approved
NZQA application number	
NZQA Approval Date	
Summary of changes (Type 1 or 2 improvements only)	N/A
Contact Details	
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Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description
1	Te Ohu Whakahaere Approvals	DD/MM/YYYY	DD/MM/YYYY	Submission of Programme Approval and Accreditation application to NZQA
1.1	NZQA	DD/MM/YYYY	DD/MM/YYYY	Programme Approval and Accreditation

1   He Kupu Whakataki | Introduction

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

The purpose of the document is to present the programme of learning for external approval. This document outlines the capability and delivery arrangements for the following programme of learning.

New Zealand Diploma in Veterinary Nursing (Level 6)
leading to the award of
[4389] New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing

The programme of learning presented in this application meets the requirements of the New Zealand Qualifications Authority (NZQA) Programme Approval, Recognition, and Accreditation Rules under section 452 of the Education and Training Act 2020.

The qualification to which this programme of learning leads meets the requirements of the New Zealand Qualifications and Credentials Framework (NZQCF) Listing and Operational Rules under section 452 of the Education and Training Act 2020.

This programme application is made by Te Pūkenga | New Zealand Institute of Skills and Technology and the divisions that will provide education and training for the programme:

Programme Provider	Te Pūkenga - New Zealand Institute of Skills and Technology (6683/1)
Delivered by the following Te Pūkenga Divisions:	
6004 Te Pūkenga New Zealand Institute of Skills and Technology trading as Unitec New Zealand 6006 Te Pūkenga New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury 6007 Te Pūkenga New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology 6008 Te Pūkenga New Zealand Institute of Skills and Technology trading as Wellington Institute of Technology 6009 Te Pūkenga New Zealand Institute of Skills and Technology trading as Universal College of Learning 6013 Te Pūkenga New Zealand Institute of Skills and Technology trading as Otago Polytechnic 6014 Te Pūkenga New Zealand Institute of Skills and Technology trading as Whitireia Community Polytechnic 6015 Te Pūkenga New Zealand Institute of Skills and Technology trading as Southern Institute of Technology 6019 Te Pūkenga New Zealand Institute of Skills and Technology trading as Wintec 6025 Te Pūkenga New Zealand Institute of Skills and Technology trading as Toi Ohomai	

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely

New Zealand Diploma in Veterinary Nursing (Level 6) Programme Approval and Accreditation Document   2

blended, distance and work-based learning. Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by Te Pūkenga Charter and our commitments under Te Pae Tawhiti which is our Te Tiriti o Waitangi Excellence Framework, and Te Rito which is our Ākonga at the Centre research project and reports.

This approach also fulfils the expectations of Whiria Te Ako which is our cornerstone for how we design programmes, facilitate learning, teaching, rangahau research for our ākonga and kaiako at work, on-campus and via distance.

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our Equity and Ākonga Success Strategy.

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three Te Rito reports, focusing on Māori, Pacific and Disabled ākonga, respectively. Te Rito framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a focus on Māori, Pacific and Disabled ākonga.

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 and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in Te Rito Report Part One. In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, Te Rito Report Part Two indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, Te Rito Report Part Three indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff).

The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

2 New Zealand Diploma in Veterinary Nursing (Level 6)

2.1 History of delivery

NZ4389 New Zealand Diploma in Veterinary Nursing (Level 6) [NZDVN] with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing qualification, Version 3 replaces the existing Qualification NZ2490 New Zealand Certificate in Animal Technology (Level 5) Veterinary Nursing Assistant strand, and the NZ2491 New Zealand Diploma in Veterinary Nursing (Level 6).

Te Pūkenga network business divisions therefore have a history of delivering this programme in its previous versions, both as a one-year Level 6 Diploma, and a two-year Level 6 Diploma (prior to the mandatory review of qualifications). Ongoing approval and accreditation were held individually by previous institutes of technology and polytechnics that now form business divisions of Te Pūkenga.

Self-assessment and review processes, including consistency review, have demonstrated the strength of delivery for these previous programmes as confirmed by continued accreditation and approval to deliver by NZQA.

2.2 Development approach

Rather than each business division dedicating time and resource to develop programmes of study for the new qualification version individually, one programme of study was developed / selected and revised to become the unified programme of study. This programme of study leads to the Companion Animal Veterinary Nursing strand only. Te Pūkenga is not seeking approval for the Equine Veterinary Nursing strand at this time.

Programme development for the suite of animal healthcare and veterinary nursing programmes, including the Diploma in Veterinary Nursing (Level 6) has been based on a collaborative design process informed by the reference groups, internal and external to Te Pūkenga. This approach is consistent with the requirements of Te Pūkenga Charter to

- use the insights gained through partnerships to
  - o align education and training delivery to support the unique social and economic goals of local communities, and
  - o work towards equity for ākonga and staff of different genders, ethnicities, cultures and abilities;
- hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the unique types of support different ākonga need to succeed;
- meet the needs of all of its ākonga, in particular those who are under-served by the education system, including (without limitation) Māori, Pacific, and Disabled ākonga;
- promote equitable access to learning opportunities for ākonga across all regions; and
- have culturally responsive delivery approaches, whether on campus, in the workplace, online or otherwise.

The programme of study presented here is based on a collaborative design process across the following Te Pūkenga business divisions:

- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury (ARA | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology (EIT | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Otago Polytechnic of New Zealand (Otago Polytechnic | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Southern Institute of Technology (SIT | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Toi Ohomai Polytechnic (Toi Ohomai | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Unitec New Zealand (Unitec | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wellington Institute of Technology and Whitireia Community Polytechnic (Weltec and Whitireia | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wintec (Wintec | Te Pūkenga)

The collaborative design process was supported by a Steering Group with representation from every relevant business division, i.e., every business division delivering programmes of study in the broad discipline area of Animal Healthcare and Veterinary Nursing. The Workforce Development Council (WDC) was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area
- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)
- steering programme unification work and providing advice and support to Working Groups.

2.2.1 Stages of Development

The diagram below summarises the key stages of the programme development engagement and consultation.

| 2021 Collaborative design with reference groups | 2021-2022 Programme Development | July/Aug 2022 Socialisation (Qual V1) | Aug/Sept 2022 Consultation (Qual V1) | *WDC Qualification review and associated Programme Development | April/May 2023 Socialisation (Qual V2/3) | May/June 2023 Consultation (Qual V2/3) |

Consultation and Socialisation feedback led to WDC qualification review
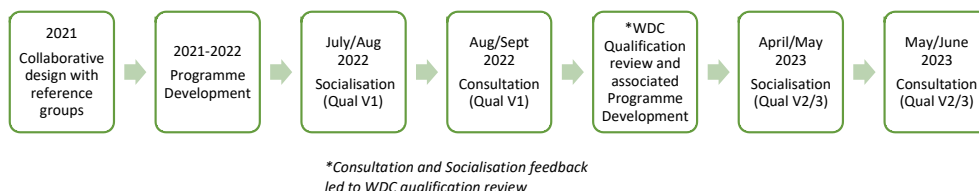
The programme development commenced in 2021 with the establishment of the Steering Group and a Coordinating Working Group. Following initial preparation and planning, programme development started with collaborative design workshops with reference groups that included

New Zealand Diploma in Veterinary Nursing (Level 6) Programme Approval and Accreditation Document   5

kaimahi, ākonga, employers, and industry bodies. This phase of the programme development resulted in a series of development and delivery considerations, which were then used to support development of the suite of animal healthcare and veterinary nursing programmes.

The programme was then developed by a range of subject matter experts from with Te Pūkenga network, with contributions from learning design partners, mātauranga Māori capability lead and Te Pūkenga project support staff.

The programme was shared for a period of socialisation with internal Te Pūkenga business division kaiako and kaimahi, then further edits were made to the programme before it was shared for a wide consultation. It should be noted that at this time the engagement from socialisation and consultation lead to a request to Muka Tangata for urgent review of the qualification as an acceptable programme was not able to be developed. This review request was accepted with a new qualification version drafted and shared with the development team in the first half of 2023.

Following subsequent qualification development (version 3) changes were made to several aspects, the most pertinent of which was the amendment to the Graduate Profile Outcomes (GPOs). The wording of GPOs was updated, and the GPOs were reduced from 34 in version 2 to 10 in version 3. The programme developed for version 2 of the qualification was revised to meet the requirements of the new qualification version 3 and was circulated for broad consultation with both internal and external stakeholders in 2023. Appendix 1 contains the feedback received for the Companion Animal strand only in 2023, as the decision was made by those business divisions offering the NZDVN not to offer the Equine strand at this time.

The resulting programme is ākonga-centred in approach, allowing for development of the ākonga capabilities in clinical skills and knowledge alongside their interpersonal skills. Ākonga build knowledge of subject areas across multiple courses with increasing complexity of application, leading to structured achievement of the GPOs.

The programme design means that theory and practicum assessment are completed in separate courses to allow ākonga to succeed in theoretical courses even if they are unable to attend placement for any reason. However, these courses are designed to be delivered alongside each other, to allow linking of theoretical knowledge and practical application. Many practical skills in the level 6 programme require significant learning, practice and application in a clinical setting before ākonga can be expected to demonstrate their competency (for example, anaesthesia monitoring). Each practicum course will focus on development of capability and reflection on learning for sets of skills, with competency expected in all skills by the completion of the programme.

2.3   Designing for equity

Te Pūkenga educational priorities include a relentless focus on equity and ensuring participation which is bought to life by our commitment to put ākonga at the centre of all we do and to work towards equity and success for ākonga of all genders, ethnicities, cultures and abilities.

Te Pūkenga approaches to ensuring equity in our programmes is underpinned by research which was undertaken to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The research led to three Te Rito reports which focussed on Māori, Pacific and Disabled ākonga, respectively. This resulted in the development of our Te Turuturu | Partnerships and Equity: Equity Strategy which purposefully guides Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and ākonga with disabilities.

Programme specific consideration of equity for ākonga include:

- Inclusive and culturally responsive approaches in the facilitation of learning, teaching and assessment.

- Delivery modes that support multiple ways of learning and enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning.
- Learning and teaching methods and activities which are designed to provide a wide range of ākonga-centred learning experiences that align with Whiria Te Ako | Learning and Teaching Framework approaches that acknowledge that:
    - ākonga are individuals and their individual learning context is unique.
    - learning is appropriately responsive to needs of ākonga, whānau, iwi, hapū, community organisations, secondary schools, and employers.
- Assessment activities which are designed to provide ākonga with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. This includes assessment that is designed employing multiple literacies (oral, written, and visual) and opportunities to gather naturally occurring evidence where possible.
- Assessment support for ākonga with disabilities.

Te Pūkenga approaches to the provision of equity driven resources include targeted support services which are designed to resolve barriers to learning and respond to the needs of Māori ākonga and their whānau, Pacific ākonga and ākonga with disabilities. This is actioned through network wide ākonga guidance and support services and learning and information management services.

The programme design included consideration of equity for ākonga through keeping ākonga at the centre of the design process throughout. The programme is designed to be flexible and able to be delivered in any region without requiring access to specialist veterinary services available only in larger cities, in a range of delivery modes without compromising the ability to deliver and meet learning outcomes, and with assessment methods that can utilised to allow a wide range of learning needs to be met. The process of collaborative development with feedback sought throughout the process allowed the examination and challenge of bias resulting in a programme that provides equitable opportunities for a diverse range of ākonga.

2.4   Transition to a unified programme

Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given business division. To this end, each business division currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

3   Te Hono o te Kahurangi | Qualification Details

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

The programme detailed here meets the definition as listed in the New Zealand Qualifications and Credentials Framework (NZQCF) Listing and Operational Rules. The programme detailed here meets the definition as listed in the New Zealand Qualifications and Credentials Framework (NZQCF) Listing and Operational Rules.

The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQCF. Full qualification details can be found in the Appendix and on the NZQA website:

https://www.nzqa.govt.nz/nzqf/search/displayQualificationOverViewWidgetJS.do?&selectedItemKey=4389

3.1 New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing

The qualification detailed below meets the requirements of the New Zealand Qualifications and Credentials Framework (NZQCF) Listing and Operational Rules under section 452 of the Education and Training Act 2020.

Qualification information			
Qualification Title	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing		
Qualification Number	4389	Version Number	3
Qualification Type	Diploma		
Level	6		
Credits	240		
NZSCED	061103 > Health > Veterinary Studies > Veterinary Assisting		
Qualification Developer	Muka Tangata - People, Food and Fibre Workforce Development Council		
Next Review	30/04/2028		
Quality Assurance Body	NZQA		
Next Planned Consistency Review	TBC		
Outcome Statement			
Strategic Purpose Statement	This qualification is intended for people who are aware of the importance of animals in society, and who intend to work as a veterinary nurse in clinical veterinary/animal healthcare settings such as companion animal veterinary clinics, equine veterinary clinics, or alongside veterinarians providing companion animal or equine healthcare services in a variety of settings. Graduates will have technical knowledge and skills to work as a veterinary nurse in a clinical veterinary setting. They will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations and following protocols in all aspects of clinical veterinary practice or animal healthcare settings. The qualification is stranded to recognise the specialist skills required for providing veterinary nursing care to either companion animal or equine veterinary practices. Graduates may be eligible to apply for registration with the Allied Veterinary Professional Regulatory Council of New Zealand.		

Graduate Profile Outcomes	Graduates of this qualification will be able to: 1. Demonstrate professional practice in an animal healthcare setting. 2. Apply knowledge of animal functional anatomy and physiology to manage animal welfare. Graduates of the Companion Animal Veterinary Nursing strand will also be able to: 3. Apply knowledge of husbandry and behaviour to manage the welfare of companion animals. 4. Provide medical nursing to support the welfare of companion animal patients. 5. Provide surgical nursing to support the welfare of companion animal patients. 6. Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients. Graduates of the Equine Veterinary Nursing strand will also be able to: 7. Apply knowledge of husbandry and behaviour to manage the welfare of equine patients. 8. Provide medical nursing to support the welfare of equine patients. 9. Provide surgical nursing to support the welfare of equine patients. 10. Apply knowledge of veterinary diagnostic procedures to support the welfare of equine patients.
Education Pathway	This qualification may build on the New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare and Rural Animal Healthcare [Ref: 4388]; or the 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 [Ref: 2489]; or the New Zealand Certificate in Animal Care with strands in Companion Animal, Equine, and Rural Animals [Ref: 2487]. This is a stand-alone qualification. This qualification may lead to higher level study in veterinary nursing.
Employment/Cultural/ Community Pathway	Graduates of this qualification may be employed as a veterinary nurse in a diverse range of animal healthcare settings including veterinary clinical practice, veterinary product suppliers, government agencies, animal shelters, zoos, or organisations involved in animal research.
Qualification Specifications	
Other requirements (including regulatory body or legislative requirements)	Tertiary Education Organisations (TEOs) offering programmes leading to this qualification must: 1. Ensure currency with amendments to, and replacements of, relevant legislation, regulations, and codes of practice which may include some or all of the following: Veterinarian's Act 2005; Animal Welfare Act 1999; Biosecurity Act 1993, Health and Safety at Work Act 2015; Hazardous Substances and New Organisms Act 1996; Resource Management Act 1991; Agricultural Compounds and Veterinary Medicines Act 1997, Misuse of Drugs Act 1975, Privacy Act 2020. 2. Abide by Animal Welfare Act 1999 Part 6 legislating ethics surrounding use of animals in learning and teaching, including seeking Animal Ethics Committee Approval (where applicable). TEOs must ensure learners are able to complete the practicum requirements of the programme and declare any criminal convictions which may have implications for client and animal safety, at enrolment.

General conditions for a programme that leads to this qualification	Programmes must embed environmental, social, and economically sustainable practices.
	Programmes must embed Te Tiriti o Waitangi, and capabilities supporting cultural sensitivity and responsiveness, in animal care.
	Programmes must include a practicum.
	Programmes should deliver learning and assessment of health and safety, animal ethics, professional behaviour, and basic animal handling before the practicum is undertaken.
	Practicum requirements
	1. A practicum of at least 750 hours must be completed during the programme.
	2. The practicum must take place in a suitable animal environment that enables the application of knowledge and skills required by the graduate profile outcomes (GPOs).
	3. A suitable practicum environment is a veterinary clinic, providing healthcare services for the species applicable to the strand. It may also include an alternative environment where learners can develop and enhance their practical skills.
	4. Within the practicum, learners must attend at least one veterinary clinic, and it is strongly recommended that learners attend a minimum of two veterinary clinics.
	Strand specific requirements
	Companion Animal Veterinary Nursing strand
	a. Each of the following will be assessed at least once in a theory assessment across the programme - dogs, cats, rabbits, rodents, and birds;
	b. Practical assessment must include cats and dogs collectively across the programme.
	c. In the context of this programme companion animals include pet - cats, dogs, birds, rabbits, mice, rats, and guinea pigs.
	Equine Veterinary Nursing strand
	a. Each of the following will be assessed at least once in a theory assessment across the programme - donkeys and horses.
	b. Practical assessment must include a range of life stages, and a variety of breeds and uses of horses, and may include donkeys.
	New Zealand Veterinary Nursing Association (NZVZA) Guide to Professional Conduct for Allied Veterinary Professionals (Draft) is available at: NZVNA.org.nz.
Transition Information	
Replacement information	This qualification replaced the New Zealand Diploma in Veterinary Nursing (Level 6) [Ref: 2491].
	The last date of assessment for this qualification is 31 December 2025, when it will be discontinued.

Additional transition information	**Version Information**
	Version 3 of this qualification was published in August 2023 following an out of cycle review. Version 2 of this qualification was published in October 2022 following an out of cycle review.
	No last date of assessment has been applied to version 1 and version 2, both versions will remain current. Please refer to Qualifications and Assessment Standards Approvals for further information.
	Version 1 of this qualification was published in April 2021 following a scheduled review.
	The last date for entry for programmes leading to the replaced qualification is 31 March 2024.
	The last date for assessment for programmes leading to the replaced qualification is 31 December 2025.
	People currently enrolled in programmes leading to the replaced qualification may either complete the requirements by 31 December 2026 or transfer to the replacement qualification.
	It is the intention of Muka Tangata - People, Food, and Fibre Workforce Development Council that no existing trainee should be disadvantaged by these transition arrangements.

3.2 Meeting qualification specifications

This programme meets the qualification specifications in the following way:

- Selected learning outcomes and course content embed the following throughout the programme:
    - o Environmental, social, and economically sustainable practices.
    - o Te Tiriti o Waitangi and capabilities supporting cultural sensitivity and responsiveness in animal care.
- The programme includes a series of practicum courses (ANML5104, ANML5108, ANML6103 & ANML6106) designed to meet the minimum of 750 hours requirements of the qualification. Ākonga will undertake practicum in a suitable animal environment that enables a balance of theoretical knowledge and practical skills acquisition to be gained as required by the graduate profile outcomes (GPOs).
    - o Learning and assessment of health and safety, animal ethics, professional behaviour, and basic animal handling is delivered prior to the practicum courses being undertaken. Practicum courses follow each other as governed by pre-requisites with the developing practice experiences building in complexity throughout the duration of the programme.
    - o Further evidence of the integration of the practicum into the learning is described in 5.8 Integration of Practical and Work-based Components below.
- Theory and practical assessment will include cats and dogs across the range of courses in the programme. Content and assessment (theory and practical) may also include rabbits, rodents and birds. Each of rabbits, rodents and birds will be included in at least one course.

4 Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

NZQA Programme Approval Criterion 1: Qualification to which the programme leads, and 2: Title, aims, learning outcomes and coherence.

The title, aims, learning outcomes and coherence of this programme are based on the requirements of the qualification to which it leads.

4.1 Programme information

Programme Information			
Programme Number	TBA	**Version number**	1
Programme Code & Title	NZ4389 New Zealand Diploma in Veterinary Nursing (Level 6)		
Strand	Companion Animal Veterinary Nursing		
Programme Type	New Zealand Diploma		
Programme Owner	Te Pūkenga - New Zealand Institute of Skills and Technology (6683)		
Level	6		
Te Pūkenga credits	240	**Total Credits**	240
Assessment Standards (DAS) Credits	Nil		
Total Learning Hours	2400		
Next Programme Review	31/03/2029		

4.2 Programme philosophy

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

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

During the development of this programme collaborators worked to integrate te ao Māori into its philosophy, practices, and content material. Ākonga will engage in project work, case studies, work experience, course content, and reflection. As they do this, they will explore Māori knowledge, cultural practices and values in the context of working with animals and people while embracing Māori guardianship of such knowledge.

> In terms of māuri ora, the relationship between people and animals, and the care and preservation of animals by people, is recognised as a vital part of the life force of both. The concept of whānau ora lends a framework within which companion animals may be regarded as part of the family, with the health and wellbeing of all animals having a potential effect on family health. Collaborators have utilised this understanding and insight to inform development of courses that help ākonga foster effective and culturally appropriate communication with clients across many different contexts.

The NZDVN's approach to sustainability is based on the concept of whakapuāwai, which focuses on positive impact and collective flourishing. This idea is central to the students' learning experience and evolves over the course of their two-year diploma. Through various means such as project work, case studies, work experience, course content, and reflection, students learn how to assess the impact of their actions, as well as the actions of others, on sustainability. This work will focus on the three primary pillars of sustainable practice: environmental, socio-cultural (community, knowledge, and self), and economic (community and self), alongside understanding and application of the UN Sustainable Development Goals.

4.3   Programme aim

The aim of this programme is to enable graduates to be employed as a veterinary nurse in a diverse range of clinical veterinary and animal healthcare settings including, but not limited to veterinary clinical practice, veterinary product suppliers, government agencies, animal shelters, zoos, or organisations involved in animal research. Or to progress onto further study in the Bachelor of Veterinary Nursing or other post-graduate courses of interest e.g. Certificate in Avian Wildlife Healthcare.

It is targeted at ākonga who have an awareness of the importance of animals in society, and an interest in working with animals and clients, as part of an interprofessional team, to improve animal health and welfare outcomes through veterinary nursing.

It will produce graduates with the knowledge, skills and attributes to work as a veterinary nurse or aligned role in a clinical veterinary setting. They will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations and following protocols in all aspects of clinical veterinary practice or animal healthcare settings.

4.4   Programme outcomes

Graduates of this qualification and programme will be able to:

1. Demonstrate professional practice in an animal healthcare setting.
2. Apply knowledge of animal functional anatomy and physiology to manage animal welfare.

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

3. Apply knowledge of husbandry and behaviour to manage the welfare of companion animals.
4. Provide medical nursing to support the welfare of companion animal patients.
5. Provide surgical nursing to support the welfare of companion animal patients.
6. Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients.

This programme of study leads to the Companion Animal Veterinary Nursing strand only. Te Pūkenga is not seeking approval for the Equine Veterinary Nursing strand at this time.

4.5   Programme structure

This Programme is structured to achieve the qualification and programme outcomes. Its approaches to learning, teaching, and assessment are embedded in courses which are designed to form a coherent programme that demonstrates scaffolding and integration of learning and assessment throughout to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

In this programme courses ANML5001, ANML5002, ANML 5103, ANML5104 must be achieved before enrolling in any other courses.

The programme includes four practicum courses (ANML5104, ANML5108, ANML6103 and ANML6106) designed to meet the requirements of the qualification. Ākonga will undertake practicum in a suitable animal environment that enables a balance of theoretical knowledge and practical skills acquisition to be gained as required by the graduate profile outcomes (GPOs). Practicum courses follow each other as governed by pre-requisites with the developing practice experiences building in complexity throughout the duration of the programme.

Theory and practicum assessment are completed in separate courses to allow ākonga to succeed in theoretical courses even if they are unable to attend placement for any reason. However, these courses are designed to be delivered alongside each other, to allow linking of theoretical knowledge and practical application. Many practical skills in the level 6 programme require significant learning, practice and application in a clinical setting before ākonga can be expected to demonstrate their competency (for example, anaesthesia monitoring). Each practicum course will focus on development of capability and reflection on learning for sets of skills, with competency expected in all skills by the completion of the programme.

Ākonga should pass all Level 5 courses before beginning any Level 6 courses to support success in this programme.

4.6   Programme content

Content in this programme includes, but is not limited to: Veterinary nursing practice; Companion animal anatomy and physiology; Animal husbandry and behaviour; Companion animal practicums; Introduction to anaesthesia and analgesia; Introduction to medical nursing; Introduction to surgery and diagnostics; Anaesthesia management and emergencies; Medical nursing and diagnostics; Surgical nursing and dentistry; Imaging and veterinary nursing services.

4.7   Learning Outcomes and Coherence

Coherence is provided through the alignment of course titles, course aims, learning outcomes, skills standards and/or unit standards to the Graduate Profile outcomes. The working group followed the principles of constructive alignment to ensure course learning outcomes, content and assessment were related. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements.

The development approach has been guided by Te Pūkenga Charter requirements. Learning outcomes for each course in the programme of learning have been designed to reflect the knowledge, skills and attributes ākonga will achieve by completing the course. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme

- are aligned with the programme aims;
- reflect how ākonga will achieve the graduate profile outcomes;
- are clear;

- are specified for each component of the programme;
- are measurable and achievable;
- provide a balanced and logical programme; and
- are presented in a logical progression that demonstrates ākonga development of knowledge, skills and attitudes.

Course descriptors provide an overview of the content of each course in the programme, and the programme structure is reflected in the Programme Regulations: Award of Qualification tables. Learning, teaching and assessment will employ a range of elements drawn from approved learning and teaching and assessment methods and activities to align with the context of the learning (delivery mode, region-specific requirements, etc.) and any particular needs of the group of ākonga.

4.7.1   Course learning outcomes and assessment mapped to Graduate Profile outcomes

Course learning outcomes and assessment have been mapped to the Graduate Profile outcomes and specifications for the qualification to support the coherence of the programme design. This is detailed below in [Course Learning Outcomes and Assessment mapped to Graduate Profile Outcomes](#).

5   Whakaakoranga me te Aromatawai | Learning, Teaching and Assessment

NZQA Programme Approval Criterion 3: Delivery modes and methods, and 6: Assessment and moderation; and Accreditation Criterion 1: Assessment and moderation.

5.1   Learning, Teaching and Assessment Introduction

This programme uses a range of learning, teaching and assessment delivery methods and activities which support ākonga development toward demonstrating achievement of the Graduate Profile outcomes. The range of methods adopted align with the expectations of [Whiria Te Ako | Learning and Teaching Framework](#) which is the cornerstone for how we design programmes, facilitate learning, teaching, rangahau research for our ākonga and kaiako at work, on-campus and via distance.

The programme is designed to allow for variation in learning, teaching and assessment activities to for each delivery mode and will accommodate varying class sizes, ākonga demographics, delivery modalities and regional and local requirements for the discipline.

Kaiako from across the network are engaging in communities of practice to share teaching experiences and are collaborating with learning design partners to continue the development of network wide learning, teaching and assessment resources where those may be appropriate.

Assessment in this programme is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria. It is integral to learning and teaching. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in Graduate Profile outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives
- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- reflect and simulate work-based environments

- provide ākonga with regular and timely feedback regarding their own learning and for developmental purposes and
- evaluate ākonga achievement and the demonstration of specified learning outcomes

Ākonga will be provided access to the relevant tools, equipment, applications, and materials which support their learning. These will be outlined in programme and course delivery information provided to ākonga at the start of their programme. While the details of this will vary according to delivery mode, it is expected that the following minimum requirements for this information will include:

- detailed course subject outlines (including learning outcomes)
- topic schedules (where appropriate)
- prescribed and recommended text/s (if any)
- resource requirements
- assessment structure for all learning outcomes and topics (including assessment dates if appropriate)

5.1.1 Inclusive and culturally responsive approaches

Facilitation of learning, teaching and assessment will be inclusive, recognising all individuals, and will employ a range of culturally responsive learning experiences which value Mātauranga Māori, Pacific pedagogies and inclusive approaches for disabled peoples.

The following approaches are specifically designed to ensure that ākonga Māori can learn as Māori and Pacific ākonga can learn as Pacific peoples.

Kanohi ki te kanohi (face-to-face) learning approaches acknowledge that communication is a facet of human behaviour. It is indeed a key principle of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Learning methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.

Fono learning approaches involve ākonga meeting as large or small gatherings for teaching and learning purposes where Pacific cultural concepts are a central element in the content and/or purpose of learning.

Wānanga learning approaches involve ākonga meeting and discussing/deliberating something of importance, as a process of acquiring or arriving at highly evolved knowledge. Often taking place in the setting of a marae, wānanga learning approaches are typically intensive and always reflective of a Māori cultural context, both in practice and in content.

Noho marae learning approaches involve ākonga staying on a marae with an educational/ developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, for example: experiencing how physical, spiritual, and emotional aspects of culture can be applied to learning (process and purpose) as well as using te reo Māori (content).

Tuakana-Teina is a mentoring-type relationship that is an integral part of traditional and contemporary Māori society. A more expert tuakana helps and guides a less expert teina to acquire new knowledge and/or skills while the teina challenges their tuakana to also grow and gain insights that he/she had not previously explored, through the process.

Disabled ākonga are supported by the following:

Ākonga disability support and accessibility services work with ākonga to assess their individual needs and to ensure that appropriate learning and teaching resources are made available to them to enable them to succeed. This can include assistive technology and

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specialised equipment and furniture. Ākonga may also be supported by a reader and/or writer. Learning and teaching materials, methods and technologies may be adapted where appropriate to ensure that there are no barriers for disabled ākonga in achieving their learning goals.

5.2 Delivery modes

The delivery modes employed in this programme are based on guidance from both New Zealand Qualifications Authority (NZQA) and the Tertiary Education Commission (TEC).

NZQA defines delivery modes as '*the overall delivery style*' of a programme while the TEC modes are designed to recognise the different cost structures involved in delivery. In combination these delivery modes enable learning, teaching, and assessment methods to be contextualised to support target ākonga groups to achieve learning goals in a variety of provider-based or work-based settings.

A programme of learning may be designed to employ one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning. The delivery modes chosen for this programme ensure that Te Pūkenga can provide a range of learning opportunities to honour our commitments as outlined in Te Pūkenga Charter.

The following delivery mode will be employed in this programme:

Delivery Modes
• Provider-based | Blended (in-person face-to-face, online engagement, self-directed learning and work integrated learning)

5.2.1 Provider-based | Blended mode

Blended modes of delivery are employed to provide flexibility to ākonga by combining in-person (face-to-face) with online (distance) engagement in a provider-based setting. Ākonga are enrolled at a Te Pūkenga delivery site (campus or other approved location) where they undertake learning and teaching activities with additional supported self-directed learning.

In-person interaction and digital technologies are integrated to enhance the learning experience. Ākonga typically engage in a mix of in-person and online activities, allowing for flexibility and personalised learning experiences. The 'blend' can depend on the programme, subject matter and learning outcomes. Teaching teams carefully plan and integrate the online and in-person components to create a cohesive and effective learning experience that maximises the benefits of both modalities.

This mode may be supplemented with work-integrated activities undertaken at approved locations as part of the learning.

5.3 Learning and teaching

5.3.1 Learning and teaching introduction

Programmes use a range of learning and teaching methods, strategies and activities which support ākonga development toward meeting graduate profile outcomes. The range of methods adopted enable implementation of and support for Whiria Te Ako Te Pūkenga.

Programmes are designed to allow for variation in learning, teaching and assessment activities across delivery sites to accommodate varying class sizes, ākonga demographics, delivery modalities and regional and local requirements for the discipline.

The range of learning and teaching methods used within this programme is considered appropriate in a range of delivery scenarios. They are built on the foundation of established practices and quality delivery employed throughout Te Pūkenga divisions for many years.

The following learning and teaching methods have been selected as appropriate for the delivery of this programme:

Learning and Teaching Methods
Collaborative/Co-operative learning; Practice-based learning; Problem-based learning; Work-integrated learning; Self-directed learning.

Each of these may be offered in physical, virtual and/or simulated approaches. The learning and teaching approaches have been chosen to provide effective, authentic, and valued learning experiences for this programme.

5.3.2   Learning and teaching methods and activities descriptions

Collaborative/Co-operative learning approaches promote interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. These may be employed in face-to-face, practical, self-directed and online contexts.

In the context of this programme, collaborative/co-operative learning approaches will include:
- problem-solving
- hands-on experimenting
- discussion or debate in flipped classroom
- tutorial/small group

Practice-based learning approaches combine theory, practice and a strategic, reflective process throughout the learning. Ākonga implement theory as the practice takes place, increasing their knowledge acquisition, skill development, and values clarification as they link them together within the learning experience. These approaches enable ākonga to learn relevant practical skills, while helping them develop communication, leadership, and team skills and competencies. These may be employed in real-world or simulated contexts such as workspaces and/or workplaces and may be directed and/or self-directed.

In the context of this programme, practice-based learning approaches will include:
- laboratory sessions
- practical workshops
- technical demonstrations
- simulation learning
- in-work and work-integrated learning
- guest speakers and industry professionals

Problem-based learning approaches reinforce ākonga application of theory to practice in a safe, real-world context. They develop ākonga skills in problem-solving, critical thinking and analysis. Ākonga may work in teams or independently. Problem-based learning also provides opportunities for developing soft skills related to practice including collaboration and communication skills. These approaches may be employed in face-to-face, practical, simulation, self-directed and online contexts.

In the context of this programme, problem-based learning approaches will include:
- case studies
- engagement with technical and professional standards

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- gamified learning
- project-based learning
- role play

Work-integrated learning approaches provide ākonga the opportunity to apply learning to practice in fully supported real-world contexts. Work-integrated learning strategies acknowledge that learning arises through engagement in work, where ākonga achieve learning outcomes through activities that are based on, or derived from, the context of work or the workplace. Ākonga are exposed to expertise, skills and practices that are contextualised in a variety of (authentic) professional industry/community contexts, some of which may be simulated.

In the context of this programme work-integrated learning will include:
- a formal clinical practice practicum located in a workplace.
- visiting a workplace or interacting with industry professionals.

Ākonga will observe and develop competencies in a range of clinical skills in Veterinary nursing and working in an interprofessional team.

Work-integrated learning is employed in this programme and will be used by all delivery sites to ensure that the qualification practicum requirements are met.

Course information for any course including work-integrated learning will include details of the requirements (e.g., skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed). Any related resources, such as templates for work-integrated learning agreements and workplace observation feedback, will also be supplied in course information.

Self-directed Learning fosters critical thinking, analysis and research skills, as well as life-long learning competencies such as time management, goal setting, communication and self-management. Self-directed learning may be employed in face-to-face, practical, simulation, workplace, and online contexts.

Research-based learning and online (distance) learning employs a significant amount of independent self-directed learning time, particularly at higher levels.

Self-directed learning approaches in this programme are designed to complement directed learning activities and to contribute to assessment and will include:
- engaging with course readings and other resources
- researching as preparation for assessments
- independent participation in projects
- flipped-learning contexts
- peer discussions

5.4 Assessment

5.4.1 Assessment introduction

Assessment is a structured process of gathering evidence and making judgements about ākonga performance in relation to predetermined criteria. It is integral to learning and teaching. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

- evaluate ākonga achievement and the demonstration of specified learning outcomes;
- assess ākonga capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;

- involve ākonga in the learning process, so they can monitor their own progress, reflect on their learning and consolidate their understanding;
- provide ākonga with regular and timely feedback regarding their own learning and for developmental purposes; and
- enable kaiako to use information about the ākonga knowledge and skills to inform their teaching.

Te Pūkenga has a commitment to supporting ākonga to achieve their full potential through quality assessment, which should meet the goals listed below.

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

5.4.2   Assessment procedures

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

5.4.3   Principles of assessment

The key principles below underpin assessment in this programme.

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.

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

5.4.4   Assessment methods

This programme uses a range of assessment methods, which support ākonga to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes. The three main types of assessment are as below.

- **Diagnostic** is preliminary assessment to find out where ākonga are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet ākonga needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.
- **Summative** is assessment that provides evidence that an ākonga has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākonga will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākonga, learning and teaching, and includes formats that are oral, written, visual and practice based.

5.4.5   Assessment portfolios

Assessment portfolios are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills and learning achievements. Assessment is not only about measuring the attainment of knowledge; it is also about measuring that ākonga understand theoretical knowledge and/or skills and are able to integrate the knowledge and skills across other experiences, across time. Therefore, the programme utilises a portfolio of evidence that ākonga construct and add to during the period of learning, using a variety of assessments that provide evidence of their achievement of all the learning outcomes.

The purpose of the portfolio of evidence is to build, track and measure progress along the way as well as the final outcome. The use of a portfolio of evidence as an assessment tool is an alignment to real-world expectations; that is, the collection of evidence to demonstrate achievement. The types of assessment used are authentic real-world activities that will also contribute to the ākonga transferable skill set that they can apply in the workplace.

There will typically be a range of items within each portfolio, each related to an assessment activity. The assessment activities have individual weightings and due dates and align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga. Activities will align with and measure achievement of the learning outcomes.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools.

Ākonga are required to submit work for each assessment activity within the portfolio. The portfolio provides a record of all assessment completed within a course.

An example of the approach to portfolio assessment is presented in the Appendix: Portfolio Assessment Example.

5.4.6   Assessment methods and activities

Assessment methods and activities are designed to allow ākonga to provide evidence of their achievement towards the learning outcomes of each course which are then verified by qualified assessors.

Assessment in this programme is collated into assessment portfolios which will include the following:

Assessment Methods
Assessment Portfolio: Assignments; Examinations, tests and quizzes; Group/Collaborative assessments; Presentations; Projects; Work-based assessment.

Ākonga will be given opportunities to provide evidence by expressing themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. This will include assessment that is designed to employ multiple literacies (oral, written, and visual) and opportunities to gather naturally occurring evidence where possible.

Kaimahi who teach and assess on courses in the programme from across the network are engaged in communities of practice. These communities share teaching and assessing experiences and collaborate with learning design partners to continue to develop network-wide learning, teaching and assessment resources.

Assessment activities will take the form most appropriate and valid for ākonga, learning and teaching in this programme.

5.4.7 Assessment methods and activities descriptions

Assignments are specific assessment tasks or pieces of work that are designed to allow ākonga to demonstrate development of and reflection on course-specific knowledge, skills and learning. Ākonga may hone their skills related to research, critical analysis and evaluation, and communication. Assignments may have a range of different topic options to choose from, allowing ākonga to learn about specific areas of interest in-depth.

Assignments are designed to allow the outcomes to be presented in formats that are most appropriate for the learning and teaching. They may be written, oral and/or visual, or practical (including assessor verification).

Assignments in this programme may include:
- summaries of the knowledge and/or skills developed,
- the process and research undertaken in developing practical artefacts
- reflective exercises
- practical demonstrations
- investigative reports
- a critical review
- a seminar presentation
- an interview and/or case study
- a literature survey/review

Examinations, tests and quizzes are used as a method for assessing ākonga breadth and depth of knowledge including key concepts, themes and topics in specific curriculum areas. They are primarily designed to motivate ākonga to engage with theoretical material. Ākonga will be required to demonstrate an ability to evaluate their knowledge and apply it in increasingly complex scenarios.

While examinations and tests are typically summative in nature, they may, along with quizzes, also act as formative assessment as part of ākonga progress towards a larger piece of assessment.

Examinations, tests and quizzes in this programme may include:
- short-answer
- multiple-choice
- essay
- seen/open question
- open book
- take home
- oral or practical demonstration form and may be delivered in class or online
- formal examinations and tests with a requirement that they be completed under supervised conditions.

Group/Collaborative assessment activities provide an opportunity for ākonga to develop interpersonal skills and participate in a collaborative learning experience. Well-planned group activities foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.

Group/collaborative assessment is employed when the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.

Group/collaborative assessment activities will provide clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. Evidence that each ākonga has met the learning outcomes and contributed to the group process and outputs will be collected. There will be opportunity for individuals to demonstrate achievement if the group activity fails to do so.

Group/Collaborative assessment in this programme may include:
- group presentations
- reflective exercises
- practical demonstrations of teamwork
- summary reports
- collaborative critical review
- and team and group projects.

Presentations give ākonga an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills.

Presentation assessment in this programme may include:
- formal verbal presentations,
- poster presentations and multi-media presentations.

Presentations may be aligned with other assessments, such as case-studies or group projects.

Projects are used to explore concepts and/or topics in detail, giving ākonga an opportunity to apply theory to practice in a safe, real-world context. Projects are ākonga-centred and involve working (individually or in small groups) through interactive scenarios usually based around poorly structured or complex problems. Ākonga are required to demonstrate a range of skills to solve the problem. Projects may be employed in face-to-face, practical, simulation and online contexts.

Project assessment in this programme may include:

- ākonga undertaking a case-study into a topic related to an area of interest and/or practice
- projects that are staged in parts with some outcomes assessing 'work in progress' towards project outcomes. This may include the initial evaluation of the project 'problem', followed by an evaluation of the response to inform the possible next steps.

Work-based assessment is designed to verify outcomes gained in a workplace environment. Work-based assessment allows ākonga to gather and present evidence of their achievement within a range of work-integrated, online, practice-based, self-directed and/or collaborative/co-operative (cohort) group learning strategies.

Where evidence is gathered from the workplace, the direct supervisor of ākonga will be required to verify the authenticity of the evidence prior to assessment submission. All assessment will be conducted by Te Pūkenga assessors.

Ākonga will create portfolios of evidence that include visual records of their achievement from assessment activities such as:

- practical demonstration, presentation, written, and project work.

5.4.8 Assessment Standards

There are no skill, unit, or achievement standard assessments in this programme.

5.4.9 Assessment feedback

Ākonga are provided with regular feedback on progress and reporting on final achievements. Kaiako contributing to the programme, aim to provide constructive feedback in a timely fashion on ākonga progress. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

5.4.10 Course workload

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

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

5.4.11 Academic integrity

Academic integrity relates to meeting moral and ethical principles in education and training settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society.

Te Pūkenga is committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards and require ākonga to be honest and act with integrity in their learning and assessments. We are committed to providing the resources necessary to support their success as both ākonga and citizens.

The Academic Integrity policy and procedure form part of Te Kawa Maiorooro | Educational Regulatory Framework. Business division policies and procedures form part of Te Kawa Maiorooro.

5.4.12 Assessment support for ākonga with disabilities

To ensure equitable assessment opportunities Te Pūkenga makes alternative supported assessment arrangements for ākonga with particular needs wherever possible, in accordance with Te Kawa Maiorooro. Supported assessment arrangements may include:

- Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes
- Additional assessment time as necessary for a fair assessment to take place
- The services of a reader and/or writer
- Assistive technology
- Specialised equipment and furniture
- Alternative dates, spaces, and/or times for participating in assessment activity

5.4.13 Assessment submission using te reo Māori

In recognition of the status of Te Reo Māori as an official language of Aotearoa New Zealand, ākonga may submit summative assessments in te reo Māori in accordance with Te Kawa Maiorooro.

5.4.14 Assessment submission using New Zealand Sign Language

In recognition of the status of New Zealand Sign Language as an official language of Aotearoa New Zealand, ākonga may submit summative assessments in New Zealand Sign Language in accordance with Te Kawa Maiorooro. Supported assessment arrangements may include:

- New Zealand Sign Language communicators and interpreters.

5.5 Moderation of assessment

Te Pūkenga has a networked moderation system to ensure the integrity and quality of summative assessment, and to assure Te Pūkenga-wide comparability in assessment outcomes for the programme. All assessments in this programme will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan.

External moderation will be carried out as specified in an agreed Te Pūkenga moderation plan. (See an indicative Moderation Plan in the Appendix.) The Programme Committee is responsible for ensuring that the requirements of the approved programme moderation plan are met. This will include post-assessment moderation, as well as ensuring assessments are appropriate for the relevant level, learning outcomes and graduate profile outcomes. Te Pūkenga will engage in any such external moderation activities as may be required by WDCs or other relevant SSBs.

The key components of the networked moderation system are as set out below.

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

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

5.5.1 Collaboration for programme moderation

Kaiako teams will collaborate to collectively and separately provide processes ensuring assessment activities are fair, impartial and consistently applied between years and across learning sites delivering the same courses. Collaborative discipline moderation rōpū will have an overview of the programme moderation and will work with the co-ordinator and/or a specific moderation team to provide processes to ensure that the learning outcomes achieved are substantially equivalent across delivery locations and sites. Moderation will be conducted by suitably qualified practising academics/assessors and moderators appointed from industry.

5.5.2 Local moderation

Kaiako recognised as having expertise in assessment within the discipline area of the relevant course collectively hold responsibility for local moderation within delivery sites, which will be undertaken by collegial teams. Industry partners may be invited to collective (cluster) moderation events to provide external input. Clear feedback for improvement and any requirements for corrective action will be provided for each course.

Internal pre/post moderation will employ standardised evaluation tools and forms. National benchmarking of the results of pre/post internal moderation will be undertaken by the designated responsible programme committee with recommendations for improvement made to any specific delivery site.

5.5.3   External moderation

Courses are subject to regular external moderation as per the Moderation Plan.

External moderation will be undertaken by national Moderation Panels consisting of moderation experts from another programme or discipline and with an industry partner to provide an external expert view of the content and to represent the view of ākonga. Te Pūkenga will engage in any such external moderation activities as may be required by WDCs or other relevant SSBs.

The moderation process is intended to encourage a culture of continuous improvement. It is not intended to be solely a compliance exercise. To this end, constructive engagement between local teaching teams and the moderation panel is to be encouraged.

All moderation outcomes will be reported to the responsible programme committee and reviewed by programme regional/local moderation groups. Quality teams provide monitoring and oversight of moderation activities and report up through Ohu Whakahaere as needed.

External Moderation will evaluate each course for quality and consistency of outcomes using standardised evaluation tools. The resulting individual course moderation reports will provide feedback which may include a statement of any corrective action considered necessary to take collectively, or at any specific delivery site. Kaiako will be required to report on the corrective actions undertaken to ensure the national standard is achieved the next time this course is offered.

5.5.4   Moderation practice for provider-based delivery

In this programme, all assessments will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan. External moderation will be carried out as specified in an agreed Te Pūkenga moderation plan (See Appendix: Draft Moderation Plan).

6   Waeture ā-Hōtaka | Programme Regulations

NZQA Programme Approval Criterion 5: Regulations.

Regulations outline the requirements for entry into, progress through and completion of the programme and are aimed at assisting ākonga to understand these requirements. These Regulations are to be read in conjunction with Te Kawa Maiorooro | Educational Regulatory Framework and other Te Pūkenga policies and procedures. The following details are specific to this programme.

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

This programme:

1. Ensures currency with amendments to, and replacements of, relevant legislation, regulations, and codes of practice which may include some or all of the following: Veterinarian's Act 2005; Animal Welfare Act 1999; Biosecurity Act 1993, Health and Safety at Work Act 2015; Hazardous Substances and New Organisms Act 1996; Resource Management Act 1991; Agricultural Compounds and Veterinary Medicines Act 1997, Misuse of Drugs Act 1975, Privacy Act 2020.

2. Abides by Animal Welfare Act 1999 Part 6 legislating ethics surrounding use of animals in learning and teaching, including seeking Animal Ethics Committee Approval (where applicable).

3. Complies with any professional guidelines provided by both the New Zealand Veterinary Nursing Association (NZVNA) and Allied Veterinary Professionals Regulatory Council (AVPRC).

In this programme there are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer, and recognition of prior learning
- programme structure
- normal progression within the programme
- programme duration
- integration of practical and work-based components
- assessment regulations

Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

6.1 Whakatapoko | Admission

General Admission	To be admitted to this programme, applicants must meet the following academic admission requirements:
	NCEA Level 2 or higher including a minimum of:
	12 credits in English at Level 2 or higher 12 credits in Mathematics at Level 1 or higher 12 credits of relevant science (preferably Biology) at Level 1 or higher
	OR
	this qualification may build on the New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare and Rural Animal Healthcare [Ref: 4388]; or the 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 [Ref: 2489]; or the New Zealand Certificate in Animal Care with strands in Companion Animal, Equine, and Rural Animals [Ref: 2487]
	OR
	A recognised equivalent.
Special admission	Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme.
Discretionary admission	Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant's level of preparedness for their intended programme.

Additional requirements	In addition to meeting the requirements for admission, all applicants must complete a health declaration and declaration of any criminal conviction to ensure fitness to practice prior to acceptance into the programme.
	Note: Convictions of any offence and/or declaration of health conditions will not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of the delegated authority.
English language requirements	Applicants for whom English or te reo Māori is not a first language are required to provide proof of English proficiency.
	The required level of proficiency for this programme is IELTS (Academic) score of 6 with no individual band lower than 5.5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules.
	Domestic learners who have completed the majority or all of their education in New Zealand are deemed to have met this requirement.

6.2 Selection Process

Limits on enrolment may be applied due to health and safety reasons, availability of resources, or availability of work experience placements.
Should limits be placed on enrolment, the following selection criteria will apply:
- Where the number of applications for a programme exceeds the number of available places, ākonga are offered the opportunity to be placed on a waitlist.
- Completed applications are assessed in the order that they are received.

6.3 Credit Recognition

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

6.4 Award Requirements

To be awarded the New Zealand Diploma in Veterinary Nursing (Level 6) (Companion Animal Veterinary Nursing Strand), ākonga must achieve a minimum number of 240 credits from courses described in Table 1 below and meet the Practicum Requirements listed in Table 2.

Table 1: Schedule of Courses

Course code	Course title	Credits	Pre-requisites	Co-Requisites	Restrictions
Level 5 courses					
ANML5001	Veterinary Nursing Practice	15			
ANML5002	Anatomy and Physiology	15			
ANML5103	Animal Husbandry and Behaviour	15			
ANML5104	Companion Animal Practicum I	15			
ANML5105	Introduction to Anaesthesia and Analgesia	15	ANML5002		
ANML5106	Introduction to Medical Nursing	15	ANML5002		
ANML5107	Introduction to Surgery and Diagnostics	15	ANML5002		
ANML5108	Companion Animal Practicum II	15	ANML5001 ANML5002 ANML5103 ANML5104		
Level 6 courses					

ANML6101	Anaesthesia Management and Emergencies	15	ANML5105 ANML5107		
ANML6102	Medical Nursing and Diagnostics	15	ANML5106 ANML5107		
ANML6103	Companion Animal Practicum III	30	ANML5108		
ANML6104	Surgical Nursing and Dentistry	15	ANML5107		
ANML6105	Imaging and Veterinary Nursing Services	15			
ANML6106	Companion Animal Practicum IV	30	ANML6103		
	TOTAL CREDITS	**240**			

Table 2: Practicum Requirements

(1) A practicum of at least 750 hours must be completed during the programme.

(2) The practicum must take place in a suitable animal environment that enables the application of knowledge and skills required by the graduate profile outcomes (GPOs).

(3) A suitable practicum environment is a veterinary clinic, providing healthcare services for the species applicable to the strand. It may also include an alternative environment where learners can develop and enhance their practical skills.

(4) Within the practicum, learners must attend at least one veterinary clinic, and it is strongly recommended that learners attend a minimum of two veterinary clinics.

6.5 Programme Length and Duration

Ākonga will complete the programme within the minimum and maximum durations specified in the table below according to the delivery mode associated with their course enrolment.

Delivery Type	Provider-based	
Minimum Duration	2 years	
Maximum Duration	6 years	
	Whole Programme	*Per Year*
Range of Training/ Teaching Weeks	60 - 80	30 – 40
Range of Holiday Weeks	4 - 16	2 – 8
Range of Total (Gross) Weeks	64 - 96	32 – 48
Range of Total Learning Hours (per week)	30 - 40	
Number of Years	2 years	
Total Learning Hours per Year	1200	
Total Programme Hours	2400	
Delivery Pattern (STEO Study Mode)	Full-time (Including Part-time)	

The delegated authority may approve an alternative maximum completion time for the programme. Any reduction in the time frame must be in accordance with credit recognition provision.

6.6 Progression

All courses are compulsory. There are no electives in this programme.

Courses ANML5001, ANML5002, ANML 5103, ANML5104 must be achieved prior to enrolling any other courses.

Ākonga should pass all Level 5 courses before beginning any Level 6 courses to support success in this programme.

6.7   Assessment Regulations

Assessment regulations follow the guidelines in Te Kawa Maiorooro | Educational Regulatory Framework.

Assessment and/or course pass requirements that are specific to this programme are detailed in each course descriptor.

Assessment Mode	Achievement-based and Competency-based
Grade Key	Te Kawa Maiorooro Grading Scale
Assessment submission and additional opportunities	Requirements and processes for • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines are outlined in programme delivery documentation provided to ākonga at the start of their course.

6.8   Integration of Practical and Work-based Components

This programme includes a practicum component that meets the requirements of the qualification. This practicum musty include at least 750 hours to be completed during the programme. Within the practicum, ākonga will attend at least one animal related facility for a minimum of 45 hours, at least one veterinary clinic, with a strong recommendation to attend a minimum of two veterinary clinics, to complete at least 480 of the total 750 practicum hours, in a veterinary clinic.

These practical components are in the form of practicums which take place in a suitable animal environment that enables the application of knowledge and skills required by the graduate profile outcomes (GPOs).

A suitable practicum environment is a veterinary clinic providing healthcare services for the species applicable to companion animal veterinary nursing strand as described in the qualification. It may also include an alternative environment where ākonga can develop and enhance their practical skills.

Work-integrated learning components are integrated in this programme as a series of practicum courses which are preceded by learning and assessment of health and safety, animal ethics, professional behaviour, and basic animal handling before the practicum is undertaken.

Practicums are designed to develop the knowledge, skills, and competencies to provide different experiences and aspects of practice that provides a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will observe and develop competencies in a range of clinical skills in veterinary nursing and working in an interprofessional team.

6.9   Transition Arrangements

This qualification replaced the New Zealand Diploma in Veterinary Nursing (Level 6) [Ref: 2491]. The last date of assessment for that qualification is 31 December 2025, when it will be discontinued.

Transition arrangements may be required for ākonga who will be required to transition to this programme as a result of the discontinuation of the above-mentioned qualification. Each Te

Pūkenga business division delivering a programme leading to the previous qualification will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

7   Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

NZQA Programme Approval Criterion 4: Acceptability of the programme and consultation.

The acceptability of this programme was informed using the process of engagement that included socialisation and consultation. The following outlines the process and results that are specific to this development.

7.1   Meeting the needs of our stakeholders

All programme developments at Te Pūkenga undertake consultation with stakeholders throughout the development phase to ensure that the design meets the needs of all stakeholders.

A written summary of the consultation undertaken, the views expressed, and consideration of the views is provided for each programme (or connected suite of programmes) development. This consultation and summary details the acceptability of the programme to the relevant communities (including ākonga, whānau, hapū, iwi, or hapori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under section 482(1)(g) of the Act has been obtained.

7.1.1   Continued need for a programme leading to this replacement qualification

Te Pūkenga confirms an ongoing need to deliver a programme that leads to this replacement qualification for the regional delivery sites included in this application. Consultation with regional delivery sites who currently offer a programme that leads to the previous qualification occurred during the development phase of this unified programme. Each regional delivery site confirmed a continued need based on an annual evaluation of their delivery site portfolio, enrolment data, and local stakeholder (industry and community) engagement. The inclusion of each regional delivery site in this application has been verified and approved by Te Ohu Whakahaere Approvals committee on behalf of Te Poari Akoranga.

The programme is designed as a unified programme to replace existing local programmes and to meet the requirements of the replacement qualification. It is a transition to a new single programme to replace existing stand-alone programmes.

Te Pūkenga will regularly review delivery of the programme to determine if delivery sites need to be changed in any way.

7.2   Engagement and consultation during development

Development of this programme has involved many staff from within the Te Pūkenga network across three years. Staff have been engaged in the development through a variety of means, including but not limited to: participation in Working Groups, Specialised Working Groups, team sharing sessions, drop in sessions, face to face hui at delivery sites, through a shared Community of Practice Teams

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environment, feedback surveys, Steering Group membership and hui, WDC shared forums, and engagement with external partners.

Engagement commenced in 2021 with the establishment of the Steering Group and soon after this the Coordinating Working Group was established for the suite of Animal Healthcare and Veterinary Nursing programmes. The new qualifications presented an opportunity for Te Pūkenga to engage with internal and external partners to design new programmes, therefore co-design tools and strategies were utilised to support the development of core development and delivery principles.

Co-design development started with workshops with reference groups that included kaimahi, ākonga, employers, and industry bodies. Representatives from eight different Te Pūkenga business divisions that currently provide veterinary nursing training then formed a sub-working group to develop the programme collaboratively.

Kaiako at each Te Pūkenga business division currently teaching on this programme or intending to do so were engaged formally and informally during the process of programme development. A formal socialisation phase ensured that internal teaching teams had an early opportunity to view the draft programme and consider how it compared to their current programmes. This phase of engagement with kaiako was an important part of the consultation and programme acceptability process. Kaiako were invited to provide feedback on critical aspects using an online survey from Wednesday 26th April 2023 to Thursday 11th May 2023. Feedback was requested on the draft curriculum regarding the following:

- any gaps or omissions in the alignment of the programme with the qualification requirements
- any unnecessary duplication
- the alignment between course learning outcomes and graduate profile outcomes
- whether the programme provides scope for regionalisation

Feedback was received, collated and discussed by the programme Working Group and amendments were made where appropriate, as detailed in the Consultation Summary Logs in the Appendix 1. Kaiako feedback was anonymised in order to encourage objective consideration by the Working Group.

The WDC relevant to the programme was engaged with during the development process through their input at the Steering Group. In addition, informal feedback was invited on the draft curriculum during the socialisation phase. Feedback was discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Logs in the Appendix 1.

7.3   Te Uiuinga i te Hunga Whaipānga | Partner and Stakeholder Consultation

This programme underwent a period of socialisation with kaiako in 2022, and following revisions based on the 2022 socialisation phase, a full consultation, including both internal and external stakeholders, was undertaken in 2023. We have included feedback from the broad consultation process in 2023 in Appendix 1.1 and 1.2, which is only for the Companion Animal strand. During this consultation period Steering Group members were requested to share links to draft programme documentation and an online survey with their partners as appropriate via their established relationships, i.e., from ākonga, kaiako and wider kaimahi across Te Pūkenga network, and from community and industry stakeholders, including Māori, Pacific and Disabled. Responses were invited by the use of an online survey from Wednesday 17th May 2023 to Wednesday 14th June 2023. Feedback was requested regarding the following:

- strengths of the proposed programme
- gaps/omissions in the proposed programme needing to be addressed to ensure it aligns with qualification requirements

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- how the proposed programme allows for regional flexibility
- any further feedback

Feedback was received, collated and discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the Appendix 1. Unless indicated otherwise by the respondent, the feedback is from individuals, and does not necessarily represent the view of their organisation/entity.

7.4 Mana Whenua

Mana whenua were invited to engage in the consultation process by each business division, all of which have local and regional relationships. Mana whenua will be invited to input into evaluation and review, as Stakeholder and Industry Advisory Committees are established at a local, regional and national level, as appropriate, to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review.

Pūkenga Grandparenting Policy enables business divisions to continue using their current policies. Engagement with mana whenua is guided by mana whenua and will look different by location

Te Pūkenga is committed to developing authentic partnerships with mana whenua in accordance with our Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework and Whiria Te Ako | Learning & Teaching Framework.

Partnerships with mana whenua are held locally with Te Pūkenga Business Divisions. To this end, kaimahi have prioritised forming and continuing partnerships with mana whenua to support and strengthen the programme.

7.5 Endorsements

During consultation the programme was shared via direct email of the links and feedback sought against a range of survey questions from stakeholders including the industry groups New Zealand Veterinary Nurses Association (NZVNA), New Zealand Veterinary Association (NZVA), Veterinary Council of New Zealand (VCNZ), as well as the voluntary regulatory body Allied Veterinary Professional Regulatory Council (AVPRC).

Outcomes of endorsement process:

- NZVA supported the programme highlighting the philosophy and core principles, highlighted the need to ensure that supporting skills are well attended to alongside clinical skills but did not support a requirement for ākonga to complete practicum in a second veterinary clinical placement.

- AVPRC indicated a requirement for more explicit integration of self-care skills, critical thinking, nursing process and clinical reasoning, as well as indicating that the number of clinical hours need to be increased, with these hours split evenly over both years of the programme, and maximum completion time decreased.

- No official responses were recorded from NZVNA or VCNZ although individual responses from those involved in the organisations were received and addressed alongside other individual feedback.

The outcomes of the endorsement process led to the following improvements to the programme:

- Removal of the requirement for a second veterinary clinical placement;

- Some editing of the indicative content for courses to more explicitly embed self-care skills, and nursing process, as well as further descriptions of the learning activity approaches that will develop skills in critical thinking and clinical reasoning.

- Completion time was reduced to 6 years from 8 years.

- The number of clinical hours was not increased as much as desired by AVPRC due to feedback from industry that this cannot be supported at this time and would be a barrier to the industry supporting ākonga.

    o The intent will be to work towards increased clinical hours over coming years, building on the 45 hour increase of this programme over the previous qualification and associated programme.

    o The clinical hours were left as initially planned with more hours to be complete in the second half of the programme rather than the first. This allows increased development of underpinning knowledge and practice of skills in a safe environment (provider based) in the first half of the programme, so ākonga enter the second half with increased skill and knowledge. This is intended to allow better integration and utilisation of ākonga in a work context therefore leading to increased learning and work readiness.

7.6   Evaluation of consultation

All feedback was received, collated and themed for the working group to respond to. Theming was approached in a similar manner to qualitative research thematic analysis, where each feedback item was coded (themed). All feedback was collated and each individual item was added to a separate row. Each row was then reviewed, and initial thematic codes were identified, and repeated themes developed, reviewed and further defined. The themes were then collated and analysed.

The working group reviewed and discussed all of the feedback themes. Each theme was considered, and where necessary further research and/or evidence base was assessed to enable the working group to reach a considered outcome. This meant that in some cases the suggested amendment/update did not proceed due to the consideration of the working group. Similarly, consideration was given to the potential consequences and impact the suggested amendments/changes would have. Responses for the themes identified are detailed in the Appendix.

7.7   Outcomes of consultation

The outcomes of this consultation led to the following improvements to the programme design:

- A rebalancing of content in the level 6 courses to ensure that sufficient time is available for the development of clinical knowledge and skill – specifically, some clinical content was shifted to the final course (which was felt to be lacking in content) to allow sufficient learning time in relation to the topics in the earlier level 6 courses.

- Specific changes to course learning outcomes and indicative content were made across several courses after consideration of specific feedback points e.g., removal of a second learning outcome in ANML5002 as it was deemed to be unnecessary duplication of content already indicated in learning outcome 1, increased indications of low stress approaches to animal handling.

- The balance of practicum hours between animal facilities, veterinary clinics, provider-based practicums and simulations was carefully considered alongside all of the feedback on this topic and a balance that serves the needs of ākonga and industry proposed.

8 Aromatawai-kiritahi, Aromātai me te Arotake | Self-assessment, Evaluation and Review

NZQA Programme Accreditation Criterion 7: Programme review; and Accreditation Criterion 4: Programme review.

This programme will be located in an assigned Ako Network that will be responsible for maintaining ongoing programme and academic quality management systems and processes. The network will also be responsible for maintaining the capacity to support sustained delivery of the programme at the range of delivery sites, and in the range of delivery modes.

Te Pūkenga Quality Assurance Framework consists of integrated and overlapping processes that lead to self-assessment including:

- Course evaluation
- Programme evaluation
- Stakeholder engagement and feedback
- Ākonga surveys and feedback
- Stakeholder and industry advisory network
- Engagement with mana whenua
- Self-assessment and review
- Consistency arrangements and review
- Programme review
- Programme changes and improvements

8.1 Aromātai me te Arotake | Evaluation and Review

All Te Pūkenga programmes are subject to ongoing evaluation of individual courses, as well as the programme as a whole. Evaluation involves a range of programme stakeholders, including ākonga, appropriate external professionals and organisations, and members of the academic community.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga. Thus, all programmes and courses that lead to qualifications on the NZQF are approved and accredited by NZQA and undergo ongoing self-assessment and review as part of Te Pūkenga quality assurance framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga is held accountable to their ākonga, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation, which includes the key processes described below.

8.1.1 Programme evaluation

8.1.1.1 Course evaluation

Course evaluations are completed by individual kaiako for each delivery cycle to highlight and analyse any issues that occurred and to provide suggestions for improvements as required. They provide kaiako an opportunity to reflect on course outcomes and to plan improvements to their courses and to their own development.

All kaiako who are responsible for courses and outcomes are involved in course evaluation. Evidence is gathered from a wide range of internal and external inputs and evaluated by kaiako as the course progresses. Course evaluations are employed locally at delivery sites to inform improvement and are collated from across the network to provide programme leaders with rich information about the individual delivery of courses which form part of their programmes.

8.1.1.2   Programme evaluation

Annual Programme Evaluation Reporting is completed for all programmes in the network to manage and record evaluative and improvement process. Evaluation reports are structured around six Key Evaluation Questions, which emphasise the core activities of performance, evaluation, planning, execution and review.

Programme reports are assessed as evidence of capability in self-assessment. Evaluations are discussed both locally in teaching teams, and/or regionally and/or nationally in the responsible Programme Committee/s and in various other fora including the Ako Network, which has responsibility for close scrutiny of programmes where the standard of performance is at risk or unacceptable.

The first evaluation report for any new programme will be completed immediately following the first tranche of delivery, and for each tranche thereafter. This includes data and information regarding ākonga success, evaluation of the programme, and input from relevant stakeholders, including a discipline focussed industry advisory network.

8.1.2   Stakeholder engagement and feedback

Periodically, Te Pūkenga conducts surveys of ākonga, graduates, stakeholders (including Māori, iwi, hapū and employers) and kaiako to gather feedback on specific issues. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through an annual programme report. Programme-specific engagement with external stakeholders will be supported by ensuring learning experiences are embedded in contemporary work-based practice.

8.1.2.1   Ākonga surveys and feedback

Ākonga feedback is a critical component of their coherent educational experience and is a part of Te Pūkenga evaluative questioning processes. At the start of a course, ākonga are told which courses will be surveyed, how surveying will be carried out, relevant time frames, and the reporting back process.

Once a survey has occurred, feedback is analysed and evaluated, potential response actions are identified, and this data is communicated back to ākonga within an agreed timeframe. Evaluation results and proposed actions are incorporated in annual programme evaluation reporting.

8.1.2.2   Stakeholder and Industry advisory

Each major discipline group will establish a Stakeholder and Industry Advisory Network to support consultation and ongoing development processes. Stakeholder and industry advisory committees are already established at a local, regional and/or national level to provide an interface between the programmes and appropriate external stakeholders. Networks will be comprised of a number of stakeholder representatives, with specific focus on Māori and Pacific stakeholders and organisations, based on current existing provider networks. These have a key role in ensuring the programme continues to meet the needs of all stakeholder groups with a particular focus on regional responsiveness.

- Local Stakeholder and Industry Advisory committees build on existing structures at current delivery locations and may include a number of programmes that are generally related to a high-level discipline (such as Business, Health, etc.)

- Regional Stakeholder and Industry Advisory committees may be established, where required/appropriate, to focus more closely on specific disciplines (such as Accounting, Nursing, Social Work, etc.) with regard to wider regional issues and may include representation from regionally focussed industry groups and other stakeholders such as RSLG's, etc.

- National Stakeholder and Industry Advisory committees may be established to provide a strategic national perspective for issues related to a nominated discipline (such as Accounting,

Nursing, Social Work, etc.). National Stakeholder and Industry Advisory committees may include representation from national industry groups and other relevant stakeholders such as WDC's, Professional Bodies, etc.

Local, regional and national industry advisory committees will ensure that specific interests are represented to the responsible Programme Committee. Stakeholder and Industry Advisory committees will discuss and provide input into programme development and improvement. Each network will focus on the following key tasks:

- ensuring the programmes meet the current and future needs of employers
- ensuring the programmes meet the needs of each region and the needs of its ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities giving a stakeholder perspective on programme developments and reviews
- providing an opportunity for kaiako and stakeholders to share best practice and research findings.

8.1.3 Consistency arrangements and review

Consistency review involves reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for the focus of the external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement and areas for improvement.

Standard evidence for programme consistency will include

- assessment information leading to the achievement of the graduate profile outcomes;
- a portfolio of ākonga work relating to the qualification and the annual review focus requirements;
- graduate and/or stakeholder/end-user feedback on outcome achievement;
- moderation outcomes, which may include moderation/benchmarking across common programmes;
- relevant External Evaluation and Review (EER) data; and may include
- notes from Industry Advisory Group meetings.

8.1.4 Programme review

All programmes are subject to an independent review every three to five years or when directed by Te Pūkenga or relevant regulatory or professional body. New programmes, including the programme proposed here, undergo an initial review following the graduation of the first cohort.

Reviews are designed to be collaborative and aim to

- identify areas for development;
- identify areas for improvement; and
- ensure the programme maintains relevance for stakeholders.

Thus, reviews add value to ongoing stakeholder interactions of Te Pūkenga by fostering new, and strengthening existing, relationships. Reviews focus primarily on the following three Key Evaluative Questions (KEQs):

- KEQ 2: What is the value of the outcomes for key stakeholders, including ākonga?
- KEQ 3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
- KEQ 4: How effectively are students supported and involved in their learning?

Programme review is an important component of the self-assessment, evaluation and improvement process and recognises that stakeholders are critical to the success of Te Pūkenga graduates and programmes.

8.1.5   Audits and reviews by standard-setting/professional bodies

Te Pūkenga maintains an effective system for the regular monitoring, evaluation and review of programmes to ensure that the requirements of standard setting or professional accreditation bodies continue to be met. Te Pūkenga will partner with the standard setting body in any audits or reviews.

8.2   Ngā Panonihanga ā-Hōtaka | Programme Changes

Programme changes and improvements may result from the above evaluation and review, from changes in the industry or sector, or from Workforce Development Council qualification reviews. Approval for any changes are considered and approved by the responsible programme committee for unified programmes and will follow NZQA process guidelines based on the following:

- stakeholder support for change
- considerations of the impact on
    - ākonga and their whānau
    - kaiako
    - delivery across the network
    - relationships with other programmes
    - broader Te Pūkenga practices
    - responsibilities to external agencies

9   Rauemi | Resources

NZQA Programme Accreditation Criterion 2: Resources.

The following details the resources that support this programme.

9.1   Staffing capability

Kaiako teaching on this programme are appropriately qualified to teach within the discipline. Kaiako are deployed across the network in teaching teams to ensure that each delivery site and mode of delivery is adequately resourced. In addition, each teaching team is supported by support kaimahi comprised of work-place supervisors, tutors, and administrative/support personnel.

Te Pūkenga as an organisation is focused on utilising teaching staff skills across regional and national structures which are not bound by current concepts of 'delivery sites'. The collective knowledge and experience of network kaiako are employed to deliver high-quality learning across the motu, for all ākonga. Discipline experts, such as those included in this application, will be utilised across the network, regardless of specific site location to ensure that delivery of the programme is consistent for all ākonga. Delivery will be built around regional operating structures that report to regional leaders. Te Pūkenga regions will ensure clear and coherent accountability for delivery of learning, training, campus and facilities management and ākonga services in a geographical area.

An overview of kaiako who teach on this programme across the network, which presents a summary of their qualifications and experience, is presented in the [Appendix 2: Kaiako and Kaimahi](#).

There is an expectation for all kaimahi to continuously develop and uphold their understanding of Te Pūkenga obligations to, and connections, with Te Tiriti o Waitangi as an individual and as an organisation.

9.1.1   Support kaimahi

In addition to the academic kaimahi, there are teams of technical and administrative kaimahi supporting the delivery of this programme at each delivery site and for each mode of delivery.

9.1.2 Kaimahi development

Te Pūkenga is committed to continually expanding the knowledge and skills of all kaimahi. Te Pūkenga aims to continue to build organisational capability through the development of employees and ensure that Te Pūkenga is a learning organisation.

Te Pūkenga is committed to providing appropriate learning and development opportunities to all kaimahi in order to support high performance in their current role and prepare them for future opportunities. Learning and development may be focused on the specific technical requirements of an employee's role (e.g., kaiako teaching and research capability) or developmental needs (e.g., cultural capability or leadership skills). This will either be on the job, through informal coaching and instruction, or through formal courses and events with external providers.

9.2 Facilities and physical resources

Te Pūkenga maintains a network of delivery sites and ensures that all sites (including all off-site learning) remain safe and adequate for the programme of learning provided, its kaimahi, and the number of ākonga enrolled, while meeting ākonga-specific needs.

Details of the delivery sites for this programme are noted above in Section 1: Introduction of this document.

Teaching facilities and physical resources at each designated delivery site are designed to support the implementation and sustained delivery of the programme, in all relevant modes of delivery. These resources are built on those currently in place for the delivery of a similar programme at each location.

All delivery sites will have access to equipment that allows ākonga to learn and develop practical skills in veterinary nursing. Equipment items may be present only during specific learning sessions where relevant or may be present permanently. Required equipment items include but are not limited to animal simulation items, anaesthetic machine, dental machine and associated items to complete a dental prophylaxis as a simulation, physical spaces that allow simulation veterinary tasks to be interacted with.

9.3 Resources for work-integrated learning

The roles and responsibilities of ākonga, the workplace supervisory staff and Te Pūkenga are detailed for all work-integrated learning in documented formal agreements.

Work-integrated learning strategies vary because each programme has different needs. They may include a formal experience such as clinical/practice placements, practicum, field education, internship/industry placements in a workplace or a project that connects with a workplace for context, or they may include visiting a workplace or interacting with industry professionals.

Te Pūkenga engages with industry partners and community organisations to identify and support the allocation of work-integrated learning opportunities.

9.3.1 Partnering with workplaces

Each delivery site that provides work-integrated learning activities such as clinical/practice placements, practicum, internship/industry placements located in a workplace has dedicated teaching and support kaimahi who manage the process of organising placements and negotiating formal agreements.

9.3.2 Partnering for industry/community

Structured industry/community projects involving external organisations are forms of work-integrated learning that enable ākonga to collaborate with discipline professionals on projects designed to achieve programme outcomes. In these cases, dedicated teaching and support kaimahi

at each delivery site negotiate the brief with the external project provider and are responsible for ensuring that formal agreements are in place.

9.3.3 Partnering with ākonga

Some forms of work-integrated learning, such as field education, requires ākonga to find and negotiate their own placement. In these cases, dedicated teaching and support kaimahi at each delivery site support ākonga in this process and are responsible for ensuring that formal agreements are in place.

In addition to the above, the specific arrangements for this programme include a compulsory learning activity called a 'safety passport' that must be completed by ākonga prior to beginning industry placements. This learning activity is designed to ensure that ākonga are aware of specific health and safety considerations for industry placement.

9.3.4 Work-integrated learning agreement

Ākonga, the work-integrated learning provider and Te Pūkenga enter into a work-integrated learning agreement. This agreement is designed to define the responsibilities of the three parties involved and to ensure each party clearly understands their role and responsibilities.

The standard full agreement is available in [Appendix: Work-integrated Learning Agreement (Practicum)](.).

9.4 Learning resources

9.4.1 Learning resources

Learning resources have been considered in the context of each delivery mode for this programme.

Ākonga in this programme have access to a priority Learning Management System (LMS). This system hosts programme content and a wide range of learning resources including:

- detailed course subject outlines (including learning outcomes);
- weekly topic schedule;
- prescribed and recommended text/s (if any);
- resource requirements; and
- assessment structure for all learning outcomes and topics (including assessment dates).

The LMS is also a primary communication tool between ākonga and kaimahi.

Ākonga engaging in online learning, including those with limited access, are supported with access to digital equipment and electronic resources at any Te Pūkenga delivery site.

In addition to the above, physical learning resources required for this programme are located within reach of all ākonga at specified locations and include…

- animal simulation items e.g. a model suitable for simulation of insertion of IV catheter into the cephalic vein

- anaesthetic machine

- dental machine and associated items to complete a dental prophylaxis as a simulation e.g., ultrasonic scaling head, to complete a dental prophylaxis as a simulation

- physical spaces that allow simulation veterinary tasks to be interacted with e.g., benchtops at a suitable height for restraint of animals

9.4.2 Library services

Ākonga have access to physical and online libraries across Te Pūkenga network. These library resources support the teaching, learning and research needs of the learning community through

their collection and resources, and their librarians, including dedicated postgraduate librarians. These resources are built on those currently in place for similar programmes at each location.

9.4.3 Information management systems

A wide range of information technology services are employed across Te Pūkenga network to support delivery of programmes. Information Technology (IT) offers a range of technology services and support to all kaimahi and ākonga of Te Pūkenga.

The delivery of programme content across Te Pūkenga network is via a range of dedicated Learning Management Systems and other specialist systems and software applications.

Ākonga engaging in online learning, including those with limited access, are supported with access to digital equipment and electronic resources via any Te Pūkenga delivery site.

9.5 Ākonga guidance and support

Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care, etc., built on the foundation of existing services across the network. Each delivery site will collaborate to ensure that resources and services are available for all ākonga. These include:

- ākonga support services;
- support for ākonga Māori;
- support for Pacific ākonga;
- support for ākonga with disabilities; and
- support for international ākonga.
  Distance and work-based ākonga are able to access a wide range of learning support and pastoral care resources on-line, or in person at a local Te Pūkenga delivery site.

All teaching and support teams adhere to the Tertiary and International Learners Code of Practice.

9.6 Quality Management System

Te Pūkenga Quality Management System (QMS) aims to convey how quality is assured and how quality is encouraged through divergent and dynamic processes and contexts. The primary purpose of quality management is to ensure that Te Pūkenga meets the highest standards of learning, teaching and research outcomes.

Te Pūkenga Quality Management System (QMS) draws together the various elements that form a network of integrated systems and practices to form a comprehensive picture of quality at Te Pūkenga. The components include Governance, Te Kawa Maiorooro | Educational Regulatory Framework, Te Pūkenga Policy, Procedure and Quality Assurance Framework.

The outcomes intended to be achieved through the establishment of the principles, practices and systems in this QMS are

- ākonga who successfully complete their studies, and achieve Qualifications relevant to their career aspirations;
- relevant qualifications that maintain currency;
- programmes that are academically robust and vocationally relevant;
- research that adds value to ākonga, kaiako, employers and other stakeholders; and
- rigorous evidence-based self-assessment that is used to inform development and improvement.

Quality management ensures that there are comprehensive and coherent policies and processes that enable effective governance and management of all aspects of operations that impact learning, staff, research and academic services, such as the following:

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- Academic Development and Approvals
- Assessment, Moderation and Grades
- Programme Completion and Awards
- Conduct of Research
- Academic Evaluation, Review and Improvements
- Ākonga Guidance, Achievement and Support
- Staff Engagement and Professional Development
- Resource Provision

9.6.1 Programme management

Programmes will be collectively managed nationally, regionally and locally, as appropriate. Programme management will utilise kaimahi from across the network to form groups who will be responsible for the development, operation and on-going improvement of the programme to ensure the outcomes are consistently met. Their focus will include

- deciding on the structure of the programme components, ensuring flexibility in courses across the programme to meet variable requirements of industry and regional needs;
- ensuring the graduate profile and learning outcomes are consistent and are achieved;
- liaising with relevant stakeholders about the acceptability of the programme for their respective needs, and being flexible in responding to any changing stakeholder requirements of graduates;
- sharing internal and external reports to continuously improve the relevance of the learning outcomes with respect to the graduate profile;
- enabling each delivery site to manage the parts of the programme they deliver according to their local regional requirements;
- facilitating and embedding a research culture and research-informed teaching across the group;
- reviewing and responding to government initiatives and priorities, e.g., monitoring under-represented demographic groups in the programme;
- identifying and coordinating opportunities for collaborative resource development and delivery;
- developing and implementing continuous improvement plans such as a schedule for resource development with goals and targets; and
- sharing best practice in learning and teaching.

9.6.2 Quality assurance

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

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

A Programme Committee will be responsible for this programme (or connected suite of programmes). They will be responsible for the academic quality and the governance aspects of programme quality assurance, with the aim of continuous improvement. Their focus will be to

- monitor and safeguard the fair treatment and wellbeing of ākonga, including their progress through the programme;
- ensure quality assurance for all academic provision is undertaken in accordance with relevant policies and procedures;
- ensure equity of academic provision among the network delivery sites;
- evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for ākonga;
- engage in the ongoing evaluation and review of academic provision; and
- ensure that the curriculum continues to meet the needs of ākonga and internal and external stakeholders.

The Programme Committee will maintain relationships and interactions with other committees within the Ako Networks and the wider Te Pūkenga network to ensure information is shared and accountabilities are maintained. The committee employs evidence-based action planning and execution to deliver continuous improvement and maintains records of its own level academic decision making.

10 Akoranga | Courses

NZQA Programme Approval Criterion 2: Title, aims, learning outcomes and coherence.

The following descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

10.1 Level 5 Course Details

VETERINARY NURSING PRACTICE					
Course code	ANML5001	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
All strands				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

Ngā Hua o te Ako	Learning Outcomes		Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Describe key requirements for professional and culturally informed conduct in veterinary nursing practice. (GPO 1)	• Roles and responsibilities of the veterinary team • Interpersonal skills and communication • Cultural awareness • Principles of Te Tiriti o Waitangi and application to veterinary nursing practice • Professional identity and professional practice • Reflective and evidence-based practice
LO2	Describe legislation, ethics, animal welfare and sustainability relevant to veterinary nursing practice. (GPO 1)	• Legislation as it applies to the veterinary nurse role • Animal welfare and ethics • Environmental, economic, and social sustainability
LO3	Explain the application of health and safety and infection control principles in an animal healthcare setting. (GPO 1, 3)	• Health, safety and risk management • Self-care, and management of compassion fatigue • Fundamentals of microbiology • Infection control

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

ANATOMY AND PHYSIOLOGY

Course code	ANML5002	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
All strands				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to basic animal anatomy and physiology to support animal health and welfare.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1 Describe the normal structure and function of body systems in a range of animals. (GPO 2)	• Biology of animal cells • Structure and function of organs and organ systems • Relationship among systems • The mechanisms of homeostasis and their function • Body organisation • Directional terms • Comparative analysis for cats, dogs and at least one other animal species • Variations in anatomy and physiology within species

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the	100%	All

learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.		

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

ANIMAL HUSBANDRY AND BEHAVIOUR

Course code	ANML5103	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)		150	

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

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

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1	Explain animal husbandry requirements for companion animal species. (GPO 3)	- Methods of identifying animals (breed, sex, microchip, colour) - Fundamentals of animal husbandry, nutrition, feeding and welfare - Sustainable practices in animal husbandry - Breeding - Hygiene - Introduction to parasite control, vaccinations, and basic first aid including CPR
LO2	Explain aspects of animal communication, learning and behaviour that inform safe and effective care in a companion animal environment. (GPO 3)	- Interpretation of body language and demeanour - Normal animal behaviour, animal communication, learning and training - Factors affecting behaviour
LO3	Describe safe and effective low-stress handling and restraint methods for companion animals in an animal healthcare environment. (GPO 3)	- Low stress handling and restraint techniques including environment set up - Restraint aids and equipment - Animal welfare during handling and restraint

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM I

Course code	ANML5104	Level	5	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Practicum will take place in a suitable animal environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 125 hours of practicum during this course. This may include practicum in simulation (maximum 60 hours), animal facility (minimum 45 hours) and/or veterinary clinic (minimum 20 hours).

Ākonga must pass an assessment that ensures they have adequate knowledge to act safely in a companion animal environment (Safety Passport) before they begin work placement.

Course content must include cats and dogs.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the husbandry, hygiene and handling of animals as part of a multidisciplinary team.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1 Apply skills relevant to animal behaviour, husbandry, hygiene and handling in a companion animal environment. (GPO 1, 2, 3)	• Practicum will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2 Apply reflective practice in relation to the development of interpersonal relationships and cultural competence within a team in a companion animal environment. (GPO 1, 3)	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO ANAESTHESIA AND ANALGESIA

Course code	ANML5105	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to assist with anaesthesia and analgesia.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1 Describe general anaesthesia, anaesthetic agents and anaesthesia equipment in companion animal veterinary practice. (GPO 5)	• Premedication • Stages and planes of anaesthesia • How GA affects the body systems • Introduction to anaesthetic drugs • Equipment for intubation • Anaesthetic machines
LO2 Explain the role of the veterinary nurse through phases of general anaesthesia in companion animal veterinary practice. (GPO 5)	• General anaesthesia booking and admission • Preparation of equipment (general anaesthetic (GA) machines, intubation) • Basic monitoring of GA, assistance and communication • Introduction to use of monitoring equipment • General anaesthesia recovery including discharge
LO3 Explain the use of analgesic agents and nursing techniques in pain management in a companion animal healthcare context. (GPO 4, 5)	• Recognition of pain • Pain scoring • Nursing management of pain • WSAVA guidelines for pain management • Introduction to analgesic agents • Multimodal analgesia

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO MEDICAL NURSING

Course code	ANML5106	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to care for companion animals in a veterinary clinic.

Ngā Hua o te Ako | Learning Outcomes		Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Explain preventative veterinary healthcare for companion animals. (GPO 4)	• Immunology • Vaccinations and related diseases • Parasitology and related medications • Preventative dental healthcare • Client communication in relation to preventative veterinary healthcare
LO2	Analyse effective medical nursing to aid patient health and well-being in a companion animal healthcare context. (GPO 4)	• Nursing theory, process and care planning • Clinical examination • Basic nursing care and provisions based on organ dysfunction and clinical signs • Monitoring clinical signs of patients receiving medications • Fluid therapy • Interprofessional and client communication about hospitalised patients, including admission and discharge • Grief and self-care when working with long-term nursing patients • Euthanasia and end of life considerations • Cultural competence when working with owners of hospitalised patients
LO3	Explain dispensing, administering and storage of medications in an animal healthcare context.	• Legal requirements for handling and management of medications • Calculations of medication doses

	(GPO 4)	• Client communication and legislation in relation to dispensing medications • Safety for staff, clients and animals when dispensing, administering and storing medications • Dispense and administer medications

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

INTRODUCTION TO SURGERY AND DIAGNOSTICS

Course code	ANML5107	Level	5	Credits	15
Pre-requisites	ANML5002	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to understand diagnostic procedures and assist with the nursing of routine surgical patients.

Ngā Hua o te Ako | Learning Outcomes		Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Describe routine surgical nursing practices in relation to companion animals undergoing surgery. (GPO 5)	• Basic surgical instrumentation • Preparation and maintenance of surgical theatre and equipment • Preparing patient for routine surgery • Aseptic practice for surgical procedures • Patient positioning • Physiology of healing of clean incised wounds • Recognition of inflammation and infection
LO2	Explain safe and effective laboratory diagnostic procedures in a companion animal healthcare context. (GPO 6)	• Diagnostic equipment selection and use for various samples • Low-stress restraint for diagnostic sampling • Health and safety • Handling and processing of samples including cultural considerations • In-house and external laboratory processing requirements, including quality control • Laboratory diagnostic procedures
LO3	Outline principles of, and safe practices for radiographic imaging in a companion animal healthcare context. (GPO 6)	• Physics of radiographic imaging • Care and maintenance of equipment • Health and safety practices, including PPE

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM II					
Course code	ANML5108	Level	5	Credits	15
Pre-requisites	ANML5001, ANML5002, ANML5103, ANML5104	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 125 hours of practicum during this course. This may include practicum in simulation (maximum 25 hours), animal facility (maximum 10 hours) and/or veterinary clinic (minimum 100 hours). Course content must include cats and dogs. Over the course of the four practicums, ākonga are strongly advised to attend a minimum of two veterinary clinics.
Course content must include cats and dogs.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to provide nursing care for surgical and hospitalised patients as part of a multidisciplinary team.

Ngā Hua o te Ako	Learning Outcomes		Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Apply routine skills relevant to surgery, diagnostics, medications and hospitalised animals in a companion animal healthcare environment. (GPO 1, 2, 4, 5, 6)	• Practicum will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2	Apply reflective practice in relation to development of nursing skills in a companion animal healthcare environment. (GPO 4, 5, 6)	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

10.2 Level 6 Course Details

ANAESTHESIA MANAGEMENT AND EMERGENCIES					
Course code	ANML6101	Level	6	Credits	15
Pre-requisites	ANML5105, ANML5107	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing anaesthesia and to respond during animal emergencies.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1	Analyse the nursing management of animals undergoing anaesthesia in a companion animal healthcare environment. (PGO 5)	• Pharmacology of anaesthesia and analgesia • CRIs, pain pathways and multimodal analgesia • Management of anaesthesia in patients with varying risk factors • Advanced monitoring equipment – ECG and capnography • General anaesthetic troubleshooting, including emergencies

LO2	Discuss the triage of and responses to emergency cases to support patient outcomes in a companion animal healthcare environment. (GPO 5, 6)	• Triage
		    ○ primary survey
		    ○ secondary survey
		• First aid and basic life support
		• Emergency processes
		• Common animal emergencies
		• Shock
		• Veterinary nurses' role when evaluating emergency patients

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

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MEDICAL NURSING AND DIAGNOSTICS

Course code	ANML6102	Level	6	Credits	15
Pre-requisites	ANML5106, ANML5107	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology, pharmacology, and diagnostic procedures to provide effective medical nursing care.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Plan nursing care of animal patients in relation to the pathophysiology and clinical signs of common diseases in a companion animal healthcare environment. (GPO 4)	• Patient evaluation and care • Pathophysiology of disease • Care planning • Immunology • Nutritional assessment and therapeutic nutrition including feeding tubes • Pain management in medical patients • Non-pharmacological interventions • Isolation
LO2	Explain pharmacological principles for routinely used medications in a companion animal healthcare environment. (GPO 4)	• Pharmacology and patient care • Pharmacodynamics and pharmacokinetics • Indications, contraindications, side effects
LO3	Evaluate diagnostic sample collection and analysis in a companion animal healthcare environment. (GPO 6)	• Collection of samples such as blood, ear swabs, voided urine • Processing, microscopic analysis and recording of results • Culture and sensitivity • Quality control, including maintenance of equipment

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM III

Course code	ANML6103	Level	6	Credits	30
Pre-requisites	ANML5108	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			300

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition as required for the strand. Ākonga will be required to complete 250 hours of practicum during this course. This may include practicum in simulation (maximum 70 hours), and veterinary clinic (minimum 180 hours). Over the course of the four practicums, ākonga are strongly advised to attend a minimum of two veterinary clinics.

Course content must include cats and dogs.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary team in a veterinary clinic.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1 Apply skills relevant to the management of anaesthetic, surgical and medical patients and laboratory diagnostic procedures, in a veterinary clinic. (GPO 1, 2, 3, 4, 5, 6)	• Practicum will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2 Apply reflective practice in relation to the nursing management of patients in a veterinary clinic. (GPO 1, 3, 4, 5, 6)	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

SURGICAL NURSING AND DENTISTRY

Course code	ANML6104	Level	6	Credits	15
Pre-requisites	ANML5107	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing surgery and dentistry.

Ngā Hua o te Ako | Learning Outcomes		Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…		
LO1	Analyse the nursing management of animals undergoing surgery in a companion animal healthcare environment. (GPO 5, 6)	• Management of the surgical patient • Scrubbing in and sterile nurse surgical skills • Advanced surgical instrumentation

LO2	Describe the role of the veterinary nurse during dental procedures. (GPO 5)	• Professional, legal, and ethical responsibilities involved in dentistry
		• Dental disease in companion animals
		• Preventative dental care and assessment of oral health
		• Oral anatomy and physiology
		• Dental examination
		    o charting
		    o periodontal probing
		    o radiography
		• Techniques for basic dental prophylaxis
		• Nursing care of the dental patient
		• Instrument care
		• Infection control

LO3	Compare wound types and their management in an animal healthcare environment. (GPO 5)	• Wound types and classification • Normal and delayed healing of tissues and wounds • Common complications of wounds • Management of contaminated or infected wounds

| | | • Bandaging |
| | | • Multidrug-resistant organisms in relation to wound management |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

IMAGING AND VETERINARY NURSING SERVICES

Course code	ANML6105	Level	6	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			150

Course Specific Requirements:

Course content must include cats and dogs. Content may include rabbits, rodents and birds. Each of rabbits, rodents and birds must be included in at least one course.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies relevant to performing diagnostic imaging and providing veterinary nursing services within a multidisciplinary team.

Ngā Hua o te Ako | Learning Outcomes		Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…		

LO1	Evaluate professional practice in the provision of veterinary nursing services within a multidisciplinary veterinary team. (GPO 1, 2, 4, 5)	• Nursing process
		• Nursing services
		• Communication with clients and members of the veterinary team, including cultural competence
		• Veterinary nursing-led services/nursing consults
		• Innovative practices
		• Nursing philosophy, professional identity, conduct, standards and success in the workplace, incorporating aspects of:
		  o Continuing professional development
		  o Self-care and compassion fatigue
		  o Career advancement
		  o Research
		  o Reflective and evidence-based practice
		  o Sustainable veterinary communities
		• Teamwork

LO2	Evaluate effective diagnostic imaging in an animal healthcare environment. (GPO 6)	• Preparing for and carrying out radiographic procedures • Patient positioning for radiography • Faults in radiography and evaluation of images • Diagnostic ultrasonography

		• Magnetic resonance imaging (MRI), computed tomography (CT)

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.	100%	All

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

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

COMPANION ANIMAL PRACTICUM IV

Course code	ANML6106	Level	6	Credits	30
Pre-requisites	ANML6103	Co-requisites	Nil		
Main programme	New Zealand Diploma in Veterinary Nursing (Level 6)				
For Companion Animal Veterinary Nursing strand				Compulsory	
Delivery modes	Provider-based	Total learning hours (Learning hours distribution varies between delivery sites and is maintained at each site)			300

Course Specific Requirements:

Practicum will take place in a suitable animal healthcare environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. Ākonga will be required to complete 250 hours of practicum during this course. This may include practicum in simulation (maximum 70 hours), and veterinary clinic (minimum 180 hours). Over the course of the four practicums, ākonga are strongly advised to attend a minimum of two veterinary clinics. Course content must include cats and dogs.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary veterinary team.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content
Upon the successful completion of this course, ākonga will be able to…	
LO1 Apply a range of skills related to veterinary nursing in a veterinary clinic. (GPO 1, 3, 4, 5, 6)	• Practicum will be supported with ongoing individualised support, formative assessment and feedback, learning conversations, observations, and communities of practice. Teaching content will be developed in response to learner needs to provide them with the practical skills for work-based learning.
LO2 Apply reflective practice in relation to development of professional skills in a veterinary clinic. (GPO 1, 3, 4, 5, 6)	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods. The activities chosen will align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

The portfolio will employ a range of elements. The assessment methods will be drawn from approved methods to align with the context of the learning (delivery mode, regional-specific requirements, etc.) and any specific needs of the group of ākonga.		

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

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

10.3 Course Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

Companion Animal Veterinary Nursing			Demonstrate professional practice in an animal healthcare setting. (25cr)	Apply knowledge of animal functional anatomy and physiology to manage animal welfare. (20cr)	Apply knowledge of husbandry and behaviour to manage the welfare of companion animals. (45cr)	Provide medical nursing to support the welfare of companion animal patients. (60cr)	Provide surgical nursing to support the welfare of companion animal patients. (60cr)	Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients. (30cr)
Course Code & Title	Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6
ANML5001 Veterinary Nursing Practice	Aim	The aim of this course is to develop the knowledge, skills, and competencies to work in a professional, safe, and effective manner in an animal health care environment.						
	LO1	Describe key requirements for professional and culturally informed conduct in veterinary nursing practice.	All LOs: Assessment portfolio (100%)	✓					
	LO2	Describe legislation, ethics, animal welfare and sustainability relevant to veterinary nursing practice.		✓					
	LO3	Explain the application of health and safety and infection control principles in an animal healthcare setting.		✓		✓			
ANML5002 Anatomy and Physiology	Aim	The aim of this course is to develop the knowledge, skills, and competencies relevant to basic animal anatomy and physiology to support animal health and welfare.						
	LO1	Describe the normal structure and function of body systems in a range of animals.	All LOs: Assessment portfolio (100%)		✓				
ANML5103 Animal Husbandry and Behaviour	Aim	The aim of this course is to develop the knowledge, skills, and competencies to provide safe and appropriate husbandry and handling to support companion animal health and welfare.						
	LO1	Explain animal husbandry requirements for companion animal species.	All LOs: Assessment portfolio (100%)			✓			
	LO2	Explain aspects of animal communication, learning, and behaviour that inform safe and effective care in a companion animal environment.				✓			
	LO3	Describe safe and effective low-stress handling and restraint methods for companion animals in an animal healthcare environment.				✓			
ANML5104 Companion Animal Practicum I	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the husbandry, hygiene and handling of animals as part of a multidisciplinary team.						
	LO1	Apply skills relevant to animal behaviour, husbandry, hygiene and handling in a companion animal environment.	All LOs: Assessment portfolio (100%)	✓	✓	✓			
	LO2	Apply reflective practice in relation to the development of interpersonal relationships and cultural competence within a team in a companion animal environment.		✓		✓			
ANML5105 Introduction to Anaesthesia and Analgesia	Aim	The aim of this course is to develop the knowledge, skills, and competencies to assist with anaesthesia and analgesia.						
	LO1	Describe general anaesthesia, anaesthetic agents and anaesthesia equipment in companion animal veterinary practice.	All LOs: Assessment portfolio (100%)					✓	
	LO2	Explain the role of the veterinary nurse through phases of general anaesthesia in companion animal veterinary practice.						✓	
	LO3	Explain the use of analgesic agents and nursing techniques in pain management in a companion animal healthcare context.					✓	✓	
ANML5106 Introduction to Medical Nursing	Aim	The aim of this course is to develop the knowledge, skills, and competencies to care for companion animals in a veterinary clinic.						
	LO1	Explain preventative veterinary healthcare for companion animals.	All LOs: Assessment portfolio (100%)				✓		
	LO2	Analyse effective medical nursing to aid patient health and well-being in a companion animal healthcare context.					✓		
	LO3	Explain dispensing, administering and storage of medications in an animal healthcare context.					✓		
ANML5107 Introduction to Surgery and Diagnostics	Aim	The aim of this course is to develop the knowledge, skills, and competencies to understand diagnostic procedures and assist with the nursing of routine surgical patients.						
	LO1	Describe routine surgical nursing practices in relation to companion animals undergoing surgery.	All LOs: Assessment portfolio (100%)					✓	
	LO2	Explain safe and effective laboratory diagnostic procedures in a companion animal healthcare context.							✓
	LO3	Outline principles of, and safe practices for radiographic imaging in a companion animal healthcare context.							✓
ANML5108 Companion Animal Practicum II	Aim	The aim of this course is to develop the knowledge, skills, and competencies to provide nursing care for surgical and hospitalised patients as part of a multidisciplinary team.						
	LO1	Apply routine skills relevant to surgery, diagnostics, medications and hospitalised animals in a companion animal healthcare environment.	All LOs: Assessment portfolio (100%)	✓	✓		✓	✓	✓
	LO2	Apply reflective practice in relation to development of nursing skills in a companion animal healthcare environment.					✓	✓	✓

Companion Animal Veterinary Nursing

Course Code & Title		Course Aim & Outcomes	Assessment	GPO 1 — Demonstrate professional practice in an animal healthcare setting. (25cr)	GPO 2 — Apply knowledge of animal functional anatomy and physiology to manage animal welfare. (20cr)	GPO 3 — Apply knowledge of husbandry and behaviour to manage the welfare of companion animals. (45cr)	GPO 4 — Provide medical nursing to support the welfare of companion animal patients. (60cr)	GPO 5 — Provide surgical nursing to support the welfare of companion animal patients. (60cr)	GPO 6 — Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients. (30cr)
ANML6101 Anaesthesia Management and Emergencies	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing anaesthesia, and to respond during animal emergencies.							
	LO1	Analyse the nursing management of animals undergoing anaesthesia in a companion animal healthcare environment.	All LOs: Assessment portfolio (100%)					✓	
	LO2	Discuss the triage of and responses to emergency cases to support patient outcomes in an animal healthcare environment.						✓	✓
ANML6102 Medical Nursing and Diagnostics	Aim	The aim of this course is to develop knowledge, skills, and competencies relevant to pathophysiology, pharmacology, and diagnostic procedures to provide effective medical nursing care.							
	LO1	Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases in a companion animal healthcare environment.	All LOs: Assessment portfolio (100%)				✓		
	LO2	Explain pharmacological principles for routinely used medications in a companion animal healthcare environment.					✓		
	LO3	Evaluate diagnostic sample collection and analysis in a companion animal healthcare environment.							✓
ANML6103 Companion Animal Practicum III	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary team in a veterinary clinic.							
	LO1	Apply skills relevant to the management of anaesthetic, surgical and medical patients and laboratory diagnostic procedures, in a veterinary clinic.	All LOs: Assessment portfolio (100%)	✓	✓	✓	✓	✓	✓
	LO2	Apply reflective practice in relation to the nursing management of patients in a veterinary clinic.		✓		✓	✓	✓	✓
ANML6104 Surgical Nursing and Dentistry	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing of animal patients undergoing surgery and dentistry.							
	LO1	Analyse the nursing management of animals undergoing surgery in a companion animal healthcare environment.	All LOs: Assessment portfolio (100%)					✓	✓
	LO2	Describe the role of the veterinary nurse during dental procedures.						✓	
	LO3	Compare wound types and their management in an animal healthcare environment.						✓	
ANML6105 Imaging and Veterinary Nursing Services	Aim	The aim of this course is to develop the knowledge, skills, and competencies relevant to performing diagnostic imaging and providing veterinary nursing services within a multidisciplinary team.							
	LO1	Evaluate professional practice in the provision of veterinary nursing services within a multidisciplinary veterinary team.	All LOs: Assessment portfolio (100%)	✓	✓		✓	✓	
	LO2	Evaluate effective diagnostic imaging in an animal healthcare environment.							✓
ANML6106 Companion Animal Practicum IV	Aim	The aim of this course is to develop the knowledge, skills, and competencies to manage the nursing care of surgical and hospitalised animal patients as part of a multidisciplinary veterinary team.							
	LO1	Apply a range of skills related to veterinary nursing in a veterinary clinic.	All LOs: Assessment portfolio (100%)	✓		✓	✓	✓	✓
	LO2	Apply reflective practice in relation to development of professional skills in a veterinary clinic.		✓		✓	✓	✓	✓

11 Appendices

Appendix 1: Consultation Activities, Log and Summary

Appendix 1 includes feedback and responses from formal engagement that has occurred during the programme development.

There are a total of 5 tables provided with the most recent activity shared first and activity from initial development stages shared last. The tables include:

1.1   Consultation Activities, Feedback and Response 18/05/23 – 14/06/23

1.2   Socialisation Activities, Feedback and Response 26/04/23 – 11/05/23

1.3   Specific Course Feedback and Response from Socialisation and Consultation 25/07/22 – 13/09/22

This course specific feedback was received from engagement, socialisation and consultation in 2022 and responded to accordingly at this time. However, it should be noted that the courses have been modified significantly following further development, engagement, socialisation and consultation.

1.4   Consultation Activities, Feedback and Response 18/08/22 – 13/09/22

1.5   Socialisation Activities, Feedback and Response 5/07/22 – 08/08/2022

Appendix 1.1: Consultation Activities, Feedback and Response 18/05/23 – 14/06/23

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Please tell us what you see as the strengths of the unified New Zealand Diploma in Veterinary Nursing (Level 6), particularly in relation to content, structure and pre-requisite requirements.				
21/05/23	Online Survey	Ākonga – Ara	I think the unified approach will be good to a degree as I have heard there are currently a lot of differences between how the diploma is taught at Otago Polytechnic and how it is taught at Ara Institute of Canterbury. So will standardise the lessons and topics being taught.	Noted.
21/05/23	Online Survey	Ākonga - Wintec	From what I have seen out in industry most of the content is relevant however I feel some of the sign offs are not thought out to what is not only low stress but what is also practical and achievable within a practice	We will ensure that careful consideration of what is practical and achievable is made when setting requirements for this new programme.
22/5/23	Online Survey	Kaiako – EIT	Yes, ultimately everything appears to be covered.	Noted.
22/5/23	Online Survey	Kaimahi - UCOL	The practicum being separated from theory is good. Good building of content over the 2 years in a balanced manner.	Noted.
28/5/23	Online Survey	Kaiako - Unitec	Professional Recognition: With the unified New Zealand Diploma in Veterinary Nursing (Level 6) this will hopefully mean that graduates of the program are eligible to seek registration in a few short years. Professional recognition adds credibility and enhances employment opportunities for graduates here and overseas.	Noted.
28/5/23	Online Survey	Kaiako - Unitec	Industry Relevance: Having one qualification will hopefully ensure that the content remains relevant and up-to-date with current practices and advancements in the field of veterinary nursing. As	Noted.

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			more of us work together. Hopefully, this collection of the latest knowledge, techniques, and technologies will help to better prepare students for the demands of the veterinary industry.	
05/6/23	Online Survey	Employer – The Cat Vet	I'm not sure I fully understand how this is to be completed. I found the 76 page document confusing. If I understand correctly the Level 6 course will be changing from a 1 year course to a 2 year course, there will be fewer hours spent inside the classroom and the majority of the teaching will be performed by private practise veterinarians and veterinary nurses. If this is true then the calibre of each L6 graduate will depend on the clinic. Some clinics will be very willing and capable of teaching L6 student at a high level. Unfortunately many clinics will either not be willing to take on this responsibility or will not be capable teaching the L6 skills appropriately. Will there be enough clinics for all of the students? Will pet owners consent to having students practice on their pets. Will veterinary practice owners want to pay year 2 L6 students to be taught?	There is little change in actual hours spent in clinic, so clinics will not be expected to be teaching ākonga any more than they currently are. We expect ākonga to actually be of more use to clinics due to the scaffolding of learning, and because the bulk of clinical placement occurs in the second half of the programme.
07/6/23	Online Survey	Professional Association - NZVA	We support the philosophy at the heart of the unified development programme of a Diploma in Veterinary Nursing and the core principles that recognise the specialist skills required for providing capable veterinary nursing care to veterinary practices in New Zealand.	Noted.
09/6/23	Online Survey	Kaiako, collated group response – Unitec	Consistency of when skills/ knowledge are taught and consistency of graduate.	Noted.

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09/6/23	Online Survey	Kaiako, collated group response – Unitec	Ideally students have an understanding of the role prior to starting the course to reduce withdrawals during the course, especially as there is no exit qualification.	Agree. This will be an important part of information available to the learner prior to enrolment.
12/6/23	Online Survey	Kaiako (teaching staff) – Otago Polytechnic	Yes agree that it scaffolds the learner and allows for some learning around medical and anesthesia in the first year, topics covered in first vs second year look appropriate for stage of study.	Noted.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	The unified NZ Diploma in Vet Nursing excels in covering the realities of veterinary clinic life and the role of the VN, providing students with a comprehensive understanding of the profession.	Noted.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	The program's holistic approach to euthanasia, grief, wellbeing, and resilience nurtures well-rounded and empathetic veterinary nurses who are equipped with vital self-care skills.	Noted.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	Inclusion of communication and interpersonal skills equips graduates with the ability to establish meaningful connections and deliver exceptional care.	Noted.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	The focus on critical thinking, evidence-based practice, and reflective skills prepares learners for lifelong learning and adaptation in the field.	Noted.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	The program's scaffolding of content and prerequisites ensure the acquisition of necessary knowledge for success in future learning.	Noted.
13/6/23	Online Survey	Kaimahi - Wintec	If our recommendations on changing the amount of suggested practicum hours back to its current (2023) levels are accepted, we believe an equitable unified programme will benefit all ākonga, industry, and providers.	The qualification requires 750 hours of practicum to be completed during the programme. We recognise that there might be difficulties arranging this number of hours of practicum and have included simulation hours as part of the practicum to try to address this issue.

13/6/23	Online Survey	Kaiako - Ara	Strengths Mapping to the GPOs has not been done – hard to evaluate precisely against the qualification that has not actually been approved.	Noted.
13/6/23	Online Survey	Kaiako - Ara	Content/Structure Seems to be insufficient time for delivery of sufficient levels of knowledge in areas such as anaesthesia and surgery (while acknowledging the potential loss of some current delivery of dentistry) and dentistry, particularly in semester 3 to ensure adequate knowledge/competency by the end of semester 3 in their knowledge/skills. While development of clinical coaches may alleviate this, how son and how widespread will this be for learners in the next 2-3 years.	Review of this and other similar feedback led to a rebalancing of content in the level 6 courses to ensure there is enough time for ākonga to develop knowledge and skills. Thank you for your contribution to this.
13/6/23	Online Survey	Kaiako - Ara	The removal of so much contact time credits is a concern for face-to-face learners to ensure they can get a higher level of knowledge. In Australia TAFE is aiming for excellence rather than competency. With limited contact time it will be a barrier to learners' ability to reach competency in some subject areas.	There is very little contact time removed. The current practicum proposal increases work placement time by 45 hours. This time is counterbalanced by reduced duplication of content between the NZCAT VNA and NZDVN, resulting in a similar number of teaching hours available.
13/6/23	Online Survey	Kaiako - Ara	Inappropriate scaffolding of knowledge and insufficient time to gain the knowledge is provided. Does it meet Blooms taxonomy for staircasing of knowledge.	Some edits have been made to LO verbs. The level 6 courses have been rebalanced to improve learning time allocation. Subject areas have been considered and it is believed that the programme includes sufficient scaffolding and time. Bloom's taxonomy has been used as a guide for learning outcome verb, with complexity of the topic has also a consideration.
13/6/23	Online Survey	Kaiako - Ara	Medical nursing is also condensed in year 2 to 15 credits – and has been combined with diagnostics –	Medical nursing is also a topic in ANML5106 Introduction to medical nursing. Surgical nursing

			this is also too little for the knowledge required. The expectation to be able to nurse a range of patients that requires some knowledge of their conditions, as well as nursing of post-surgical patients.	is included in different courses as well, ANML5107 Introduction to surgery and diagnostics and ANML6101 Anaesthesia management and emergencies. The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations, so that skills that are transferable to the wide range of cases seen can be developed. This approach was discussed at length and considered to be necessary because the programme is very content heavy.
13/6/23	Online Survey	Kaiako - Ara	Pre-requisites – these have been improved for future entry requirements.	Noted.
13/6/23	Online Survey	Kaiako - Ara	Heavy emphasis is on reflective practice - students may not get suitable cases, and if hours are done after theory delivery, there is no cross over of knowledge and practice.	Reflective practice is an integral part of learning, especially in practicum courses Ākonga will complete practicum requirements over a wide ranges of times. Caseload at the work placement site will be an important consideration in work placement and learners may require a change in placements if they are not able to able to meet learning and assessment requirements.
13/6/23	Online Survey	Kaiako - Ara	However, if they cannot show maths levels, there should be assessment – need to clarify if ALNAT L5 is sufficient from L3 Animal care?	Agreed. Assessment and early intervention will be important.
Please tell us about any gaps/omissions you think need to be addressed to ensure the unified New Zealand Diploma in Veterinary Nursing (Level 6) programme aligns with the qualification requirements				
19/5/23	Online Survey	Employer - BeachVets	Practical experience is needed	Agreed.
21/5/23	Online Survey	Ākonga – Ara	There should be more emphasis on reception skills for students. Perhaps include a pass/fail graded role play assessment when students can practice these skills before practicing their communication skills in work placements.	Noted.

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21/5/23	Online Survey	Ākonga - Wintec	Sign off books are unrealistic for what we actually see in practice for example the restraint sign off we haven't actually properly explained in classes so most of us are relying on VNA knowledge which is putting us in danger.	Practicum requirements for the new programme will be carefully considered to ensure this concern is addressed for the future.
21/5/23	Online Survey	Ākonga - Wintec	Program coordinator has no experience within the industry so struggles to understand our concerns about achieving our criteria.	Practicum requirements and nationally coordinated structure for the new programme will be carefully considered to ensure this concern is addressed for the future.
21/5/23	Online Survey	Ākonga - Wintec	The over all organisation of the course has been very lacking this year	Programme organisation and coherence will be carefully planned for the new programme.
21/5/23	Online Survey	Ākonga - Wintec	Training to tutors, we have had three new to the job tutors this year who have not been properly explained the criteria and therefore the students have suffered as we have not had adequate support from staff	The Te Pūkenga network will be in a stronger position to provide support to new staff across the network in the future.
22/5/23	Online Survey	Kaiako - EIT	My concern is with the timing of certain courses. Whether knowledge is adequate before doing certain courses. I also have concern that some subjects are quite disjointed. 1) ANML5103 Introduction to parasite control and vaccination. Yet parasitology has not been covered yet, neither has immunology or infectious disease?	Curriculum will be developed across the whole programme to ensure scaffolding, and content is cohesive. In ANML5103, ākonga will learn about parasite control and vaccination at a level that most pet owners would be expected to be able to hold. Then further work to increase depth of understanding is built in later.
22/5/23	Online Survey	Kaiako - EIT	2) ANML5106 Basic nursing care and provisions based on organ dysfunction and clinical signs. Surely this requires a large amount of knowledge on organ dysfunction and disease already? There doesn't appear to be space here to go over all of organ dysfunction and disease first or even within this course given the other LO's in it.	The working group has reviewed the content of this course, and a subject matter expert confirmed that teaching this content in the course as it is structured is achievable.
22/5/23	Online Survey	Kaiako - EIT	3) ANML5002 What variations are meant in regards to anatomy and physiology? Does this cover major	ANML 5002 LO2 removed as it was decided that this was unnecessary.

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			congenital deformities eg PDA, Brachycephalics, Hip dysplasia etc? In which case it covers a lot of 'disease' as it covers Congestive Heart Failure and Osteoarthritis too. But then those are massive subjects in themselves. I'm concerned about how disjointed 'Disease and Dysfunction' appear to be in this course and still don't feel that it is covered adequately or succinctly.	The overall content around disease and dysfunction is built as follows: ANML5002 Normal organ and system function ANML5106 Organ/system dysfunction, resulting clinical signs and nursing to alleviate. ANML6102 Specific diseases and applied medical nursing care.
23/5/23	Online Survey	Kaimahi - UCOL	GPO 4 (medical) and 5 (surgical/anaesthesia) appear not to have sufficient content to meet the credit requirements of 60 credits each, even when you take practicum into account.	Thank you for the feedback. Some changes to the level 6 courses have been made to reflect credit values. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	GPO 1 (professional practice) appears to have significantly too much content to meet the credit requirements of 25 credits when you take practicum into account.	Thank you for the feedback. Some changes to the level 6 courses have been made to reflect credit values. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry

				ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	The content of The Science of Veterinary Nursing Practice is mostly professional practice and should be part of the first course and embedded right through the programme.	Thank you for the suggestion. Some changes to the level 6 courses have been made to reflect credit values. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	I recommend the following: Move the following content to course 1 AND all practicums Nursing philosophy, professional identity, conduct, standards and success in the workplace, incorporating aspects of: o Continuing professional development o Self-care and compassion fatigue o Reflective and evidence-based practice o Sustainable veterinary communities	Thank you for the suggestion. This was considered alongside other feedback and changes to the level 6 courses undertaken. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services

			o Teamwork o Communication with clients and members of the veterinary team including cultural competence Move the following content to practicum IV o Career advancement Leave the following content for level 7 o Research	Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	Replace ANML6101 SURGICAL NURSING AND ANAESTHESIA MANAGEMENT with course 1 SURGICAL NURSING with ANML6101 LO2 and LO3 ANML6104 LO3	Thank you for the suggestion. This was considered alongside other feedback and changes to the level 6 courses undertaken. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	New course 2 MANAGEMENT of ANAESTHESIA and ANALGESIA with ANML6101 LO1 ANML6104 LO2	Thank you for the suggestion. This was considered alongside other feedback and changes to the level 6 courses undertaken. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses

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				are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	Replace ANML6102 MEDICAL NURSING AND DIAGNOSTICS with course 3 MEDICAL NURSING with ANML6102 LO1 and LO2 • Nursing process/nursing services • Veterinary nursing-led services/nursing consults	The medical nursing level 6 course has been left unchanged due to feedback that medical nursing and diagnostics needs to be integrated at this stage of learning.
25/5/23	Online Survey	Kaimahi - UCOL	New course 4 DIAGNOSTICS and IMAGING with ANML6102 LO3 ANML6104 LO1 • Innovative practices	Thank you for the suggestion. This was considered alongside other feedback and changes to the level 6 courses undertaken. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
25/5/23	Online Survey	Kaimahi - UCOL	Remove THE SCIENCE OF VETERINARY NURSING PRACTICE, content has now been shifted. There will need to be some shuffling of the content of practicums II and IV to align with this.	Thank you for the suggestion. This was considered alongside other feedback and changes to the level 6 courses undertaken. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services

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				Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
28/5/23	Online Survey	MPI team	The graduate profile statement is very animal welfare focused.	We are unable to make changes to the graduate profile outcomes for this programme, as they are part of the qualification.
28/5/23	Online Survey	MPI team	It is understood that public health is likely covered in the point Demonstrate Professional Practice. It is suggested this statement is expanded to cover other factors, such as Understand the professional, ethical and legal responsibilities of the veterinary nurse in relation to patients, clients, the veterinary team, society, and the environment and promote, monitor and maintain health and safety in the veterinary setting.	We are unable to make changes to the graduate profile outcomes for this programme, as they are part of the qualification The content suggested is already included in the programme.
28/5/23	Online Survey	MPI team	Points 1-6 are also to manage staff and client health and safety, not just animal welfare.	We are unable to make changes to the graduate profile outcomes for this programme, as they are part of the qualification.
28/5/23	Online Survey	Kaiako - Unitec	As the current NZCAT placement coordinator for Unitec, here as some of the challenges I've experienced in this role 1. Lack of awareness of placement capacity: It is important to reassess the number of students being enrolled in the programmes versus placement capacities. 2. Collaborate with industry partners to determine the maximum number of students that can be accommodated without overwhelming the clinics. This may involve reducing the student intake or finding additional placement opportunities in a wider range of veterinary settings.	Agreed, this work is underway.

28/5/23	Online Survey	Kaiako – Unitec	Mentorship and Support: Recognize the challenges faced by clinics with young teams following the effect of covid-19 on our industry and the need for experienced individuals to provide mentorship. The ideal would be to place students in placement with established mentors to provide guidance and support to the students during their placements. This can help address the issue of lacking experienced individuals in the industry while ensuring that students receive adequate supervision and training.	Agreed. The clinical coaching programme is one approach to this that is underway.
28/5/23	Online Survey	Kaiako – Unitec	Life Skills and Preparedness: Acknowledging the number of under 25s that are in each programme and the lack of key life skills among some students and incorporating a preparatory program to help students develop these skills. This could include workshops or courses focused on communication, time management, professional conduct, and workplace etiquette. By equipping students with these essential skills, they will be better prepared for their placements and more self-sufficient in securing their own opportunities.	Agreed. Some focus on these skills will be available in the ANML5001 Veterinary Nursing Practice course and relevant information embedded throughout the programme.
28/5/23	Online Survey	Kaiako - Unitec	Placement Coordinator Workload: Recognize the additional workload placed on the placement coordinator due to the individual coaching required for some learners. Allocate appropriate resources to ensure the workload is manageable and sustainable. This may involve hiring additional staff members to assist with student coaching or redistributing responsibilities within the teaching team. Adequate time and resources should also be allocated to address complex issues that may arise during placements.	Because this is a workload management issue, we cannot include the information requested as part of a programme document.

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28/5/23	Online Survey	Kaiako – Unitec	Effective Communication and Conflict Resolution: Establish clear communication channels between the placement coordinator, students, clinics, and other relevant parties. Ensure that all stakeholders are aware of their roles, responsibilities, and expectations. Provide training or resources to the placement providers to help them handle complex issues and conflict resolution effectively and independently. This will help streamline the process and reduce the burden on the coordinator than having to jump in on complex issues that often involve multiple individuals.	Because this is a workload management issue, we cannot include the information requested as part of a programme document.
31/5/23	Online Survey	Ākonga – Ara	I think there is a gap in the practical to real life. I feel like there is a gap in my learning when I'm on placement like I'm behind. I feel like some of the stuff we learn is not as important as learning practical skills.	While this comment refers to a current programme, it raises a point that will be important in development of the new programme content.
05/6/23	Online Survey	Employer – The Cat Vet	I'm a practice owner and former Ara L6 tutor. I'm worried that relinquishing control of how the nurses are trained in clinics will lead to an increase in poorly trained graduates. I hope this doesn't happen to the training of veterinarians or the students studying human nursing. Historically vet nurses learned on the job and there was no qualification required. Problems with this model lead to the creation of centres that offer to train students to become qualified veterinary nurses. Are we not going backwards here? I have hired both Ara trained graduates and Otago trained graduates. The difference to me is clear. Ara graduates have less "gaps" in their training. Otago graduates are more of a product of the clinic they spent time in - some had excellent placements that taught them well but	There is no intent to relinquish control of training to practices. Learners will still be trained by tutors.

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			others did not. At Ara I taught both before Covid-19 and during the lockdown. Distance learning is not as good as classroom learning. People skills and team-work etc are better learned by sharing the same room with others - not by watching a zoom lecture while in bed. Practical skills are best learned in a facility created specifically for the teaching of these skills. Some teaching facilities have better reputations than others - this is normal. But it's much easier to audit a teaching facility's ability to teach to a certain standard than it is to audit every clinic nursing students spend time in. I feel veterinary nurses in New Zealand are under-trained and, after graduation, are under-utilised. This has held the professions of veterinary nurse and veterinarian back in my opinion. I feel we have set our expectations of veterinary nurses too low. In doing so we have lowered the prestige of what it is to be a vet nurse or vet nursing student. Distance learning and having students responsible for finding a veterinary clinic to train them is not the way forward. We should be striving to compete with the other medical sciences for the best students.	
07/6/23	Online Survey	Professional Association - NZVA	We support the course content outlined in LO3: Self-care and management of compassion fatigue. However, we believe that students need to be taught to understand the crucial difference between compassion (that can lead to fatigue) and empathy, which is a critical skill.	Agreed.
07/6/23	Online Survey	Professional Association - NZVA	Other gaps we have identified and we would encourage to be extended to include; personal leadership and well-being (including in relation to Health and Safety), effective (aka 'assertive')	Noted. Some of these topics will be embedded, while others may be more appropriate for continuing education.

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			communication (specifically in dealing with conflict in emotionally charged scenarios of patient and client care), personal safety (both mental and physical), high performance teams, career coaching and pathway development.	
09/6/23	Online Survey	Kaiako, collated group response – Unitec	The GPO credit weightings do not seem to align with the mapped credits to LOs. GPO 1 currently has a larger weighting than 25 credits. GPO 2 is more than the 15 credits. The others are also either not reached or exceeded. Separate document maps this. Concerned that GPO1 content is at the expense of other core subjects eg anaesthesia	Some rebalancing of content especially in level 6 has occurred in response to this and similar feedback, with a reduction of content in relation to GPO 1. GPO 2 credit value has been increased in the revised qualification, so the programme now fits well with this. In relation to the other GPOs, new theory courses at level 6 now better reflect the number of credits required by the qualification: • ANML6101 Anaesthesia management and emergencies • ANML6102 Medical nursing and diagnostics • ANML6104 Surgical nursing and dentistry • ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall, but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
09/6/23	Online Survey	Kaiako, collated group response – Unitec	ANML 5103- There is a lot of content to be covered in a 15 credit course here. What will be covered under "breeding"?	Further details will be provided in a curriculum document.
09/6/23	Online Survey	Kaiako, collated group response – Unitec	ANML 6101: don't feel indicative content indicates how this will be scaffolded from L5 (ANML 5105)- could be clearer. Concerned with the amount that needs to be taught in this course. Currently we have 15 credits for this at L6.	Learning time available for anaesthesia and surgery has been increased in response to consultation feedback. The new theory courses to allow this are:

			LO3: How much of the teaching will be dedicated to this?	ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services
09/6/23	Online Survey	Kaiako, collated group response – Unitec	LO3: How much of the teaching will be dedicated to this?	The current indication is that 3 credits will be allocated to the dentistry LO.
09/6/23	Online Survey	Kaiako, collated group response – Unitec	ANML 5108: LO1: what will students be assessed on if minimal clinic hours?	They will need to have a minimum of 120 veterinary clinic and 45 animal facility hours by this point. There is also practicum completed within provider context that will contribute to practical skills.
12/6/23	Online Survey	Kaiako (teaching staff) – Otago Polytechnic	Main concern is around entry criteria being too low. More science (biology) required and possibly maths too. Prior L3 programme is too low - we already see this impact on L5 programmes, should be L4 minimum.	Entry criteria were set in response to consultation that supports that they are appropriate, however, they have been modified to specify Biology credits as the preferred science credits.
12/6/23	Online Survey	Kaiako (teaching staff) – Otago Polytechnic	There is an ethical concern here as there is no exit qual after a year of study. What do we do with learners who struggle through L5? There needs to be good staircasing to enable less academic learners to succeed. Will this put unfair pressure on teachers, or cause attrition and a programme success headache!?	There will be options to go to level 4, and/or get some further experience in industry before tackling level 6. Scaffolding and learner support will be important parts of programme delivery.
12/6/23	Online Survey	Kaiako (teaching staff) – Otago Polytechnic	Concerns around the assessment of rabbits, birds, rodents. Understand the difficulty of assessment with these species but also that graduates of a VN programme should be able to handle and restrain appropriately. Where will the theory of these species be assessed? Ideally should be in	Agreed. Curriculum will be developed in consultation with subject matter experts to ensure appropriate inclusion of these species.

			husbandry, anatomy but also medical/surgical/anaesthesia theory assessment?	
12/6/23	Online Survey	Kaiako (teaching staff) – Otago Polytechnic	The final course is 15 credits - could this be cut down as some feels like L7. Understand it is an intro course but does it need the same credits as the husbandry course which will be huge.	Some rebalancing of content especially in level 6 has occurred in response to this and similar feedback. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	The programme lacks sufficient dedicated time for the study of organ dysfunction, disease processes, and the diseases covered. The curriculum appears to spread disease-related topics thinly, potentially limiting students' depth of understanding in this crucial area.	This content has been checked by a subject matter expert, experienced in education and is considered to be achievable. Disease and dysfunction is built as follows: ANML5002 Normal organ and system function ANML5106 Organ/system dysfunction, resulting clinical signs and nursing to alleviate. ANML6102 Specific diseases and applied medical nursing care.
12/6/23	Online Survey	Kaimahi & Kaiako - EIT	Despite some emphasis on communication, the programme overlooks the crucial aspect of client communication, which is essential for building trust and collaboration. The programme's communication approach lacks a holistic perspective that includes all parties involved in veterinary care, hindering students' ability to	Client communication is specifically included in nine of the 16 proposed courses. Content is most strongly indicated in the following four courses, where the integration of client needs and effective communication techniques are a focus: ANML5001 Veterinary Nursing Practice ANML6101 Anaesthesia management and emergencies

			navigate complex scenarios and foster collaborative relationships.	ANML5106 Introduction to medical nursing ANML6105 Imaging and Veterinary Nursing Services
13/6/23	Online Survey	Kaimahi - Wintec	We feel that reducing practicum hours back to current (2023) levels will be an equitable approach, allowing ākonga to have the time they need to complete their work, placement, study, self-directed study, assessment prep and general whānau/life demands. Rather than us having to reduce ākonga numbers substantially to allow for the increased practicum, keeping practicum hours at current levels will allow graduate numbers to be maintained at current levels, which at local and regional level (contributing to national capacity) is essential for industry. We have provided substantial evidence as to why our local and regional area will not be able to sustain the increased practicum hours. We would like to see detailed evidence of why the increase of 480 hours to 750 hours was proposed initially please.	The qualification requires 750 hours of practicum to be completed during the programme. We recognise that there might be difficulties arranging this number of hours of practicum and have included simulation hours as part of the practicum to try to address this issue.
13/6/23	Online Survey	Kaiako - Ara	Front of house skills not covered	Reception/customer service content is present. Basic communication on the phone and greeting clients, booking appointments, product selection and basic sales, preventative health and emergency comms to clients and managing difficult clients.
13/6/23	Online Survey	Kaiako - Ara	Too much soft skills, professional identity requirements that detract from first day skills and the GPOs ('science' is not appropriate wording)	Some rebalancing of content especially in level 6 has occurred in response to this and similar feedback. However, do note that we need to find a balance between industry feedback around wanting us to teach soft skills, versus us wanting

				to teach some subjects (e.g. anaesthesia) in more depth than industry can.
Does the content match what is required of a graduate?				
19/5/23	Online Survey	Employer - BeachVets	Graduates have very little practical experience or confidence	Assume this is based on current programmes. New programme does look to improve in this area.
21/5/23	Online Survey	Ākonga – Ara	Yes, as far as I could understand from the consultation document.	Noted.
21/5/23	Online Survey	Ākonga - Wintec	From what I have seen I think it could be better I think discussions with vets and vet chin is should be had to see what they think is required for new grads	This consultation seeks feedback from end users about this, and consultation will be ongoing throughout programme development and delivery.
22/5/23	Online Survey	Kaiako - EIT	Yes if the above concerns are addressed.	Noted.
25/5/23	Online Survey	Kaimahi - UCOL	Research is not required as a graduate, nor needed to prepare people for the 3rd year of the degree. Reflective and evidence-based practice and continuing professional development should contain literature analysis, literature review and scientific writing which is what is needed to prepare for the 3rd year of the degree. A case study could be part of course 1, 2 and 3 of my suggested changes to the course structure and data analysis in course 4.	Agreed. Perhaps we need to define what is meant by research, as the skills listed in this feedback are intended to be included in the current programme.
28/5/23	Online Survey	MPI Team	It is unclear the level of understanding of legislation and important public health issues such as preventing zoonoses and managing AMR would be taught as the detail is not included.	Curriculum documents will provide this level of detail.
05/6/23	Online Survey	Akonga - Ara	Yes but skills are developed over time	Noted.
05/6/23	Online Survey	Employer – The Cat Vet	How would we know? Looks complete on paper. It will depend on the clinic that the students spend their time in.	Teaching will occur from the provider. Clinic experience is an important aspect and providers will manage it appropriately.

07/6/23	Online Survey	Professional Association - NZVA	Yes, there is a high degree of focus on the technical competencies to deliver patient care, which is logical, but there also needs to be teaching of the non-technical skills that are just as crucial in having an effective long term career in vet nursing- See comments above.	Agreed.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 6105 (Alternative name: Vet Nurse Practice 2) The number of credits in this course seems to be a waste when we are reducing the number of credits in other critical areas of knowledge eg anaesthesia. Many of these skills could be embedded in other courses.	Some rebalancing of content especially in level 6 has occurred in response to this and similar feedback. However, do note that we need to find a balance between industry feedback around wanting us to teach soft skills, versus us wanting to teach some subjects (e.g. anaesthesia) in more depth.
12/6/23	Online Survey	Kaiako – Otago Polytechnic	Yes. However some courses may be over-full and may benefit from being pared back to basics for a grad VN. Does this programme align with the idea of transformational education and prioritise the soft skills, critical thinking etc that graduates will require in the future?	Curriculum development will ensure appropriate amount of content. Soft skills and critical thinking will be embedded throughout.
12/6/23	Online Survey	Kaiako - EIT	Yes	Noted.
13/6/23	Online Survey	Kaimahi – Wintec/Graduate - Wintec	Except for practicum (see above) yes, we believe this is the start of a robust unified programme which we can all continue to evolve and develop collaboratively to meet the needs of all ākonga, providers and industry.	Noted.
13/6/23	Online Survey	Employer – SPCA Auckland	ANML5103 - We recommend that LO2 (learning outcome) includes establishing Fear Free environments (e.g. separate dog and cat waiting areas, elevated spaces for cat carry-cages off the floor, use of Adapatil and Feliway etc). Additionally under LO2 (indicative content) we recommend the inclusion of assessing FAS (Fear, Anxiety and Stress) in animals.	Added 'Low stress environments' to Indicative content for LO3 Assessing fear, anxiety and stress is in LO2 (Interpretation of body language and demeanour).

13/6/23	Online Survey	Employer – SPCA Auckland	ANML6105 We recommend including Cooperative Care under L02 (indicative content) as this is directly relevant to nursing processes and nursing practices and communication with clients. We also recommended include fear-free principles as a method of reducing the risk of compassion fatigue as reduced stress in animal patients likely supports reduced stress for the person handling the animal.	Low stress approaches are included. Various applications of this will be taught to achieve the intent of this comment.
13/6/23	Online Survey	Employer – SPCA Auckland	We recommend that the word 'restraint' is removed from all references to 'low stress handling and restraint' throughout the content descriptions. Low stress handling is an approach to handling animals which aims to minimise the stress an animal experiences as a result of interacting with people. It primarily utilises positive reinforcement and the most minimal restraint needed for each individual animal. This handling approach supports reduced animal and human fear, stress and risk of injury.	Minimal restraint is being taught as the aim but restraint is considered appropriate terminology here.
13/6/23	Online Survey	Kaiako - Ara	No - The depth of knowledge has been altered significantly. While emphasis has been put on practical training, the content has been reduced considerably.	A balance has been sought between the content considered essential and the reality of a 240-credit programme. There is an increase in work placement time of only 45 hours within the 2400 hours of the programme so there is no significant decrease in the teaching time available.
13/6/23	Online Survey	Kaiako - Ara	It feels like it is now too basic – that this is now reducing the current level graduate knowledge which will be lower than the students already holding L6.	The curriculum document will provide further detail on content. Expectations of outcomes are similar to current level 6 programmes.
13/6/23	Online Survey	Kaiako - Ara	Can you get the depth of knowledge in the time allocated for teaching. If focus is placed more on practical skills, does industry realise it may be at the	A balance has been sought between the content considered essential and the reality of a 240-credit programme. There is an increase in work placement time of only 45 hours within the 2400

			expense of knowing what to do and why as well as how to?	hours of the programme so there is no significant decrease in the teaching time available.
13/6/23	Online Survey	Kaiako - Ara	Still no weighting for LO outcomes/ assessment options.	This is not required in a programme document.
13/6/23	Online Survey	Kaiako - Ara	No indication of contact time permitted for courses.	This is not required in a programme document.
13/6/23	Online Survey	Kaiako - Ara	Assessment style needs discussion, particularly for Chat GPT impact.	Agreed
13/6/23	Online Survey	Kaiako - Ara	100% portfolio is all about self-directed reflection, but do they know what they are doing – are we back to competency alone? Reflection requires an understanding of what is the right way/ knowledge. Reporting on bad practice is not reflection.	100% portfolio does not equate to being all about self-directed reflection. This is simply a collection of evidence. This may be made up of assessments, exams, quizzes, presentations, case reports – whatever is appropriate for the course. Agree with final two comments on reflection.
13/6/23	Online Survey	Kaiako - Ara	Will there be options such as orals and exams?	Yes.
13/6/23	Online Survey	Kaiako - Ara	Clinics do not like videos, but will this be mandatory for all the tick boxes in practice?	No.
13/6/23	Online Survey	Kaiako - Ara	Try and reduce the amount of learning outcomes in each course as assessments will be limited with word counts.	Some reduction has occurred during review.
13/6/23	Online Survey	Kaiako - Ara	Is this making it increasingly essential to hold a degree in order to do this career? L6 just a basic entry…	Expectations of outcomes are similar to current level 6 programmes.
13/6/23	Online Survey	Kaiako - Ara	What about current knowledge and needs for industry – will we drop diploma and only have degree in next five years? This is an unregistered profession at the moment. What reasons are there to force degrees into practice? Pay may not reflect it for a long time….	Expectations of outcomes are similar to current level 6 programmes so there is no requirement for a degree as a minimum standard at this time.

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13/6/23	Online Survey	Kaiako - Ara	GPOs do not specifically require reflective practice as they are active verbs (Perform/apply) not reflective.	Correct but reflection is appropriate as a learning tool utilised to lead to achievement of a learning outcome. If ākonga are to continue to improve their skills over the years, they need to be able to reflect on their performance and apply what they reflect on to their practice.
13/6/23	Online Survey	Kaiako - Ara	Admission and discharge do not relate to LO at all – 5105	Changes made to reflect that admission and discharge in the ANML5105 Introduction to anaesthesia and analgesia course relate to general anaesthesia.
13/6/23	Online Survey	Kaiako - Ara	Wounds should be in wound course, not anaesthesia	Agreed. Content shifted to ANML6104 Surgical nursing and dentistry.
13/6/23	Online Survey	Kaiako - Ara	Indicative content does not always meet LOs LOs do not meet GPOs or fist days competencies in places. Reflection is not a GPO	Review of GPOs, Los and indicative content undertaken. Edits made where alignment required improvement. Reflection is an important learning tool and used in places where appropriate in the programme.
Do the practicum hours proposed meet industry requirements?				
19/5/23	Online Survey	Employer - BeachVets	Yes	Noted.
21/5/23	Online Survey	Ākonga – Ara	Yes, but too many hours. This needs to be reduced.	The practicum hours have been widely consulted on through kaiako and industry, with an agreed balance being reached.
21/5/23	Online Survey	Ākonga - Wintec	For this semester we have only need required 10 hrs external placement we require 100+ to actually get our required sign offs	This refers to a current programme not this proposal. However, the importance of matching assessment requirements to hours required is noted.
25/5/23	Online Survey	Kaimahi - UCOL	This is good with the split in animal facility, veterinary clinic and simulation hours is good and it looks much more achievable. The extra animal facility time for more handling time proposed will be very beneficial.	Noted.

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28/5/23	Online Survey	Kaiako - Unitec	No, there should be a reduction in required practicum hours and increase of practicum hours to support our industry right now	Unsure of what this comment means as seems to contradict itself.
31/5/23	Online Survey	Ākonga - Ara	Kind of	Noted.
05/6/23	Online Survey	Employer – The Cat Vet	How would we know? Did the student spend their practicum hours improving their skills or did they mostly observe others performing these skills and the rest of the time answering phones and cleaning.	Work experience expectations and recording will be essential to ensure appropriate practicum experiences. Consistent work placement documents that record experience and reflections will allow kaimahi and ākonga to ensure that requirements are being met.
07/6/23	Online Survey	Professional Association - NZVA	We support the extension of practicum hours from 480 to 750 hours. We challenge the need within the practicum that learners 'must attend a minimum of two veterinary clinics, with a minimum of 40 hours spent in the secondary placement'. We believe this may add additional pressure to some veterinary clinics and would suggest that 'good' clinics i.e. those that actively recognise best practice and support student development would be a better learning environment for students to remain in rather than being forced to seek a second placement.	This is now a 'strong recommendation'.
12/6/23	Online Survey	Kaiako – Otago Polytechnic	Yes provided placements are available! Are we prepared to enroll less students if there are not?	Yes.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	This programme maintains the requirement of 480 hours of practicum over the course of two years, however there are now significant changes in distribution during the second year of study. As the AHCA qualification, necessitates an additional 80 hours of veterinary practicum local industry representatives have expressed concerns about their inability to accommodate this requirement. Although there is a desire to provide learners with	There will always be year 1 and year 2 learners so changes between the two years does not affect the overall requirement for industry-based hours. The intent is to ensure that learners are able to complete basic tasks to 'give back' to the clinic during placement and improve their integration and therefore learning within the team.

			more work placement hours in clinics to enhance their post-graduation outcomes, unfortunately, the industry is currently unable to offer the necessary support to fulfill this goal. We support the completion of 480hours of practicum within veterinary clinics, however, we would suggest that there be some alteration to this distribution to reduced year 2 weighting.	
13/6/23	Online Survey	Kaimahi - Wintec	Please see our comments above and refer to the feedback we have given you over the last two years. We strongly recommend you keep the practicum hours the same as the current programme. We do not have the capacity to offer the suggested amount of practicum, as our very detailed industry capacity data researched for this purpose indicates.	The qualification requires 750 hours of practicum to be completed during the programme. We recognise that there might be difficulties arranging this number of hours of practicum and have included simulation hours as part of the practicum to try to address this issue.
13/6/23	Online Survey	Employer – SPCA Auckland	We support the increased practicum hours, however we are concerned that there is a lack of support (including funding) available to the industry to support hosting and teaching ākonga to maximise the benefits of these placements. What support will be provided to "clinics" and "animal care facilities" to ensure the following "It is expected that the ākonga is performing and developing skills expected of a veterinary nurse under the supervision of a qualified veterinary nurse"	Increased communication and guidance to improve work placement experience on both sides is being developed.
13/6/23	Online Survey	Kaiako - Ara	Required workplace hours are not acceptable. Akonga need time to practice in safe environments. Needs to be 250/ 250-300 Needs to be some animal facility in the beginning and rest vet clinic – the 40 hours so far has been	Current proposal (updated after consultation) is: Year 1 minimum of 165 in work placement with animal care facility hours mostly in practicum 1. The balance (to 250) may be completed in tutor led simulation environments. Year 2 all work placement hours are veterinary clinic hours. Min 360, the balance (to 500) may

			sufficient for previous learners with some flexibility to do up to 60 max.	be completed in tutor led simulation environments.
13/6/23	Online Survey	Kaiako - Ara	Unreasonable level of hours – too many in year 2. The quality and level of training varies across regions. Some clinics offer poor training options and low standards. How will quality across clinics be measures and audited?	The practicum hours have been widely consulted on through kaiako and industry, with an agreed balance being reached. Increased communication and guidance to improve work placement experience on both sides is being developed. The intent is to ensure that learners are able to complete basic tasks to 'give back' to the clinic during placement and improve their integration and therefore learning within the team. Assessment and moderation of learners will occur rather than clinics.
13/6/23	Online Survey	Kaiako - Ara	Will there be approved centres of excellence for learning?	Unsure at this stage.
13/6/23	Online Survey	Kaiako - Ara	How many clinical coaches do we have per region to deliver the clinical hours to our programme standards and outcomes.	Clinical coaches are not required to 'deliver' hours. The Clinical coach programme is intended to improve experiences on both sides rather than be a 'trainer' of our learners.
13/6/23	Online Survey	Kaiako - Ara	What about 'duty of care' for our learners, who will provide pastoral care while students complete clinical hours?	Te Pūkenga will provide pastoral care, as providers do currently.
13/6/23	Online Survey	Kaiako - Ara	Learners will not see Best Practice- how will clinics be approved before students are taken nationally? UK dropped this method as it did not work.	Not sure what you are meaning here. Training, assessment and moderation will be the responsibility of the providers as it is now.
13/6/23	Online Survey	Kaiako - Ara	Clinics will eventually refuse to take students if they are expected to tach / assess. This is an industry in crisis, and this will add additional stress to staff – high attrition rates as it is.	There is no increase in expectation of the clinics to teach learners.
13/6/23	Online Survey	Kaiako - Ara	We would need to reduce numbers in training to accommodate these hours – affects graduate numbers, particularly in outlying regions.	The current practicum proposal increases work placement time by 45 hours across the two

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				years. This is unlikely to have a significant impact on graduate numbers.
13/6/23	Online Survey	Kaiako - Ara	Reflection – student needs to know what is wrong to reflect on how bad systems are in a clinic.	Agreed.
13/6/23	Online Survey	Kaiako - Ara	Fees – we are charging same fees to learners but offering half current delivery in year 2.	Fees have not yet been set. Support within work placement will be an essential role of kaiako.
13/6/23	Online Survey	Kaiako - Ara	How will this affect staffing across providers?	Not sure what you mean here? Tutor support will remain an integral part of this programme. There is little change to tutor directed hours in the proposal.
13/6/23	Online Survey	Kaiako - Ara	Will the clinic staff get the fees for doing the work?	There is no work required of clinic staff beyond what is required now.
13/6/23	Online Survey	Kaiako - Ara	Fairness to learners – why should they pay for reduced contact time.	There is an increase of 45 hours practicum time in this proposal out of 2400 programme hours. This shift is small and may or may not impact total contact hours.
13/6/23	Online Survey	Kaiako - Ara	concern re current stressors of veterinary industry and requirement for them to accept and support more students. Needs more clarity around non-clinical options e.g. sim clinics/manaquins.	Refer to the Te Pūkenga work placement proposal – available to all kaimahi. There is little change to veterinary industry requirement to accept and support learners.
Is the balance between animal facility, veterinary clinic and simulation hours appropriate?				
19/5/23	Online Survey	Employer – Beach Vets	Should be weighted to the vet clinic	The weighting is to vet clinics.
21/5/23	Online Survey	Akonga - Ara	I think so, but as above, all hours need to be reduced across different facilities.	The practicum hours are set by the qualification and are included in the total learning hours for the qualification. Careful consideration of the hours required in different facility types has been carried out as part of planning this programme.
13/6/23	Online survey	Kaiako - Ara	When L5 qualification has gone, will clinic employ learners from year 2 and what impact will the new L4 HCA have on this.	Unknown.

21/6/23	Online Survey	Akonga - Wintec	I feel over worked, over tired and drained with how much work I have had to put in so far this year there is very little room for down time as most of us need to work part time to feed ourselves as well I do 14+ hr days most weeks between study and work	This refers to a current programme not this proposal.
25/6/23	Online Survey	Kaiako - EIT	Simulation for practicum 1 (of maximum 20 hours is too light. From an ethical point of view simulation is needed to teach good handling and should include the full range of species. Once split across the range of species this is very light. I am thinking max 50 hours simulation.	Changes made to number of simulation hours based on this and other similar feedback. New proposal is max 60 hours.
28/6/23	Online Survey	Kaiako - Unitec	Yes, but ideally would like to see more practicum hours added	There is a requirement currently to balance industry and Kaiako concerns re capacity of placements. Increases in practicum hours will be considered in the future.
31/6/23	Online Survey	Akonga - Ara	It is balanced for the week.	Noted.
05/6/23	Online Survey	Employer – The Cat vet	I'm left unclear on this one. I would really have to dissect the documents and get much more detail before I could comment.	Noted.
07/6/23	Online Survey	Professional Association - Vet Business Branch, NZVA	Yes. See above	Noted.
12/6/23	Online Survey	Kaiako - Otago	Yes although could there be more sim hours allowed in Prac 1 & Pract 2?	Simulation hours have been increased in ANML5104 Companion animal practicum 1.
12/6/23	Online Survey	Kaiako - EIT	To achieve a well-balanced work placement program, we recommend increasing simulation hours while reducing reliance on animal care facilities. This approach provides practical experience in a controlled setting, complementing hands-on training. It also addresses industry	Changes made to the number of simulation hours based on this and other similar feedback. New proposal is max 60 hours for ANML 5104 Companion animal practicum 1, thereby reducing animal facility requirements.

13/6/23	Online Survey	Kaimahi – Wintec/Graduate - Wintec	Please see our comments above and refer to the feedback we have given you over the last two years. We strongly recommend you keep the practicum hours the same as the current programme. We do not have the capacity to offer the suggested amount of practicum, as our very detailed industry capacity data researched for this purpose indicates.	The qualification requires 750 hours of practicum to be completed during the programme. We recognise that there might be difficulties arranging this number of hours of practicum and have included simulation hours as part of the practicum to try to address this issue.
13/6/23	Online Survey	Employer – SPCA NZ	The balance seems appropriate, however we are concerned about the ambiguous language used in describing the environment required; "A suitable practicum environment is a veterinary clinic, providing healthcare services for species applicable for the strand and may in some cases include an alternative environment where learners are able to apply the intention of the outcomes" - what does an alternative environment mean? We are concerned that this may mean that some clinical hours are lost. We recommend increased clarity regarding the number of hours that must be performed in a veterinary clinic. Please note that SPCA only runs Snip 'n' Chip through veterinary clinics - we do not run volunteer clinics for desexing.	This relates to qualification conditions rather than programme document. The concern is addressed at a programme level through minimum requirements in a veterinary clinic.
13/6/23	Online Survey	Kaiako - Ara	Too many hours in animal facilities in semester 1 – potentially 100/25 sim - while they might be allowed into clinics, how much?	Changes made to the number of simulation hours based on this and other similar feedback. New proposal is 60 max simulation hours for ANML 5104 Companion animal practicum 1, thereby reducing animal facility requirements.
13/6/23	Online Survey	Kaiako - Ara	They cannot be expected to do hours in term breaks. Is this legal to expect – how is doing	There is no expectation that ākonga will do hours in term breaks. However, the suggestion is that

(challenges and promotes the development of future veterinary professionals but not reducing clinical hours.)

			placement after delivery of content related to subjects and courses being delivered. It might suit an employed off campus learner – but most are not employed in year one and they have no qualification.	this is *allowed* to enable learners to catch up and continue their study even if something has prevented them from completing hours during term time.
13/6/23	Online Survey	Kaiako - Ara	Needs more clarity	More detail is provided in the work placement proposal and clarification of specific queries. These can be provided on request.
Is the balance of hours across years 1 and 2 appropriate? Practicuum hours 3				
19/5/23	Online Survey	Employer - BeachVets	Yes	Noted.
21/5/23	Online Survey	Ākonga – Ara	I strongly reccommend reducing the practicum hours from 750 hours to 550 hours. I think this number of hours is impractical, theory/assessments will be affected and students financial status may suffer as most students will try to fit in other work if not already hired by the veterinary clinic.	The number of practicum hours is set by the qualification and is included in the total number of learning hours for the qualification.
21/5/23	Online Survey	Akonga Wintec	It's fine	Noted.
25/5/23	Online Survey	Kaimahi - UCOL	Yes	Noted.
18/5/23	Online Survey	Kaiako - Unitec	No, would like to see a reduction on both year NZCAT struggle to get 240 hours done currently	Year 1 learners will have a reduction in required clinical hours. Year 2 learners will have an increased number.
31/5/23	Online Survey	Ākonga - Ara	Yes, it is easier to book 2 consecutive days of placement a week	Noted.
05/6/23	Online Survey	Employer – The Cat Vet	I don't know	Noted.
09/6/23	Online Survey	Kaiako - Unitec	If students only did minimum required clinical placement hours in year 1, it would equate to about 16 days which was thought not to be adequate. With fewer required year 1 hours will this create issues with the level 6s not having enough practical experience for year 2?	This is a factor to consider. Careful management of work placement expectations will contribute to mitigating this.

12/6/23	Online Survey	Kaiako – Otago Polytechnic	Yes	Noted.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	We suggest reassessing the distribution of hours for clinical placements to achieve a more even spread across the two-year period to support industry.	There will always be year 1 and year 2 learners so changes between the two years does not affect the overall requirement for industry-based hours. The intent is to ensure that learners are able to complete basic tasks to 'give back' to the clinic during placement and improve their integration and therefore learning within the team.
13/6/23	Online Survey	Employer – SPCA Auckland	We support the balance of hours across Years 1 and 2 as currently proposed. The balance seems appropriate, however we are concerned about the ambiguous language used in describing the environment required; "A suitable practicum environment is a veterinary clinic, providing healthcare services for species applicable for the strand and may in some cases include an alternative environment where learners are able to apply the intention of the outcomes" - what does an alternative environment mean? We are concerned that this may mean that some clinical hours are lost. We recommend increased clarity regarding the number of hours that must be performed in a veterinary clinic. Please note that SPCA only runs Snip 'n' Chip through veterinary clinics - we do not run volunteer clinics for desexing.	Noted.\n\nThis relates to qualification conditions rather than programme document, and we cannot change it. The concern is addressed at a programme level through minimum requirements in a veterinary clinic.
13/6/23	Online Survey	Kaiako - Ara	Needs to be 250/ 250-300\n\nNeeds to be some animal facility in the beginning and rest vet clinic – the 40 hours so far has been sufficient for previous learners with some flexibility to do up to 60 max.	Current proposal (updated after consultation) is: Year 1 minimum of 165 in work placement with animal care facility hours mostly in practicum 1. The balance (to 250) may be completed in tutor led simulation environments.

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				Year 2 all work placement hours are veterinary clinic hours. Min 360, the balance (to 500) may be completed in tutor led simulation environments.
13/6/23	Online Survey	Kaiako - Ara	Too high a requirement in total, could be lessened in Y2 to allow for more knowledge. one 15 cred, 1 30 cred may be more achievable	There is a qualification requirement for 750 hours of practicum in total so course credit values must be sufficient to reflect this.
A passport to safety has been proposed as being embedded in the first course as an assessment, to be completed prior to the first work placement. Please provide feedback regarding this proposal and what content you would expect it to include.
19/5/23	Online Survey	Employer - BeachVets	Have not seen one	Information on this was available in the consultation document.
21/5/23	Online Survey	Ākonga – Ara	I would expect to include questions about radiation, chemicals, dangerous dogs and cats and what to do about them, as well as what to do around mental health in the workplace.	Noted. Thank you.
21/5/23	Online Survey	Ākonga - Wintec	Don't understand what that means	Information on this was available in the consultation document.
22/5/23	Online Survey	Kaiako - EIT	Yes I think this is a good idea. The topics of Professionalism, job roles, client confidentiality need to have been covered. As well as a basic understanding of hygiene, animal husbandry and behaviour. Mainly so that the learner stays safe and the animals they are in contact with also are not affected by the learner's inexperience.	Noted. Thank you.
25/5/23	Online Survey	Kaimahi - UCOL	I am fully in agreement with this. Suggested areas are good. It might be a good idea to have 2. One with basic content suitable for an animal facility and one with clinical content. Otherwise you will for example need to teach clinical restraint before the clinical courses.	Noted. Thank you.
28/5/23	Online Survey	Kaiako - Unitec	Placement communication, personal branding, basic behaviour and welfare, roles in a vet clinic, legislation, who to connect of you are struggling,	Noted. Thank you.

			basic communications skills, handling for common procedures, self-care	
05/6/23	Online Survey	Employer – The Cat Vet	I don't know enough to comment	Noted.
07/6/23	Online Survey	Professional Association - NZVA	We support the inclusion of a Passport to Safety to ensure students are assessed for competency before beginning work placement. The key areas suggested to attain this as outlined in the document are relevant (Health & safety, Animal restraint and behaviour, Legislation including Client Confidentiality e.g., Privacy Act 2020, Veterinarian's Act 2005, Animal Welfare Act 1999), Infection control, Professional practice (professionalism, conduct and interpersonal skills). In addition we would include: Setting expectations of what they can and cannot expect to be able to do in placements, personal presentation, self-awareness, the importance of demonstrating initiative in work placements.	Noted. Thank you.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	Not all of the content required for "Passport to safety" is covered in this ANML 5001. eg handling will be taught in ANML 5103. Should this be part of the practicum course: ANML 5104?	Agreed and change made.
12/6/23	Online Survey	Kaiako – Otago Polytechnic	We really liked this idea but it must be strictly enforced. There was some concern over how long it would take students to achieve this so that they could start placement. This needs to be assessed early on to prevent students from being disadvantaged with the time left to gain their facility placement hours. Allowing more sim hours in Prac 1 would potentially help.	Noted. Thank you. We have increased sim hours in ANML5104 Companion animal practicum 1.
13/6/23	Online Survey	Kaimahi - Wintec	Great topics identified in the documentation. We would highly emphasise interacting as part of a	Noted. Thank you.

			team in the passport, as most students are learning their possible role in a clinic and how to communicate with others (e.g., when/where they should stand, getting away from x-rays ahead of time).	
13/6/23	Online Survey	Employer – SPCA Auckland	The topic of 'restraint and behaviour' should be re-framed to lead with Low-Stress Handling (positive reinforcement and minimal restraint to support reduced animal and human fear, stress and risk of injury). We also encourage you to consider including cooperative care principles. Cooperative care involves training an animal to not only tolerate handling and husbandry procedures, but to be an active, willing participant in these experiences. Using cooperative care techniques, animals can be trained to participate in handling, including training them to allow for examinations, receiving medications, or nail trimming and other grooming procedures. The use of training and respectful handling strengthens the human animal bond, and creates a positive handling experience. We strongly encourage you to include a combination of Fear Free and Low-Stress Handling to your curriculum and "passport to safety". Refer to https://fearfreepets.com/ and https://cattledogpublishing.com/why-and-what-is-low-stress-handling/ Animals and handlers benefit from respectful handling which utilises positive reinforcement and an understanding of species-specific body language because this helps reduce the fear and stress they	Noted. Thank you.

			may experience whilst being handled. Use of positive reinforcement and low stress handling techniques enhance the human animal bond. When animals are stressed, there is risk of injury to both the animal and handler. The use of forceful handling/restraint can damage the human animal bond, cause fear and stress, and increase risk of injury.	
13/6/23	Online Survey	Kaiako - Ara	This concept is fine... it ticks off boxes for H and S and permits ensuring of safety/ laws/handling options before entry to any facilities. Current course does not include handling?	Noted. Thank you. Safety passport shifted to ANML5104 Companion animal practicum 1.
13/6/23	Online Survey	Kaiako - Ara	Great idea but need a passport for handling/husbandry also	Noted. Thank you.
The unified New Zealand Diploma in Veterinary Nursing (Companion Animal strand) (Level 6) programme has been designed to allow for a high level of regional flexibility. Please tell us your thoughts on this				
19/5/23	Online Survey	Employer - BeachVets	spend more time in vets	This programme has a slight increase in clinic time, however, feedback is indicating that many veterinary clinics are not able to accommodate an increase in learner hours at this time.
21/5/23	Online Survey	Ākonga - Wintec	Yes	Noted.
25/5/23	Online Survey	Kaimahi - UCOL	Yes but it is important for business divisions and kaimahi to try to get out of the "but we do this" mindset. What is the best way to get the best graduates should be front and centre. Regional flexibility should only reflect local stakeholder requirements, and regional differences in being able to deliver eg due to number and mix of clinics available, access to animals etc.	Noted.
28/5/23	Online Survey	Kaiako - Unitec	Yes and no, it's good. I still think academic staff should be able to add regional information into teaching material i.e. Auckland region having laws	Noted.

			that prohibit certain reptile breeding. Or catering to students going into mainly small animal practice whereas, in other parts of the country, they may be more likely to end up in mixed practice.	
05/6/23	Online Survey	Employer – The Cat Vet	Too high in my opinion	Noted. Shared curriculum and assessments will ensure consistency of core content.
07/6/23	Online Survey	Professional Association - NZVA	We believe the programme adequately supports regional flexibility.	Noted.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	Practicum hour balance allows for regional flexibility and availability of placements and facilities.	Noted.
12/6/23	Online Survey	Kaiako – Otago Polytechnic	Need further clarification on this. What specific aspects are flexible? Will regional variations have to be submitted for approval? Surely the point of a unified programme is that everyone aligns!	Shared curriculum and assessments will ensure consistency of core content. If core content is covered, then additional information may be included dependent on the region. However, care must be taken not to overfill the courses.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	Considering the unified nature of the veterinary nursing program and the characteristics of the veterinary industry, we believe that regional flexibility may not be a significant concern. The program can be delivered through various methods, allowing for the necessary adaptability. However, it is important to note that assessment criteria might present some limitations in terms of regional variations and requirements.	Noted.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	An important concern to address is the potential for variation between teaching methods across business divisions. Specifically, in our setting where face-to-face classes are conducted on campus, there is a desire to incorporate practical handling sessions within the theoretical course on handling. This approach aims to facilitate learners in making connections between theory and practice. The	Yes they will.

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			question at hand is whether this variation in teaching methods will be accepted with the 'unified' delivery?	
13/6/23	Online Survey	Kaimahi - Wintec	We are still unsure of the evidence of having flexibility. It would be good to have further clarification on the extent of this flexibility and what this looks like at each business division offering the qualification.	Noted.
13/6/23	Online Survey	Kaiako - Ara	Not provided - It is very restrictive – and does not suit all methods of delivery or Akonga. Seems mainly designed for off campus blended.	Kaiako from a range of delivery methods contributed to the design and expressed confidence they could make it work for their context.
Do you have any further feedback you would like to provide on the unified New Zealand Diploma in Veterinary Nursing (Level 6) programme?				
19/5/23	Online Survey	Employer - BeachVets	I believe they need in hospital training	Unsure what is meant here by 'hospital'. There are very few hospitals as recognised by Best Practice accreditation in New Zealand so it is not feasible for every learner to access a veterinary hospital. If instead, this refers to a veterinary clinic that has inpatients, then yes every learner will go through training in relation to this.
21/5/23	Online Survey	Ākonga - Wintec	A lot of room for improvement	Unsure what this refers to given that the other comments this ākonga submitted refer to the programme being currently studied, not this proposal.
25/5/23	Online Survey	Kaimahi - UCOL	The entry criteria should be kept as they are and not increased as suggested by others. My experience is that basic numeracy skills do not relate to the number/level of maths credits and that students with poor numeracy skills and high motivation can succeed. My experience is that reading and writing skills do not relate to the number/level of English credits. Success is more related to motivation than any	Agreed and supported by academic advisors within Te Pūkenga.

			academic criteria, some of our best practical graduates entered with poor numeracy and/or reading and writing. Extra support is sometimes needed.	
28/5/23	Online Survey	MPI team	We would be happy to discuss any material you are preparing to cover ACVM requirements and antimicrobial stewardship.	Thank you.
28/5/23	Online Survey	Kaiako - Unitec	You're almost there. Keep up the great mihi	Thank you.
05/6/23	Online Survey	Employer – The Cat Vet	I feel nursing students will benefit from spending time in a variety of private animal care facilities - I just don't feel we can rely on these facilities to train nurses to a high standard	Agreed. Training is the responsibility of the provider, not facilities.
07/6/23	Online Survey	Professional Association - NZVA	Congratulations on a well thought out programme and huge effort to unify the programme.	Thank you.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 5002: LO2: Can this be removed as this seems to be describing "abnormal" rather than focusing on "normal"? LO1: Verb: could this be "Describe and identify"? (Should indicative content be ordered in chronological order of deliver?)	Yes, removed. One verb per learning outcome is accepted. Identify can be considered to be included in the describe verb.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 5105: LO2 indicative content does not match LO2- this is an anaesthesia course and inflammation and wounds would be better in ANML 5002 (physiology of inflammation) and ANML 5107(wounds) (Although we do prefer Anaesthesia and Surgery to be in 1 course at L5)	Inflammation and wound content shifted to ANML5107 Introduction to surgery and diagnostics.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	LO2: prefer verb "explain" rather than examine	Agreed, verb change made.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 5106: LO1 Prefer LO1 "explain/ describe or discuss" rather than "examine"	Agreed, verb change made.

09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 5107: LO2: more detail needed in indicative content to ensure scaffolded into ANML 6102 (LO3) and minimal repetition.	More detail will be provided in curriculum document.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 6104: LO1: Prefer "knowledge" to "evaluate" Combination of topics is not our preference	Changes have been made to the level 6 courses. This comment as written is superseded by those changes. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.

09/6/23	Online Survey	Kaiako, collated group response - Unitec	Alternative proposal and packaging of theory courses and LOs to reduce credit weighting of GPO1:
			
			ANML 6101 Veterinary Anaesthesia and Emergencies:
			   Analyse the nursing management of animals undergoing anaesthesia in a companion animal healthcare environment.
			   Discuss the triage of and responses to emergency cases to support patient outcomes in an animal healthcare environment.
				Changes have been made to the level 6 courses in response to this and other similar feedback. This comment as written is superseded by those changes.
				The new theory courses are:
				ANML6101 Anaesthesia management and emergencies
				ANML6102 Medical nursing and diagnostics
				ANML6104 Surgical nursing and dentistry
				ANML6105 Imaging and Veterinary Nursing Services
				Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.

09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 6102 Medical Nursing and Diagnostics
			   Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases in a companion animal healthcare environment.
			   Evaluate pharmacological principles for routinely used medications in a companion animal healthcare environment.
			   Explain diagnostic sample collection and analysis in a companion animal healthcare environment.
				Changes have been made to the level 6 courses in response to this and other similar feedback. This comment as written is superseded by those changes.
				The new theory courses are:
				ANML6101 Anaesthesia management and emergencies
				ANML6102 Medical nursing and diagnostics
				ANML6104 Surgical nursing and dentistry
				ANML6105 Imaging and Veterinary Nursing Services
				Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.

09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 6104 Surgical Nursing and Dentistry
			   Analyse the nursing management of animals undergoing surgery in a companion animal healthcare environment.
			   Describe the role of the veterinary nurse during dental procedures.
			   Describe wound types and their management in an animal healthcare environment.
				Changes have been made to the level 6 courses in response to this and other similar feedback. This comment as written is superseded by those changes.
				The new theory courses are:
				ANML6101 Anaesthesia management and emergencies
				ANML6102 Medical nursing and diagnostics
				ANML6104 Surgical nursing and dentistry
				ANML6105 Imaging and Veterinary Nursing Services
				Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.

09/6/23	Online Survey	Kaiako, collated group response - Unitec	ANML 6105 Diagnostic Imaging and Veterinary Nursing Services Evaluate effective diagnostic imaging in an animal	Changes have been made to the level 6 courses in response to this and other similar feedback.

			healthcare environment. Evaluate the provision of effective veterinary nursing services in a veterinary clinic.	This comment as written is superseded by those changes. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
09/6/23	Online Survey	Kaiako, collated group response - Unitec	Learning outcome not in above courses: Evaluate the provision of effective veterinary nursing services in a veterinary clinic: Incorporate this learning outcome and indicative content into other courses or as a small module at the end of ANML 6105. Nursing philosophy, professional identity, conduct, standards and success in the workplace, incorporating aspects of: o Continuing professional development o Self-care and compassion fatigue o Career advancement o Research: Include as an assessment o Reflective and evidence-based practice: Practicum or assessment o Sustainable veterinary communities o Teamwork: Practicum	Changes have been made to the level 6 courses in response to this and other similar feedback. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
12/6/23	Online Survey	Kaiako – Otago Polytechnic	Just a thank you to everyone who has been involved in this mammoth task! Well done!	Thank you.

12/6/23	Online Survey	Kaiako and Kaimahi - EIT	Current entry criteria for the level 5 qualification are still relatively low, which raises concerns about the possibility of setting learners up for failure.	Entry criteria were set in response to consultation that supports that they are appropriate.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	The current maximum timeframe for program completion, set at 8 years, raises concerns due to its lengthy duration. Allowing learners such an extended period to finish the program poses potential challenges. Over the course of 8 years, significant changes can occur in terms of content, course restructuring, or revisions, especially considering the potential involvement of multiple NZQA review cycles. This situation may lead to complications for learners, as outdated or mismatched content could create confusion and hinder their progress.	Agreed. Maximum timeframe for completion reduced to 6 years. The concerns raised may still be present and will need to be managed with each learner's pathway.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	Furthermore, if a learner were to exit the program at the end of year 1 and re-enter at the beginning of year 7 without relevant or industry experience during the interim period, their chances of success might be compromised. Industry experience and staying up-to-date with the program's content are crucial for maintaining knowledge and skills. Without relevant exposure to the field during the break in their studies, learners may struggle to catch up and adapt to any changes that occurred during their absence.	Agreed. Maximum timeframe for completion reduced to 6 years. The concerns raised may still be present and will need to be managed with each learner's pathway.
12/6/23	Online Survey	Kaiako and Kaimahi - EIT	There is an absence of prerequisites for practicum I, while prerequisites exist for Practicum II, is there a reason for this? Although, there is a passport to safety, It would make sense that learners have a solid underpinning of theoretical and practical application knowledge prior to this first placement also.	The reason is timing. Prerequisites within a semester can cause difficulties with progression and allowing sufficient time for a learner to meet practicum hours requirements. The passport to safety is designed to increase safety while allowing progression.

13/6/23	Online Survey	Kaimahi - Wintec	Under the heading labelled: General conditions for programme – in bullet point C) it states: c) In the context of this programme companion animals include pets – cats, dogs, birds, rabbits, mice, rats and guinea pigs. We suggest it should say 'may include' not 'include.'	This is from the qualification wording so cannot be changed. However, this list is simply to provide guidance and does not require coverage in the programme.
13/6/23	Online Survey	Kaiako - Ara	Need to start again and review the qualification – then the programme, allowing for a range of deliveries that are not so focused on potential employment during study.	The qualification has been reviewed and this programme developed in response to those changes. Potential employment during study has not been a focus. Instead, development of a work-ready graduate has been.
13/6/23	Online Survey	Kaiako - Ara	Clarity of content in courses is not sufficient.	Curriculum documents will provide further detail.
13/6/23	Online Survey	Kaiako - Ara	All assessment is 100% portfolio with no weighting of Learning Outcomes provided. Need to see a breakdown of the assessment mapping against L.O and GPO's.	Curriculum and assessment documents will provide further detail.
13/6/23	Online Survey	Kaiako - Ara	Need longer lead time to develop this qual and programme and set it up into enrolments for staffing, timetabling options - and then set up the working groups to plan assessments, with resources, and weekly teaching contents for each course.	Unable to take action related to this comment because it relates to delivery planning rather than the programme document.
13/6/23	Online Survey	Kaiako - Ara	Seeing the issues from the current L3/4 experience of writing a week ahead is too stressful for staff and has caused issues for learners and staff.	Agreed.
13/6/23	Online Survey	Kaiako - Ara	Limited input from industry staff on real world, and there is a lack of feedback from academic specialists on this.	All stakeholders have been given the opportunity to contribute to this programme document.
13/6/23	Online Survey	Kaiako - Ara	This version is potentially detrimental to industry and may cause problems with numbers of graduates being provided.	Unsure what the basis of this is due to concerns raised having been addressed through edits after consultation.

13/6/23	Online Survey	Kaiako - Ara	Final course on veterinary practice is unnecessary, covered earlier, and use the credits for other areas.	Thank you for the suggestion. Changes have been made to the level 6 courses in response to this and other similar feedback. The new theory courses are: ANML6101 Anaesthesia management and emergencies ANML6102 Medical nursing and diagnostics ANML6104 Surgical nursing and dentistry ANML6105 Imaging and Veterinary Nursing Services Content is essentially the same overall but the balance has been improved to ensure courses are even and appropriate to credit values of GPOs.
13/6/23	Online Survey	Kaiako - Ara	The simultaneous review of the qualification and the programme has confused many from industry – they have no idea what is happening, and the depth of information required to make comments is not acceptable. The results will not be a true reflection of the needs of learners and industry.	Consultation will be an ongoing process to ensure learner and industry needs are met.
13/6/23	Online Survey	Kaiako - Ara	With the increasing focus on chat GPT students need to learn how to apply knowledge on the spot, and work with a range of people.	Agreed.
13/6/23	Online Survey	Kaiako - Ara	Assignments will need to change.	Agreed .
13/6/23	Online Survey	Kaiako - Ara	How are providers going to assess this - Transformative assessment – no exams/ how will you assess LO?	Assessment approach is being developed with all options enabled in this document to allow for best match of assessment type to course content.

Appendix 1.2: Socialisation Activities, Feedback and Response 27/04/23 – 11/05/23

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
Please provide your feedback/suggestions in regard to entry criteria for this programme.					
27/04/23	Online survey	Unitec kaiako individual	Agree	Reintroduction of *some* time in a clinic setting as part of enrolment process. Appreciate 3 days is a big ask for clinics in this day and time but a minimum of one day should be reestablished so that students can have some insight on the VN role. The amount of withdrawals from students who discovered VN was not for them since removing this restriction has increased quite a lot. This may also help students build a relationship and gain placement much easier which is also a current issue (aware staff shortages are part of this issue too). From my experience, most of my students have ended up using the clinic they did their pre-programme trial at.	This has been discussed and there is some concern about this creating a barrier to enrolment due to pressure on veterinary clinics. Feedback from other divisions is that the removal of this requirement hasn't significantly affected dropout rate. Could consider this to be strongly recommended to all applicants, alongside discussion with each to ensure that the programme is the right one for them.
27/04/23	Online survey	UCoL kaiako individual	Agree	There needs to be a very strong emphasis on math	Entry criteria were set in response to consultation that supports that they are appropriate. Learner achievement in this area will be managed within the programme with early intervention.
4/27/23	Online survey	UCoL kaiako individual	Agree	They need to know how to read write and have maths we do not have time to teach them all of this on top of our subjects	Entry criteria were set in response to consultation that supports that they are appropriate. Learner

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					achievement in this area will be managed within the programme with early intervention.
28/4/23	Online survey	UCoL kaiako individual	Agree	Know there anatomy	Anatomy and physiology is taught within the programme rather than being required on entry.
28/4/23	Online survey	UCoL kaiako individual	Agree	The requirements are good to allow more enrolments but emphasis on Biology as a science course should be strong. This would be important for level 5 Anatomy and Physiology of Animals.	Entry criteria have been modified to specify Biology credits as the preferred science credits.
28/4/23	Online survey	Unitec kaiako individual	Disagree	Can we be more specific with what maths and science credits they need? i.e. not just "relevant" What health conditions would exclude applicants?	Specifying particular types of maths and science credits may create a barrier to entry where it is not required. Entry criteria have been modified to specify Biology credits as the preferred science credits. Applicants will not be excluded on the basis of specific health conditions. If an applicant's health conditions cause concern, they will be required to have a conversation with a representative from the programme about their ability to achieve in the programme.

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
01/5/23	Online survey	Otago Polytechnic kaiako individual	Strongly agree		Thank you.
03/5/23	Online survey	EIT kaiako individual	Agree	I have no comment on this.	Thank you.
04/5/23	Online survey	EIT group - 2 kaiako and 2 kaimahi	Disagree	We believe that setting the entry requirement for Diploma level study (Levels 5 and 6) at a NZQF Level 3 qualification may not be sufficiently rigorous. It is our view that learners may not be adequately prepared for the academic demands of Diploma level study given the relatively lower level of the NZQF Level 3 qualification and therefore set them up to fail. A NZQF level 4 qualification would be more suitable.	Entry criteria were set in response to consultation that supports that they are appropriate.
05/5/23	Online survey	Ara kaiako group (4)	Disagree	Level 1 Maths is too low. We ask that a preference in Numeracy and Calculus is shown within maths credits - minimum Level 2 Maths is better.	Entry criteria were set in response to consultation that supports that they are appropriate
07/5/23	Online survey	EIT kaiako individual	Agree	Fine.	Thank you.
08/5/23	Online survey	Unitec kaimahi individual	Strongly agree		Thank you.
08/523	Online survey	Otago Polytechnic	Agree	I remain challenged that Animal Care graduates will be ready for this step up - our experience in the prior versions is that a level 3 graduate going to level	Entry criteria were set in response to consultation that

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
		kaiako individual		5 was ok for a high achieving level 3 but not for one just passing. Are we promising too much? Do we need caveats	supports that they are appropriate.
09/5/23	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Disagree	- Entry requirement too low (level 1 maths), would like to see minimum level 1 english and level 2 maths (12 credits).	Entry criteria were set in response to consultation that supports that they are appropriate
10/5/23	Online survey	Otago Polytechnic kaiako individual	Agree	I think this is acceptable, now I have looked at balance of level 5 and 6 courses.	Thank you.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)	Strongly disagree	Suggest NCEA Level 2 maths credits. Add in a statement about Animal Care being a pathway. IELTS: General not an option before.	Entry criteria were set in response to consultation that supports that they are appropriate
After reviewing the 14 courses, are there any gaps/omissions that need to be addressed to ensure the proposed programme is capable of producing work-ready veterinary nurse graduates?					
Date	Mode of consultation	Who was consulted		Feedback	Development response to feedback
27/4/23	Online survey	Unitec kaiako individual		"Biology of animal reproduction" Where will 'selection for breeding/genetics/nutritional care/complications' etc be covered? As not mentioned again in the programme. I can't imagine this will be able to be cover species specific content in depth in this course (Husbandry) given how much content is already in this course. There is no	Thank you. The working group has reviewed the courses to make sure this content is present as appropriate. • Anatomy and physiology of reproduction in ANML5002 Anatomy and physiology.

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback

				mention of reception/customer services skills anywhere. This has been flagged as missing on multiple feedbacks. Include health checks in Husbandry (not full clinical exams).	• Behaviour and basic breeding management in ANML5103 Animal Husbandry and Behaviour.
					• Parturition and complications as part of ANML 5106 Introduction to medical nursing and ANML6104 Surgical nursing and dentistry.
					• Reception/customer service content has been reviewed. The plan is:
					  o Basic communication on the phone and greeting clients will be covered in ANML5001 Veterinary Nursing Practice
					  o Taking bookings will be covered ANML5105 Intro to anaesthesia and analgesia
					  o Product selection and basic sales in relation to preventative healthcare in ANML5106
					  o Emergency comms to clients in ANML6101

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					Anaesthesia management and emergencies ○ Managing difficult clients in 6105 Imaging and veterinary nursing services
27/4/23	Online survey	UCoL kaiako individual		Yes, for Surgical level 6 we have it as a year long paper reviewing the new surgical level 6 it appears that it has now been put into one semester...How will this be enough time to cover all topics in relation to surgical? It is missing many many important topics that our student need to be knowledgeable vet nurses.	Some changes have now been made to rebalance the learning time at level 6 and allow for increased time on surgical nursing. The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations. This supports ākonga to develop skills that are transferable to the wide range of cases they will see. This approach was discussed at length and considered a necessity because the programme is very content heavy and has fewer credits available for theory learning than the current programme.
28/4/23	Online survey	UCoL kaiako individual		Yes, We teach Radiography as a full semester paper in level 6 which consists of Labs and lectures every week. From what I can see it looks as though it will	Each learning outcome will be allocated an appropriate amount of learning time commensurate

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				be shared with two other topics in the "techniques in veterinary nursing" paper. To deliver the current radiography paper in the one semester can be difficult as there is a lot to get through...Now because it is shared there will be much less time so how will that work? how many weeks would be given to teach each learning outcome?	to the amount of content indicated. LOs are not all equal in size. The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations. This supports ākonga to develop skills that are transferable to the wide range of cases they will see. This approach was discussed at length and considered a necessity because the programme is very content heavy and has fewer credits available for theory learning than the current programme.
28/4/23	Online survey	UCoL kaiako individual		Anatomy and Physiology should be a pre-requisite for some courses for level 6 courses as it will be late to be learning those in level 6.	Pre-requisites have now been added to some courses. Please review these and provide feedback.
28/4/23	Online survey	UCoL kaiako individual		Some learning outcomes have gaps that needs to be filled for example, Anatomy and Physiology.	Unfortunately, we cannot respond effectively to a comment that says there are gaps but does not identify those gaps. If you specify the gaps you see in further feedback as part of

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					this consultation, we will consider your comments.
				Also, clarification is required to understand why some learning outcomes have been included.	We are happy to explain any particular learning outcomes if you let us know which ones you require clarification on.
28/4/23	Online survey	UCoL kaiako individual		Some indicative content in some courses will be repeated.	If you can specify areas of concern, we will ensure that curriculum development avoids duplication.

28/4/23	Online survey	Unitec kaiako individual		Reception/ front of house skills	• Reception/customer service content has been reviewed. The plan is:
					  ○ Basic communication on the phone and greeting clients will be covered in ANML5001 Veterinary Nursing Practice
					  ○ Taking bookings will be covered ANML5105 Intro to anaesthesia and analgesia
					  ○ Product selection and basic sales in relation to preventative healthcare in ANML5106
					  ○ Emergency comms to clients in ANML6101

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					• Anaesthesia management and emergencies • Managing difficult clients in 6105 Imaging and veterinary nursing services
01/5/23	Online survey	Otago Polytechnic kaiako individual		I still think that equine nursing needs to be its own qual rather than tacking it on as a strand. There are some many lessons we should have learned from VNA/RAT strands that point to this being a poor choice. I think EqVN could be modelled on CAVN though.	This programme document does not address the equine nursing strand/programme. Consider re-submitting this comment in the consultation on the equine strand.
01/5/23	Online survey	Otago Polytechnic kaiako individual		Missing imaging other than radiography but may not be necessary to address	Other imaging modes are included in the imaging section of ANML6105 Imaging and veterinary nursing services and/or as part of ANML 6102 Medical nursing and diagnostics
04/5/23	Online survey	EIT group - 2 kaiako and 2 kaimahi		It appears that there is a lack of attention given to the holistic nature of veterinary nursing, particularly in relation to the development of interpersonal skills and cultural competencies required to deal effectively with colleagues, patients, and clients. It is our recommendation that the programme should integrate these critical skills throughout the curriculum rather than in a sole course to better	Themes and content in relation to interpersonal skills will be embedded throughout the programme, utilising the Te Pūkenga graduate capabilities framework that is currently being developed. As they are embedded throughout the programme, they may not explicitly appear in all courses,

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				prepare learners for the demands and interpersonal nature of veterinary nursing.	but it will be a requirement to embed these throughout as you mention.
				It has come to our attention that certain Level 6 courses, such as Techniques in Veterinary Nursing, may contain learning outcomes that utilize lower-level Bloom's verbs, such as 'describe' and 'outline.' While these verbs may be appropriate for introductory courses, they may not align with the expected depth of learning at level 6.	The working group have reviewed the use of all verbs in learning outcomes and are satisfied that they are all level appropriate.
				It is our understanding that Te Pūkenga have identified Mātauranga Māori and sustainability as a core focus of the programme. However, upon review of the course aims, learning outcomes, and indicative curriculum, there is minimal evidence that this is being adequately addressed within the current proposed programme.	Mātauranga Māori and sustainability are as above – to be embedded throughout to integrate them rather than be in a sole course. Paragraphs relating to this intent have been added to the programme philosophy section of the document being submitted to NZQA.
05/5/23	Online survey	Ara kaiako group (4)		There are NO GPOs provided in this document, so it is impossible to compare the LOs with the GPOs. The new LOs seem to be very similar to the previous document. There is no weighting of LOs, it is unclear...	Proposed GPOs for the 4389 qualification are now available. Please refer to these during the consultation phase.

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07/5/23	Online survey	EIT kaiako individual		Nothing there about disease or dysfunction yet there's sections on medical nursing so they are expected to nurse medical cases without any knowledge of disease. There is only mention on immunology and preventative healthcare but nothing about disease in each body system. Where do they learn about Blocked bladders, GDV's and other emergencies? Where do they learn about peritonitis being a possible post-op complication of an enterotomy? Where do they learn about caesareans? Where do they learn about anaemia, dyspnoea, CHF etc? They'll be nursing patients with all of these things but I can't see anywhere on this curriculum where they learn about diseases of the body systems. We cover this at Level 5 in the Anatomy & Physiology lectures at EIT.	Wording has been clarified to make this more explicit. Disease and dysfunction is built as follows: ANML5002 Normal organ and system function ANML5106 Organ/system dysfunction, resulting clinical signs and nursing to alleviate. ANML6102 Specific diseases and applied medical nursing care.
08/5/23	Online survey	Unitec kaimahi individual		Where does students developing their Information Literacy skills fit into the programme (e.g. ability to evaluate web-based information, ability to locate journal articles, ability to read journal articles effectively, ability to extract information from literature to support their assessments?)	In ANML5001 Veterinary Nursing Practice there is an introduction to study skills and evidence-based practice that will include these skills. This will then be an embedded focus throughout the programme, before being revisited with a focus on lifelong learning in the final theory course, ANML6105 Imaging and veterinary nursing services.

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08/5/23	Online survey	Otago Polytechnic kaiako individual		I can't see anything - though there will be better people than me to find that!	Thank you.
10/5/23	Online survey	Otago Polytechnic kaiako individual		No gaps seen, perhaps risk of overloading the course.	Agreed. Care will need to be taken throughout development that content is appropriate to credit values.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		Yes - we have feedback for a number of courses. Please see question 7 below for this. Also, we note that as assessment in these courses are achievement-based and ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course. This means the potential to fail a LO and still pass.	This wording is based on an agreement between NZQA and Te Pūkenga. An intent is to ensure that assessment conditions require evidence to be sufficient against each learning outcome.
Do you have feedback specific to a proposed course? Please name the course and provide feedback here for as many courses as you would like to.					
27/4/23	Online survey	Unitec kaiako individual		ANAESTHESIA AND ANALGESIA ASSISTANCE - clarify level of monitoring equipment expected to be covered in first year. Too large a topic for all to be done in this course.	Thank you. Agree with your points on clarity of content. Detailed curriculum documents will follow that will provide more detail. The level 5 Anaesthesia course has had 'Introduction to' added to the title. Basic monitoring equipment will be covered there,

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					with more technical equipment where interpretation of readouts for normal/abnormal in the second half.
27/4/23	Online survey	Unitec kaiako individual		DIAGNOSTICS - hard to see the difference between first and second year. Maintenance of equipment should be in first year, teaching students how to look after and use equipment before they are putting samples in them. Maybe first year focusses on blood and urine and then more complicated Dx sampling and testing done in second? This has always occurred in programmes where students seem to get taught ALL Dx in first and the repeated in 2nd year and students often feedback with feeling as they are repeating material too much.	For Diagnostics, it has been challenging to define in the brief details of a programme document exactly what will be covered where, so this will be cross-checked in detail in curriculum documents.
27/4/23	Online survey	Unitec kaiako individual		Where does barrier nursing/quarantine sit? Infection control in first semester? Needs to be listed as content somewhere as otherwise could easily be missed in lecture development.	Hygiene and infection control will also be cross-checked in detail in curriculum documents.
27/4/23	Online survey	Unitec kaiako individual		Include "basic triage" in Husbandry alongside basic first aid.	The working group discussed Triage and decided it will only be included as a focus in the later course. The urgency of aspects of first aid will of course be considered alongside the basic first aid responses which will be triage of a sort.

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27/4/23	Online survey	UCoL kaiako individual		L6 Medical Nursing and Diagnostics (together currently 60 credits at UCOL): LO1 Pathophysiology of disease covers multiple diseases of ALL body systems. What content is expected here that can be covered as only one of 6 indicative content points, in one of three learning outcomes, in a 15 credit paper - and be explained " in relation to medical nursing care in a companion animal healthcare environment? Understanding the diseases our patients are suffering from and how that affects body systems - and their treatment, informs everything all of our nursing - monitoring and nursing care. interventions, diagnostics, pharmacology, owner communication and education, nursing services and consults, preventative medicine... Condensing it down so significantly really diminishes the knowledge component of this qualification.	Learning outcomes and indicative content bullet points do not necessarily denote equal weighting. Understanding disease pathophysiology will be scaffolded through the courses with normal anatomy and physiology followed by organ dysfunction followed by specific pathophysiology over the two years of the programme.
27/4/23	Online survey	UCoL kaiako individual		Pathophysiology of disease is also directly relevant to Surgical Nursing and Anaesthesia Management to cover the LO1, specifically management of anaesthesia inpatients with varying risk factors, and advanced monitoring with ECG and capnography. How will this be differentiated? I feels there's a growing push to teach skills over the knowledge that supports the skills and requires critical thinking to actually take care of the patient. Anyone can be taught the actions, but without the knowledge,	Agree that the underlying knowledge is a critical aspect so topics will be scaffolded to ensure understanding is built through the programme and applied as appropriate.

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				those actions are vacuous. This goes against everything we're trying to instil in our new grads!	
27/4/23	Online survey	UCoL kaiako individual		L6 Techniques in Veterinary Nursing LO3 Wounds and wound management. 2nd year 2nd semester seems very late to be covering this topic, particularly as wound type, classification and healing is essential for surgical nursing.	Added basic wound healing and recognition of healing to course ANML5107 Introduction to surgery and diagnostics
27/4/23	Online survey	UCoL kaiako individual		L6 Readiness for Practice - ??? Perplexed that this paper is assigned 15 credits when other papers have been substantially compressed (Surgical & Anaesthesia, Medical & Diagnostics). LO1: what isn't already or could be covered in Level 5 Veterinary Nursing Practice, is Level 7 suitable for a student doing the degree. LO2 should be moved to Techniques in Veterinary Nursing, replacing Wound Management, which should be covered much earlier in the programme!	The level 6 courses have been reviewed and the content rebalanced.
27/4/23	Online survey	UCoL kaiako individual		Surgical Level 6 paper cannot go from being a year long to condensing it down to 1 semester. Where do they learn about all the different health conditions that lead to advance surgical procedures and everything that goes with it (eg equipment, set up, instruments, patient maintenance, pre & post op care etc??	Some changes have been made to rebalance the learning time at level 6 and allow for increased time on surgical nursing. The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations. This supports ākonga to develop skills that are transferable to the wide range of cases they will see. This

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					approach was discussed at length and considered a necessity because the programme is very content heavy and has fewer credits available for theory learning than the current programme.
28/4/23	Online survey	UCoL kaiako individual		For the "patient positioning" for radiography it has been put under the one bullet point however teaching just one position nearly takes the entire lecture and there are many many different radiographic positions for them to learn depending on the area eg Forelimb, hindlimb, thoracic, abdomen, spine, skull. Will there be enough time to get through this?	Each bullet point does not denote equal learning time, just as each learning outcome does not denote equal learning time. However, some changes have now been made to rebalance the learning time at level 6 and allow for increased time on surgical nursing. The focus will be on fundamental principles that can be applied to specific cases, with case studies on key presentations. This supports ākonga to develop skills that are transferable to the wide range of cases they will see. This approach was discussed at length and considered a necessity because the programme is very content heavy and has fewer credits available for theory

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					learning than the current programme.
28/4/23	Online survey	UCoL kaiako individual		Anatomy and Physiology: Level 5 Learning Outcomes; I think a third learning outcome (LO3) should be added for ākonga to 'recognize the pathophysiology of the body systems' before Medical Nursing and Diagnostics in Level 6. Also, the indicative content in LO1 'Comparative analysis across a range of animal species needs clarification. similarly, for LO2 'The impact of variations in anatomy on the management of animals also needs clarification.	We think that there is only just enough room in 15 credits for normal anatomy and physiology so have included disease pathophysiology in next semesters in relation to medical cases.
28/4/23	Online survey	UCoL kaiako individual		Since this qualification is for companion animals (Dogs and Cats), what other species are we expected to include?	With regard to species, there is some opportunity for regional flexibility here.
28/4/23	Online survey	UCoL kaiako individual		Animal husbandry and behaviour: LO1- Indicative content- 'Biology of Animal Reproduction'- I guess this will be covered under Reproduction in Anatomy and Physiology. I would suggest animal behaviour during reproduction e.g. estrus cycle.	Re ANML5103 Animal husbandry and behaviour LO1 indicative content has been updated as agree, biology of reproduction is included in ANML 5002 Anatomy and Physiology.
28/4/23	Online survey	UCoL kaiako individual		In addition, parasite control and vaccination can be included into Veterinary Nursing Practice where there is Microbiology.	Re parasite control and vaccination, preventative healthcare aspects fit well with animal husbandry so has been left in that course (ANML5103

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					Animal Husbandry and Behaviour)
28/4/23	Online survey	Unitec kaiako individual		Generally, "outline" as a verb for the LOs seems to be too superficial and not the learning outcome needed: eg LO2 for Anaesthesia and Analgesia (Sorry don't have my cheat sheet on hand to what this should be changed to)	All verbs reviewed and outline changed to more appropriate verb for course and level.
28/4/23	Online survey	Unitec kaiako individual		Vet Nurse Practice: in VN Prog Option A- LO3 was in husbandry and behaviour?	Checked content in ANML5001 Veterinary Nursing Practice and ANML5103 Animal Husbandry and Behaviour is correct.
28/4/23	Online survey	Unitec kaiako individual		Anatomy and Physiology: Change LO2 What animal species- currently has "range"	ANML5002 Anatomy and physiology Removed LO2. Changed range to cats, dogs and one other.
28/4/23	Online survey	Unitec kaiako individual		Animal Husbandry and Behaviour: LO2: does this need to be "healthcare"	ANML5103 Animal Husbandry and behaviour LO2 removed healthcare.
28/4/23	Online survey	Unitec kaiako individual		Practicums: Change wording of indicative content (for all so more specific and can be tailored to each "business division")	Practicums - no change made, wording is generic so that each business division can tailor.
28/4/23	Online survey	Unitec kaiako individual		Anaesthesia and analgesia assistance: overlap of LO1 and 2- I think we need to decide for the anaesthesia courses what constitutes a safe level of knowledge skills and how we are going to assess for	Anaesthesia and analgesia - yes, agreed, some changes made to clarify this content.

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				this and make sure that LO1 and 2 aren't overlapping to be better able to assess competency of students.	
28/4/23	Online survey	Unitec kaiako individual		Medical and Hosp Patients: LO1 "Outline"- change this verb. (Include dental preventative healthcare here?) LO2: Indicative content: Clin exam put with LO2 indicative content	Medical and hospitalised patients (Now ANML5106 Introduction to medical nursing) Changed Lo1 and added Clinical examination to LO2
28/4/23	Online survey	Unitec kaiako individual		Cultural competence keep with Vet Nurse Practice Remove palliative care	Removed palliative care.
28/4/23	Online survey	Unitec kaiako individual		Surgical and Diagnostic Services: LO3- "principles"- what is this referring to? "Outline physics of radiographic image and..."	Discussed and remains as is.
5/03/23	Online survey	EIT kaiako individual		Surgical Nursing and Anaesthesia Management: Make LO1 two LOs- easier to ensure they will meet competency especially for anaesthesia.	Agreed, LO split into two and now in separate courses.
03/5/23	Online survey	EIT kaiako individual		Medical nursing and diagnostics: Reword LO1: "Plan nursing care of patients in relation to the pathophysiology and clinical signs of common diseases"	Agreed, rewording completed.
03/5/23	Online survey	EIT kaiako individual		LO2: what does "integrative" mean- I would reword so specific to pharmacology	Agreed, pharmacology specific LO created in ANML6102 Medical nursing and diagnostics.
03/5/23	Online survey	EIT kaiako individual		Techniques in Veterinary Nursing: LO2- remove "first aid"- once in clinic it is no longer first aid. Maybe	Techniques in veterinary nursing and Readiness for practice courses fully reviewed and

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Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				change to emergency care? Remove critical care from indicative content and just stick with emergencies. (Very few true critical care facilities in NZ). LO1: Change "Outline" what do we want the students to achieve? I think too superficial. Indicative content: remove endoscopy and put this in the "medicine course"	updates made that reflect this feedback – removed first aid, removed critical care, changed verb, endoscopy moved to ANML6102.
03/5/23	Online survey	EIT kaiako individual		LO3: Indicative content: "burns"- very specific- do we need this? Covered in other aspects of wounds. Readiness for practice: some content could be included in other areas and covered as part of an assessment: eg • Reflective and evidence-based practice	Medical nursing and diagnostics, burns removed, content from previous. Readiness for Practice course redistributed.
03/5/23	Online survey	EIT kaiako individual		Overall, we need to take a look at each course or specific topics and map out how to scaffold through the diploma eg laboratory diagnostics, anaesthesia	Agreed, further work on content description will be ongoing.
03/5/23	Online survey	EIT kaiako individual		Animal Husbandry and Behaviour: Biology of Animal Reproduction. I feel like this should be included in the Structure and Function/Anatomy and Physiology section.	Agreed, indicative content updated in ANML 5002 Anatomy and Physiology and ANML5103 Animal husbandry and behaviour to better reflect intent.
03/5/23	Online survey	EIT kaiako individual		Also: Medical and Hospitalised patients: Immunology should be covered in Structure and Function, so need to take care not to double up.	Agree: Immunology would be in both courses and scaffolded. Immunology in ANML 5002 Anatomy and Physiology will be basic structure and function and

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					in ANML5106 Introduction to medical nursing will be in relation to vaccination. .
03/5/23	Online survey	EIT kaiako individual		Need more guidance on how Te Tiriti o Waitangi is relevant to vet nursing practice. I've been a vet in NZ for 12 years and it has not come up at all despite having many Maori clients.	Agreed - work in the Mātauranga Māori space is ongoing.
04/5/23	Online survey	EIT group - 2 kaiako and 2 kaimahi		Anaesthesia and Analgesia Assistance Learning Outcome 1 for this course has a broad scope, which may result in the need for a large assessment to adequately cover all aspects. In light of this, it is our recommendation that you consider breaking down this component into more specific, manageable parts to facilitate more targeted assessments.	Edits made to ANML5105 Introduction to anaesthesia and analgesia.
05/5/23	Online survey	Ara kaiako group (4)		Practicum 1 & 2 courses require 125 hours of WIL. Each course is 150 hours, but these missing hours are not accounted for. Practicum 3 & 4 courses require 250 hours of practicum. Each course is 300 hours, but these hours are not accounted for.	Details of the practicum course hours are now provided in the Appendix.
05/5/23	Online survey	Ara kaiako group (4)		Surgery & Diagnostics course AND Medicine and Diagnostics course. How do you identify the division of Diagnostics between Surgery/Medicine? Recommend Surgery & Diagnostics, have the other course solely Medicine	Detailed curriculum will be provided but essentially basic diagnostics techniques are in ANML5107 Introduction to surgery and diagnostics - mostly fairly standalone routine tests,

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					then more complex diagnostics integrated with medical cases in ANML6102 Medical nursing and diagnostics. Previous feedback and advice is that diagnostics cannot be all in one place and needs building on, being careful not to repeat. This content will be cross checked.
05/5/23	Online survey	Ara kaiako group (4)		Vet nursing practice – cultural-informed conduct should be replaced with culturally SAFE conduct. A&P LO2 weighting is absent!	Advice from experts is culturally informed is appropriate here. No weighting is provided in relation to any outcomes so that there is flexibility as content is built and the weighting becomes clearer.
05/5/23	Online survey	Ara kaiako group (4)		LO1 very specific for only body systems, no relationships between systems?	Have added relationships between organ systems.
05/5/23	Online survey	Ara kaiako group (4)		Husbandry & Behaviour – change describe, to describe and demonstrate.	NZQA requirement is for just one verb per LO.
05/5/23	Online survey	Ara kaiako group (4)		Husbandry & Behaviour – LO – analyse animal communication, learning and behaviour to inform safe effective care. You can't "analyse" an animal's learning! Change "analyse" to "discuss". Indicative curriculum doesn't match the LO.	Changes made to the LO in ANML5103 Animal Husbandry and behaviour and checked against indicative content.

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05/5/23	Online survey	Ara kaiako group (4)		Fluid therapy is in two courses – how do you split this into these separate courses?	Can you please let us know the two courses for fluid therapy - can only track it down in one.
05/5/23	Online survey	Ara kaiako group (4)		Anaesthesia and Analgesia – Los don't match the indictive content. All Practicums – Indicative curriculum is NOT indicative curriculum Surgical Nursing and Anaesthesia – indicative curriculum doesn't fit the Los. Techniques in Vet Nursing – "analyse" triage and first aid! Really?	LOs checked against indicative curriculum and updated for all courses mentioned.
08/5/23	Online survey	Otago Polytechnic kaiako individual		Anatomy and Physiology - LO 2 and the indicative content don't entirely match according to my interpretation. Variations in anatomy and homeostasis?? Is there a third LO needed to get the intent? Also in A and P I know we say structure and function in the Lo 1 - do you think that we would be better to use the words anatomy and physiology for clarity? I think I am sort of wondering if there are more LOs - anatomy - structure, Physiology - function and then each of those could explore variations, then a homeostasis LO perhaps. That would also align better with words used in the L4 programmes.	ANML5002 Anatomy and physiology content reviewed and LO2 removed due to being considered unnecessary.
08/5/23	Online survey	Otago Polytechnic		Animal Husbandry and Behaviour seems relatively big for 15 credits and on the other end of the spectrum, comparatively Techniques in Veterinary	ANML5103 Animal husbandry and behaviour - yes, content will need to be carefully managed to

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		kaiako individual		Nursing seems small comparatively. Also the name Techniques in Veterinary Nursing seems a weird name for this - I can see it's a mixed course so why not call it that? You have been clear in the others - so this one is Diagnostic imaging, Triage and Wound management.	ensure appropriate size The courses at level 6 have been reviewed to be more coherent and provide clarity on what content each course contains. This has also resulted in a rebalancing of course size to be more even. Now: • Anaesthesia management and emergencies • Medical nursing and diagnostics • Surgical nursing and dentistry • Imaging and Veterinary Nursing Services
08/5/23	Online survey	Otago Polytechnic kaiako individual		LO 3 in Medical Nursing and Diagnostics - has got explain and analysis - is this the correct structure. I am wondering if there will be feedback on that. I think analysis is the problem. When you look at the LO is about sample collection, in house processing and quality control - so I think you need to review the LO	ANML6012 Medical nursing and diagnostics: The intent is to have the ākonga explain analysis of samples. This includes in house processing and quality control.
08/5/23	Online survey	Otago Polytechnic		I really like the readiness for practice paper concept - just wondering if there is a better name. It probably at least needs readiness for Veterinary nursing practice in the name, but wondering if it	See above for changes to the level 6 courses.

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		kaiako individual		could be linked to the first paper. So, paper 1 is changed to introduction to veterinary nursing practice and then latter is Readiness for Veterinary nursing practice (or maybe Preparation for Veterinary Nursing Practice)	
08/5/23	Online survey	Otago Polytechnic kaiako individual		I am not sure about the naming convention for the first touch on anaesthesia - I think I would call it Introduction toe anaesthesia and analgesia. How are you differentiating the level of surgery and diagnostics in year 1 from year 2 - the names don't quite cut it for me.	Agree – renamed to Introduction to …for first half of programme courses.
09/5/23	Online survey	Weltec group - 5 kaiako and 1 kaimahi		Each LO not needed to pass, would like to see each LO being passed: Outcome statement not clear of this. Wording could be": "must submit and pass all assessment items" rather than 50% overall	This wording has been reviewed and now includes that ākonga must pass all learning outcomes.
09/5/23	Online survey	Weltec group - 5 kaiako and 1 kaimahi		Word: "managed" used a lot throughout level 5 and level 6 statements. Should this just be used in second year as they are more assisting in first year (level 5)? eg, prac 2 statement: "to assist in the managing of". Could refer to bloom's taxonomy to find the verbs appropriate for level	Thank you, reviewed after consultation based on further feedback. Manage was left in the wording for tasks that were considered appropriate (self-care, health and safety, medications, and removed for aspects related to nursing management.
09/523	Online survey	Weltec group - 5 kaiako and 1 kaimahi		Learning outcomes: A lot of work on clinics/tutors for "individualized support" if this wording is used	The intent is for learners to be very involved in this process through reflection. Kaiako

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					workload will be considered in the development as a critical aspect.
10/5/23	Online survey	Otago Polytechnic kaiako individual		Animal husbandry and behaviour LO1- What does method of identifying animals mean? - sounds like could be taxonomy or labelling? LO3- Could points one and three be combined?	ANML 5103 Animal husbandry and behaviour LO1 Agreed - added some further clarification on this. LO3 - consider these to be distinct points.
10/5/23	Online survey	Otago Polytechnic kaiako individual		All practicum courses For the indicative content of practicums could simulations be included as a support method?	Practicums - not required as simulations would fall under general teaching methods employed in all cases.
10/5/23	Online survey	Otago Polytechnic kaiako individual		Anaesthesia and Analgesia Assistance LO1 indicative content, could a point be multi-modal anaesthesia, potentially incorporating points 1, 3, 4?	ANML5105 Introduction to Anaesthesia and analgesia - prefer to leave these separate for clarity.
10/5/23	Online survey	Otago Polytechnic kaiako individual		Medical and Hospitalised patients LO2 indicative content could we look to include benefits of care planning?	ANML5106 Introduction to Medical Nursing- this can be considered to be part of fundamental learning about care planning so not required to be a separate point.
10/5/23	Online survey	Otago Polytechnic		Surgical Nursing and Anaesthesia management LO 1-indicative content- Thinking that the advanced	Surgical nursing and anaesthesia - yes that's right. Course now

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		kaiako individual		monitoring equipment would be more maintenance and placement. Is this the intent?	ANML6001 Anaesthesia management and emergencies.
10/5/23	Online survey	Otago Polytechnic kaiako individual		Practicum IV Could LO 1 be more specific to the aim/outcome statement? Perhaps, Demonstrate a range of skills positively influencing success of a multi-disciplinary team?	ANML 6106 Practicum IV - this outcome is more about them actually doing skills which may in some cases be quite targeted and specific rather than linked to team success so prefer to leave it as it is to reflect that.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		Module: ANIMAL HUSBANDRY AND BEHAVIOUR Under L01: Bullet point labelled "Methods of identifying animals" Our query is what identification does this mean? Breeds or species?	ANML5103 Animal Husbandry and Behaviour – added: 'breed, sex, microchip, colour' to clarify.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		Bullet point labelled "Biology of animal reproduction" We suggest it should be reproductive behaviours as bio is covered in A&P.	Agreed, indicative content updated to reflect this.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		Module: PRACTICUM 1 LO2 is a double-up of L01 We also draw your attention to our ongoing feedback about the hours being too many. Please see question 11 below.	Practicum 1: Assuming you're referring to the indicative content - this is as intended. Yes, the hours have been addressed as far as possible
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		SURGICAL AND DIAGNOSTIC SERVICES Under LO3: Bullet point labelled "Physics of radiographic imaging." Our comment is is this	ANMl5107 Introduction to surgery and diagnostics Physics of radiographic imaging is intended to cover aspects such

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Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				relevant? Predominantly digital radiography is used out in practice.	as understanding the production of x rays so that concepts like kV and mAs can be taught, as well as understanding the image generated - bone less dense so appears whiter, as well as safety related to primary beam, scatter etc. So just as relevant to digital radiography.
11/5/23	Online survey	Wintec kaiako/kaimahi group (12)		Module: PRACTICUM II Under LO2: This is a double up of LO1. We also draw your attention to our ongoing feedback about the hours being too many. Please see question 11 below for our feedback on this.	Practicum II - See response to practicum I.
Is there any unnecessary duplication that needs to be addressed in the proposed programme? Please specify.					
27/4/23	Online survey	Unitec kaiako individual		Appears to be an overlap between Animal Husbandry and the Medical course. Husbandry - "Parasite control, vaccinations, and basic first aid". Medical Nursing - "Immunology · Vaccinations and related diseases · Parasitology and related medication". Husbandry is a massive course already, maybe it is simply rewording to an introduction?	Thank you, yes added 'introduction' to indicative content in ANML5103 Animal husbandry and behaviour. The intent is to cover off the basic protocols and information at an owner level initially, then in ANML5106 Introduction to medical nursing, get into more depth to understand *why* certain protocols are in place and what

Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					they mean for the animal and parasite/disease control.
28/4/23	Online survey	Unitec kaiako individual		Just need to ensure scaffolded appropriately: (Just listed for future reference) Pharmacology (drug calcs/ maths) Hygiene/ infection control Nursing practice and application to patients Fluid therapy Communication Anaesthesia Laboratory diagnostics	Great. Will utilise this list when cross checking and developing curriculum documents.
05/5/23	Online survey	Ara kaiako group (4)		Legislation, Welfare, Diagnostics & Fluid Therapy CRI v Analgesia	Great. Will utilise this list when cross checking and developing curriculum documents.
08/5/23	Online survey	Otago Polytechnic kaiako individual		Looks ok	Great.
10/5/23	Online survey	Otago Polytechnic kaiako individual		Only a couple of points in the indicative content but these will easily be integrated in teaching.	Okay.
Do you have any feedback/suggestions or queries on the delivery information for the fulltime programme?					
27/4/23	Online survey	Unitec kaiako individual	Yes	Hadn't thought of running VN practices course first before other courses. Does make sense from many angles but do have small concern on how this may	Agreed. This could be altered if appropriate in a region, as long as enough health and safety

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				affect Practicum 1, students acquiring placements later and hours required pressure on clinics over a shorter time period. Just something to think about and check with clinics that this is not going to add extra pressure on them.	aspects had been covered to ensure student and workplace is safe.
28/4/23	Online survey	UCoL kaiako individual	Yes	Just a bit worried about the practicum hours if ākonga can achieve 125 hours in a semester.	There will be some flexibility available for this with hours able to be 'shifted' if required.
28/4/23	Online survey	Unitec kaiako individual	Yes	For full time programme Unitec would run sem 1 differently (but I think this is in the blurb prior to this)	Yes :)
05/5/23	Online survey	Ara kaiako group (4)	Yes	Need to have more information on co- and pre-requisites to allow for progression / non-progression. Vet Nursing Practice (Semester 1), can this course be run concurrently with the other 3 courses in that semester?	Information has been added on prerequisites and course order.
08/5/23	Online survey	Otago Polytechnic kaiako individual	Yes	I'll leave that to those delivering. Only to say that sequential delivery of theory papers needs to remain an option. I think this better reflects educational theory - and allows learner success. I am noticing this year with the other new programmes that are not delivered sequentially that there is not much evidence of success showing for learners and I think this will be detrimental to keep people in the programmes. Ok with practicums running sequentially to theory. So, with that in	Yes, sequential delivery will remain an option.

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				mind I can't see why it could be an option to Run A and P and Husbandry sequentially if people wanted to - I do however understand why people don't want to because A and P takes time to learn.	
09/5/2023	Online survey	Weltec group - 5 kaiako and 1 kaimahi	Yes	Communication different about the handbook that will be used. Te Pūkenga wanting to have one used across each ITP but communication coming out about a different one for each ITP for the vet nursing space	Understood. Further information on this will be provided during development.
10/5/2023	Online survey	Otago Polytechnic kaiako individual	Yes	Can the first courses also be delivered sequentially? Students seem to struggle otherwise, especially extramural.	Yes they can.
11/5/2023	Online survey	Wintec kaiako/kaimahi group (12)	Yes	Regarding practicum hours: We have given robust feedback and evidence over the past year regarding the amount of practicum suggested for this programme. We undertook an industry capacity survey with our regional industry clinic partners and have evidence (which has been provided to and referred back to the Working groups and Steering group) showing that local industry cannot support the number of hours planned. We strongly recommend that the hours stay the same as this year.	Yes, feedback regarding practicum hours was provided to Muka Tangata last year and resulted in a change to the qualification (Version 1 to Version 2). This allowed for some flexibility meaning that the 750 hours do not need to all be in a veterinary clinic. Apologies if this change was not communicated to you at that time. Further details on the intent for practicum hours are provided as

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					part of the consultation document.
Do you have any feedback/suggestions or queries on the delivery options for the part time programme?					
27/4/23	Online survey	Unitec kaiako individual	Yes	Consider 2nd option of selecting two courses to run at 16-week period. E.g. S1 - VN practice and A& P, S2 - Husbandry & Practicum, S3, 4 etc - one course + one practicum etc. Are there going to be one compulsory option for each (FT and PT) that all providers must follow or will there be flexibility here to allow for varied number of staff members, regionality etc.	Good idea. Added now.
28/4/23	Online survey	UCoL kaiako individual	Yes	Both options are good and would work. We already do option 2.	Great.
28/4/23	Online survey	Unitec kaiako individual	Yes	We would only run the "third and fourth semesters" part time	Great.
5/04/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi	Yes	Better variety and flexibility in delivery options with this programme	Thank you.
05/5/2023	Online survey	Ara kaiako group (4)	No	The last year of part-time is Practicum 3 & 4. This is not work integrated learning, in its true sense. learners could have learning the theory a year beforehand.	Yes we agree that for part time students, running the programme with theory in one year and practicum in the next could be a disadvantage. This can be avoided by running two theory courses and one practicum over a whole year i.e. at a different timing to the

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
					fulltime programme. Divisions can choose what they feel is the best option for kaimahi and ākonga in their region.
08/5/2023	Online survey	Otago Polytechnic kaiako individual	Yes	Just similar to my answer to q10	Yes that will be fine.
10/5/2023	Online survey	Otago Polytechnic kaiako individual	Yes	Only as per fulltime re: sequential learning.	Yes that will be fine.
What further specific information would you like to see available in regard to this programme during the consultation phase?					
27/4/23	Online survey	UCoL kaiako individual		there is a lot on the Dental topic, I think we could have less of that and allocate the time elsewhere to other surgical topics.	We will ensure there is balance in the curriculum document where the time allocation to topics will be available.
28/4/23	Online survey	UCoL kaiako individual		Here at UCOL we are very fortunate to share radiography labs with MIT. This means our students are able to position our phantom animals, take x-rays and evaluate there images practically. With this new curriculum would this still be a possibility to do here? I understand that that Te Pukenga is wanting fairness throughout all the institutes...What would happen in this situation where we have the ability to use radiography equipment and other institutions do not?	Yes this will be fine. A great opportunity. There will be minimum standards under Te Pūkenga but nothing to stop you adding further value through learning opportunities in your division.

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
28/4/23	Online survey	Unitec kaiako individual		Mapping "communication" skills to the course and how we will assess the LOs. Also ensuring that we are scaffolding students.	Yes this is important and we will continue to work on it.
04/5/2023	Online survey	EIT group - 2 kaiako and 2 kaimahi		Pre- and co-requisites and graduate outcome mapping Some guidance around discretionary entry	Pre-requisites have been added Discretionary entry can be discussed among the wider programme team to develop guidelines.
05/5/2023	Online survey	Ara kaiako group (4)		The Graduate Profile Outcomes.	The proposed qualification is now available and has been added to the programme document.
05/5/2023	Online survey	Ara kaiako group (4)		A clear coherent scaffolding of learning throughout the programme.	Further detail on course content will be in the next phase of development with detailed curriculum guides.
Do you have any further comments/suggestions?					
27/4/23	Online survey	Unitec kaiako individual		Fantastic to see research in the later courses. So important for students wanting to carry on into BVN as well as encouraging our nurses to get into research. It is really important to see the credit mapping of the GPO's against these courses as soon as possible. The husbandry GPO for example has a lot of credits against it so it is really important we see where the programme developers have these lining up across the programme. This is high level	Yes the mapping has been added as the proposed qualification is now available. NZQA are accepting 100% portfolio assessments in other course submissions. Thank you!

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				and ensures our courses are appropriately weighted and GPO's are all accurately accounted for. FYI I suspect NZQA will have an issue with the current assessment schemes with 100% portfolio. After being involved in a recent Masters programme development, they were not happy with using 100% portfolio and each course needed to be broken down into smaller assessments. This can be done without letting it get too specific. Amazing to see it finally starting to come together, well done to all the teams working on this!	
27/4/23	Online survey	UCoL kaiako individual		The format of this form allowing only running text is extremely frustrating to work with when trying to answer these questions.	Fixed formatting issue.
27/4/23	Online survey	UCoL kaiako individual		Unclear how the Practicum papers are separated between on-campus practical labs and work placement. Is this up to each provider?	Further guidance for the practicum hours has now been provided.
27/4/23	Online survey	UCoL kaiako individual		The readiness for practice seems more towards level 7 degree rather than diploma, i think that time could also be replaced with other more relevant topics	Level 6 courses have been reviewed and rebalanced.
28/4/23	Online survey	Unitec kaiako individual		Can we map these to GPOs and the number of credits?	Yes done.
5/5/2023	Online survey	Ara kaiako group (4)		We are way behind with this development and there is not going to be enough time to get this developed by February.	If feedback is that the programme meets requirements, then the next stages of development will be considered, and the timing consulted on to

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Feedback received during the socialisation phase					
Date	Mode of consultation	Who was consulted	Comment	Feedback	Development response to feedback
				Concerns regarding alienation of industry due to a partially developed course creating unprepared VNs.	ensure quality programme development.
8/5/2023	Online survey	Otago Polytechnic kaiako individual		Fantastic effort from working group - great to see us getting closer to something deliverable.	Thank you.
10/5/2023	Online survey	Otago Polytechnic kaiako individual		Thank you for all your mahi on this! A massive task!	Thank you.

Appendix 1.3: Specific Course Feedback and Response from Socialisation and Consultation 25/07/22 – 13/09/22

This course specific feedback was received from engagement, socialisation and consultation in 2022 and responded to accordingly at this time. However, it should be noted that the courses have been modified significantly following further development, engagement, socialisation and consultation.

Note Appendix 1.4 and Appendix 1.5 include the specific Socialisation and Consultation feedback received.

Course	Issue	Solution/Justification	Development response to feedback
Veterinary Nursing Practice	Issue: LO 3: "health *and* safety"	Include *and*: to ensure correct meaning	Change made.
Anatomy and Physiology	Issue: LO 2: "Role of homeostasis"	Change this learning outcome to "physiology" This will be easier to teach to and less open to interpretation	All anatomy and physiology courses across the suite of programmes will be reviewed after consultation to improve consistency.

		Query: What range of species will be taught? Cats and dogs and one other? Keeping in mind there are not many teaching hours and this needs to be kept relevant for our ākonga.	As this is a core GPO, the qualification document requires all species to be included. Cats, dogs, equine and ruminants.
Animal Husbandry and Behaviour	*Issue:* Welfare is not mentioned in the LOs or indicative content yet is included in the aim. Aim: "support companion animal health and welfare."	Revise LO to include reference to Welfare	Updated indicative content
Medical and Surgical Nursing 1	Rename course '*Anaesthesia and Surgical Nursing*' Swap LO1 of this course with LO1 of Medical and Surgical Nursing 2 LO 1: "Discuss nursing practice and its application to animals undergoing surgery." LO 3 (remove clinical signs from receiving meds- no foundational knowledge to build on- need to understand disease processes first. Where is clinical exam taught?)	Although the aim of the qualification is to have it as integrative learning, in reality these learning outcomes will be taught in isolation and in essence as modules. Rename course for ākonga understanding. Group like topics together for better flow and scaffolding of knowledge and the ability to teach integratively.	Recommended programme structure is for this course to be run prior to Medical and surgical nursing 2, so fundamentals across medicine and surgery are included. Naming will be reviewed after consultation. Clinical examination added to indicative content of preventative healthcare.
Our suggestion for MSN1	**Course 4: Anaesthesia and Surgical Nursing (previously named: Medical and surgical nursing 1)** 1. Discuss nursing practice and its application to animals undergoing surgery. GPO 16 2. Describe general anaesthesia, anaesthetic and analgesic agents, and equipment used in practice. GPO 15 3. Examine safe and legal dispensing, administering and storage of medications. GPO 6		

Medical and Surgical Nursing 2	Rename course 'Medical Nursing and Diagnostic/Laboratory Procedures' Swap LO1 of this course with LO1 of Medical and Surgical Nursing 1 LO 1: "Examine the principles of preventative veterinary healthcare."	Although the aim of the qualification is to have it as integrative learning in reality these learning outcomes will be taught in isolation and in essence as modules. Rename course for ākonga understanding. Group like topics together for better flow and scaffolding of knowledge.	See above comment for explanation of LO grouping. Naming will be reviewed after consultation.
Our suggestion for MSN2	**Course 5: Medical Nursing and Diagnostic/Laboratory Procedures (Year 1)(previously named: Medical and surgical nursing 2)** 1. Examine the principles of preventative veterinary healthcare. GPO 10 2. Discuss effective medical veterinary nursing to aid patient health and well-being. GPO 10, 12 3. Explain the principles of laboratory diagnostic sample collection, handling and processing. GPO 18		
Clinical Skills 1	*Issue:* 110 hours of the practicum is really not realistic. With the initial planned delivery over 8 weeks, this requires students to complete two days a week (every week) to be able to achieve their clinical hours. This doesn't allow time for student illness or clinics variable schedules.	This course is husbandry and handling and could be completed in an animal handling facility, veterinary clinic and simulation clinic. ākonga find great difficulty gaining clinics at this stage of the course and lack confidence in clinics in the first semester. Anecdotal evidence showed that ākonga prefer simulation-based training before heading into placements. This flexibility allows for increased hours to be completed	Practicum requirements are dictated by the NZQA qualification document.
Clinical Skills 2A	LO 1 "Analyse" Theory rather than practicum verb Analyse coming before the practical doing.	Combine learning outcomes, and create one 30 credit course	Te Pūkenga philosophy based on learner progression has led to development of 15 credit courses. Assessment would

	Having two practicums in one semester creates confusion for ākonga and completion of assessments Increased kaimahi workload: online setup, course pre-moderation and post moderation		be similar in terms of monitoring student development and then competence, so pre and post moderation requirements would be expected to be similar overall. Accepted that there is some increased kaimahi workload in course management, but learner centred programme focus supports this format.
Clinical Skills 2B	Combine with 2A to create one, 30 credit course for the semester.	As above	As above
Medical and Surgical Nursing 3	Four courses have the same name and are confusing for ākonga	Rename course to 'Anaesthesia and Analgesia' The 3 LO are related to anaesthesia and analgesia. Therefore, rename as such.	Noted, this will be reviewed after consultation.
Our suggestion for MSN3	**Course 1: Anaesthesia and Analgesia (previously named: Medical and surgical nursing 3)** 1. Discuss patient assessment and nursing responses during surgery and anaesthesia. GPO 6, 15, 16 2. Evaluate pain management in animals including the use of multi-modal balanced analgesia in relation to surgical patients. GPO 6, 15, 16 3. Explain fluid dynamics and the application of fluid therapy in patient care. GPO 13		
Medical and Surgical Nursing 4	Rename "Medical Nursing and diagnostic procedures" Four courses have the same name and are confusing for ākonga	Rename LO1: Make pathophysiology relevant. Therefore: Pathophysiology- how does this relate to clinical signs, how do clinical signs relate to holistic nursing care and tailoring nursing to patient-patient evaluation and care. Indicative content doesn't current explicitly cover the various aspect of pathophysiology.	Noted, this will be reviewed after consultation. This will be expanded on in the delivery document.
	LO2: "Discuss integrative nursing care of medical patients."	*New* LO 2: Apply pharmacology to medical and surgical patients.	Intent of this learning outcome is to link

	This does not relate to what is described in "LO 2 content" which is "Pharmacology". There also seems to be repetition with Medical/ Surgical Nursing 3. Teach pharmacodynamics and pharmacokinetics in one course.	Content: applied pharmacology to medical patients, patient monitoring, side effects, desired effects.	pharmacological interventions and non-pharmacological interventions. Pharmacology of pain and analgesia is in medical and surgical nursing 3. Pharmacology is then extended to other drug types in this course.
	LO 3: "Explain safe and effective laboratory diagnostic procedures." Ākonga are likely to be packaging samples in year 1	More advanced diagnostic procedures and processing required. This is integrated into the diseases and therefore relevant to ākonga understanding of why something is done in the context of patient care. Incorporate endoscopy here (this is not diagnostic imaging) *New* LO 3: "Demonstrate safe and effective laboratory diagnostic procedures as they relate to the patient"	Yes, the more advanced diagnostics (LO3) is to be integrated with patient care (LO1) . The basics (including packaging) are in Medical and surgical nursing 5 (year 1). Endoscopy may be included here as appropriate. This detail, of what specific procedures/equipment will be included will be available in the delivery document. Demonstrate is a practical verb. Practical aspects will be covered in the clinical skills courses.

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Our suggestion for MSN4	**Course 2: Medical Nursing and Laboratory Diagnostic Procedures 2 (Year 2) (previously named: Medical and surgical nursing 4)** 1. Examine pathophysiology in relation to medical nursing care. GPO 10, 12 2. Discuss integrative nursing care of medical patients. GPO 6 3. Explain safe and effective laboratory diagnostic procedures. GPO 18	
Clinical Nursing	This seems to be a course of what is left over. Relook at the combination of learning outcomes of "Clinical Nursing" and "Professional Practice"	Make this course diagnostic imaging and dentals (can integrate through dental radiographs) LO1: Explain the principles of safe and effective diagnostic imaging.	There is insufficient credits available in the qualification to create a course of only imaging and dentistry without severely limiting the practical application of these topics. The desired focus on the professional aspects as available in the professional practice course was a clear directive from the co-design process for this programme.
	Concern that diagnostic imaging is such a small component of one course. Diagnostic imaging is a huge part of veterinary nursing and a role that the veterinary nurse should be doing in entirety. Veterinary nurses should be taking the radiographs not vets. This is a technical skill which does not require veterinarian input apart from the area requiring the radiograph. Good quality radiographs are	1. *Issue (Content):* "preparing for and *assisting* in Radiographic procedures" VNs should be doing these procedures not just assisting. Endoscopy is not considered diagnostic imaging. It is not part of the veterinary diagnostic imaging specialty but rather internal medicine/ surgery. See medical course above. *Solution:* Diagnostic imaging one course. Or a substantial practical component within the clinical skills delivered in a simulation setting (region dependent). Include diagnostic imaging for dental procedures.	Updated in course summary 2. This content can be altered to suit in the delivery document. Noted but credit value and practicum site is determined in the qualification document and cannot be altered through a programme document.

	fundamental to diagnosis. If poorly done, radiographs will be non-diagnostic, increase unnecessary exposure to radiation for the patient, prolonged procedure and added costs to owners.		
	LO 2: Wound types and management (surgical) LO 3: Triage and first aid: either in medicine or anaesthesia		See note above re credit value. Some aspects of wounds and first aid/triage will be covered in prior courses. This course will look at more complicated wound management and triage/first aid protocols.
Our suggestion for Clinical Nursing	**Course 3: Diagnostic Imaging + Dentistry (previously named: Clinical Nursing)** 1. Explain the principles of safe and effective diagnostic imaging. GPO 19 2. Examine the role of the veterinary nurse during dental procedures. GPO 20		See note above re credit value.
Professional Practice	*Issue:* Theory course of a practical skill	LO1 of this course can be incorporated into a practicum course where they can apply skills and reflect on performance over their two years. Professional Practice to be combined into a practicum This is a practical skill and ākonga need to apply these soft skills, reflect and analyse their performance and their colleagues Make this course an advanced clinical nursing course LO 2: Wound types and management (surgical) (from clinical nursing LO 3: Triage and first aid (from clinical nursing) LO 2: Evaluate the provision of effective veterinary nursing services. (From this course)	The desired focus on the professional aspects as available in this course was a clear directive from the co-design process for this programme. This requires further development and assessment than there is space for in the practicum courses.

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Our suggestion for Professional Practice	**Course 4: Applied Clinical Nursing (previously named: Professional Practice)** 1. Examine wound types and their management. GPO 14 2. Describe triage and first aid for a range of scenarios. GPO 9, 13 3. Evaluate the provision of effective veterinary nursing services. GPO 8, 17 4. Analyse the application of professional practice within a multidisciplinary veterinary team. GPO 1, 2 (some parts of this learning outcome should be in the practicum)	
Clinical Skills 3A	Having two practicums in one semester creates confusion for ākonga and completion of assessments Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine learning outcomes with 3B to create one, 30 credit course for the semester.	Te Pūkenga philosophy based on learner progression has led to development of 15 credit courses. Assessment would be similar in terms of monitoring student development and then competence, so pre and post moderation requirements would be expected to be similar overall. Accepted that there is some increased kaimahi workload in course management, but learner centred programme focus supports this format.
Clinical Skills 3B	Having two practicums in one semester creates confusion for ākonga and completion of assessments Increased kaimahi workload: online setup, course pre	Combine learning outcomes, create 1 30 credit course Combine with 3A to create one, 30 credit course for the semester.	As above

	moderation and post moderation		
Clinical Skills 4A	Having two practicums in one semester creates confusion for ākonga and completion of assessments Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine with 4B to create one, 30 credit course for the semester.	As above
Clinical Skills 4B	Having two practicums in one semester creates confusion for ākonga and completion of assessments Increased kaimahi workload: online setup, course pre moderation and post moderation	Combine with 4A to create one, 30 credit course for the semester	As above

Appendix 1.4: Consultation Activities, Feedback and Response 18/08/22 – 13/09/22

Feedback received during the wider consultation phase					
Date	Mode of consultation	Who was consulted	Feedback	Strand	Development response to feedback
Please tell us what you see as the strengths of unified New Zealand Diploma in Veterinary Nursing, with strands in with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (Level 6) programme?					
18/08/2022	Online survey	R Pearce	More focus on the nursing and care of companion animals	Companion Animal Veterinary Nursing	**The feedback received prompted the qualification review. Note: Course Specific feedback shown in Appendix 1.3**
21/08/2022	Online survey	Rachel Holcroft	Equal and consistent delivery of the same programme across the country so all graduates have the same training (no gaps or deficits in learning)	Equine Veterinary Nursing	
25/08/2022	Online survey	Nicola Reid	(Has been) great option for students who are leaving Year 12 to pursue further study.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Georgia Notman	More cohesive approach to gaining the qualification.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Adrian Lowe	It's great to see that there will be one programme across the country. This will be a huge benefit to the industry when working with our learners to ensure consistency of what they are able to undertake whilst on placement at different times throughout the programme.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Steph Mann	Equine veterinary nursing is an emerging role in NZ. Offering a unified programme will help us to work with industry from the whole country and produce consistent species specific nurses who are fit for purpose.	Equine Veterinary Nursing	
4/09/2022	Online survey	Selina Ryan	I like that we can pool resources together to give the students the best and most up to date information.	Companion Animal	

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				Veterinary Nursing
5/09/2022	Online survey	Animal Science Team	First mention of Te Reo Maori in the LO of this course. AN5001. TToW.	Companion Animal Veterinary Nursing
6/09/2022	Online survey	Heather Grady	I like the separation of placement from the theory courses. Having taught it both ways this way works better in terms of completion of courses when students, particularly with anxiety can't/don't do placement. This way at least they can pass the theory course.	Companion Animal Veterinary Nursing
7/09/2022	Online survey	Hannah Ashley	Produce qualified equine nurses with the skills to hit the ground running in clinic rather than having to learn on the job. Higher standard of nurses and consistency of qualification. Ability to work overseas in countries where nurse registration is mandatory.	Equine Veterinary Nursing
8/09/2022	Online survey	Selena Johnson	Great to see an equine veterinary nursing qualification.	Equine Veterinary Nursing
9/09/2022	Online survey	Brendan Hickman	Standards being even across the country	Companion Animal Veterinary Nursing
12/09/2022	Online survey	Robyn Gear	Consistency in learning across all the providers	Companion Animal Veterinary Nursing; Equine Veterinary Nursing
12/09/2022	Online survey	Steph MacPherson	Consistency of teaching and assessment across all Te Pūkenga. Industry needs to have a clear understanding of the qualification and what a Veterinary Nurse who holds this qualification can do in clinic. This applies to all qualifications offered by providers under Te Pūkenga. By offering consistency in the qualification, assessments and subject	Equine Veterinary Nursing

			matter taught, there will be less confusion in the industry sector. It also allows ākonga to be accountable for their learning.		
13/09/2022	Online survey	Gwenda Kevern, Mandy Pentecost, EIT Academic Approvals Committee	Opportunity to collaborate, share expertise and provide consistency in VN qualifications.	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Rachelle Gee	All students becoming qualified to the same standard.	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Lee-Anne Taylor	They are probably technical unfortunately I see more issues with this programme and the suite of programmes which I will address below	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
13/09/2022	Online survey	EIT - VN teaching team	Collaboration amongst the network Flexibility and multiple modes/pathways/deliveries of study to suit all learners Consistency amongst graduates Improved understanding of learner and graduate skills and knowledge for industry	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Ginnelle Bruscini-Sargent	Good incorporation of various soft, theoretical, and practical skills in the new GPOs that have been infused into the program LOs.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			I really appreciate that compassion fatigue is included (though I would suggest diving into burnout and resilience in the content for AN6014: Professional Practice as well).		
13/09/2022	Online survey	Emily Miller	Apart from the regional access, the consultation document does not provide enough information for a targeted response to this question.	Companion Animal	

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				Veterinary Nursing; Equine Veterinary Nursing	
13/09/2022	Online survey	Kristina Naden	Increased practicum hours	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Victoria Martin	This is something that I believe has been missing in the industry and with more and more equine owners around many with little experience themselves especially in the care of sick injured animals we need more professionals that can come in and provide a service with out draining our already stretched professionals	Equine Veterinary Nursing	
Please tell us about any gaps/omissions you think need to be addressed to ensure the unified New Zealand Diploma in Veterinary Nursing, with strands in with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (Level 6) programme aligns with the qualification requirements.					
18/08/2022	Online survey	R Pearce	The availability of tutors for those with learning disabilities	Companion Animal Veterinary Nursing	**The feedback received prompted the qualification review. Note: Course Specific feedback shown in Appendix 1.3**
21/08/2022	Online survey	Rachel Holcroft	-AN5205 & AN6201-odd division of topics within the courses (repro/surgery/anaesthesia/neonates)	Equine Veterinary Nursing	
			-Include an area on different software and applications to manage consults, patient notes and financials		
			-AN6204-would this include HR interaction, interview process, negotiating salaries, workplace communication - aside from nursing skills, they should graduate with the knowledge of what can be expected from an employer and as an employee		
			-The nurses role in lameness examination needs to be included		
			-AN6203-more emphasis on endoscopy and ultrasound. Other imaging-gastroscopy?		

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			-Would prefer the students to complete AN6207/AN6208 before AN6205/AN6206 as these skills benefit the nurse in a hospital environment when looking at the broader picture. AN6205/AN6206 sounds more like the final courses before graduation. Also to be nursing a neonate and to get that experience, foaling occurs in the second half of the year so there is no point doing this course in the first half of the year as there will be very few foals for nursing experience		
			-AN5002-does this include normal/abnormal values for clinical examinations for the base species (cat, dog, horse, ruminant)? Feel like they need to have a baseline before branching off into the streams AN5206-90 or 110hours of practicum?	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
25/08/2022	Online survey	Kirsty Grant - Training Manager	1. General Admission - currently stated at 16 years. This is not in line with H&S for radiology. Overall, what is the minimum age clinics would take on someone to have experience in radiology? For us, it would be at least 18 years old.	Companion Animal Veterinary Nursing	
			2. More on understanding how this would work - The Radiation Safety Act talks about monitoring exposure rates (schedule 3). Staff at clinics wear dosimeters to comply with this and their own radiation safety plan.		
			So does this mean that dosimeters are required for students? If yes, who pays for them and monitors them - the workplace or Te Pūkenga? What happens if a student is at a number of different clinics?		
25/08/2022	Online survey	Nicola Reid	It's the qualifications that ARE the problem. How they got this far in the process is baffling. A phone call from UCOL resulted in me told that students need 12 Level 2 Literacy credits and 12 Level 2 Numeracy. L2 literacy standards are not a thing. Some standards contribute toward UE Reading and Writing standards, and some can count for remaining L1 Literacy credits, but L2 Literacy credits are not a thing. In addition, 12 in both is more than what is required for UE.	Companion Animal Veterinary Nursing	

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			This is also a change from what one of our students has planned for. This student has planned her studies around her exit strategy, which was this course. She has been doing a course at UCOL to help her with this. Now she has been told she cannot get in. Not only this, the new standard requirement is nonsensical and destined to set up several students to fail.		
31/08/2022	Online survey	Catherine Rice	The practicum hours specify that all 750 hours take place in a veterinary supervised facility. This means veterinary nursing students will no longer be able to benefit from valuable experience in hygiene practice, animal welfare legislation and practice, and animal handling and behaviour. From gaining experience in a shelter environment the student veterinary nurse has the opportunity to start to build a network in his/her community. Currently this crucial experience is included as 40 Animal Related Facility in the VNA certificate programme(effectively first year of DVN). Now with a direct entry 2 year diploma this opportunity has been lost.	Companion Animal Veterinary Nursing	
31/08/2022	Online survey	Catherine Rice	Practicum hours are limited to veterinary supervised facilities. Student equine veterinary nurses require a significant amount of practical experience on stud farms, foal handling particularly). Suggest 80- 120 hours stud work as a minimum. Equine veterinary nurses definitely require practical experience in an equine theatre.	Equine Veterinary Nursing	
1/09/2022	Online survey	Adrian Lowe	Unsure on gaps, because there is SO MUCH information that hasn't been provided so far (e.g. programme and course handbooks). We can't comment on assessments / design, rubric development, timetabling etc..). We simply don't know enough to give effective feedback. When are we going to receive the breakdown of hours across the programme for tutor-directed and student-directed learning? I can't timetable anything yet.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Steph Mann	The 750 hours are clinic only. This omits a huge amount of experience and puts a huge amount of pressure on students and clinics. If students were able to gather some practical hours on stud farms for example, they would get a much better opportunity to improve handling, see	Equine Veterinary Nursing	

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			"normal" foalings and also gain valuable insight to the everyday workings of a commercial yard.	
4/09/2022	Online survey	Selina Ryan	I would have liked to see the medical subjects and surgical subjects separated. The equine strand had that separated why can't companion animal. Makes more logical sense in my opinion.	Companion Animal Veterinary Nursing
5/09/2022		Animal Science Team	Too many GPO's and very content driven.	Companion Animal Veterinary Nursing
			Problem with the qualification is this actually fit for purpose?	
			Entry qualifications consider pathway.	
			Entry requirements need to be further clarified see CAM document for correct formatting.	
			Entry criteria questionable.	
			Content heavy for the duration of the course with limited teaching time due to excessive clinical hours.	
			Full time vs part time requires dual teaching availability.	
			Course content appears rushed and needs further development time.	
			Timing of content taught in relation to amount of practicum already done does not align.	
			Medical nursing 1 and 2 should be running parallel.	
6/09/2022	Online survey	Sarah Baines	In my opinion the equine strand should be with the rural animal veterinary technology. In the proposed documentation of the New Zealand Diploma in Veterinary Nursing (Level 6) programme, I did not find any mention of amphibians or reptiles. To me this is worrying, as they are often disregarded in regards to animal welfare. I believe students at this level should be taught how to meet their needs in clinic. As their needs are often different to other companion animals.	Equine Veterinary Nursing
8/09/2022	Online survey	Selena Johnson	No prerequisites - equine are unpredictable and dangerous animals, I feel there should be a perquisite of having spent a decent amount of time around horses to be allowed to gain entry to the equine qualification.	Equine Veterinary Nursing

			There should also be time spent at a specialist equine veterinary clinic where surgical procedures are done in a sterile environments, with full surgery set-up and after-care. Otherwise I feel we are not setting them up to be a successful equine veterinary nurse.	
			If the practical skills requires an inclusion of a range of life stages, and a variety of breeds and uses of horses. Then this also requires them to spend some placement hours in commercial equine business e.g. stud farm, racing stable, show jumping yard to be able them to gain these skills as the veterinary clinic setting could limit what they are able to include due to location/veterinary expertise.	
11/09/2022	Online survey	Amanda	Grief management missing - potentially this would come under compassion fatigue or euthanasia? Student feedback with running a grief management course currently at weltec includes: "it helped me have empathy and understanding for clients and know how to respond and support them. It also helped me see ways to protect myself while being exposed to client grief". This topic includes the client grief cycle, how to cope and manage own feelings as a staff member	Companion Animal Veterinary Nursing
12/09/2022	Online survey	Robyn Gear	There seems to be gaps in scaffolding from clinical examination, recognition of clinical signs through to the nursing process:	Companion Animal Veterinary Nursing; Equine Veterinary Nursing
			Medical and Surgical one and two. Preventative health care would be better delivered with the medical learning outcomes. Clinical exam could then be scaffolded through to nursing practice.	
			At the moment these two courses will be taught in modules with not much time for students to engage with each topic.	
			GPO4 seems to be poorly covered mainly covered in clinic. Could also be covered in preventative healthcare (MS 1 and MS4)	
12/09/2022	Online survey	Steph MacPherson	I could not find any specific gaps, the amount of mahi and hours spent on this is huge, and the people involved are to be commended on their progression and the outcomes look good.	Equine Veterinary Nursing
13/09/2022	Online survey	Gwenda Kevern,	Some gaps we see in the programme content: • Skills development for VN role as a team member/interpersonal skills	Companion Animal

		Mandy Pentecost, EIT Academic Approvals Committee	• The holistic aspects of practice, including the importance of the relationship between humans ("owners") and animals	Veterinary Nursing
			• As we can't see/haven't seen the delivery document we don't know how Mātauranga Māori will be evident	
13/09/2022	Online survey	Lee-Anne Taylor	There is no evidence of matauranga maori within the suite documentation and therefore the potential to lose this in delivery - this is particularly important given the commitment to Te Tiriti.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing
			The entry criteria to programmes does not align and allow scaffolding.	
			The work placement hours in level 6 are a ridiculous expectation for the industry to provide these opportunities particularly in the covid landscape; there needs to be a wider definition of how these hours can be attained if they remain this high or reduce the hours and be clear on the conditions.	
			There is nothing in the programme doc, course descriptors or learning outcomes that shows the relationship between owner and pet nor the hauora aspect and relationship of owner and pet - this is a massive miss.	
			The course descriptor aims and learning outcomes do not align - I do not believe starting each course with the student will develop skills, knowledge and competencies and then naming a context provides evidence of scaffolding from a level 3 to a level 6 programme - often the context described is almost identical in level 3 and level 6 therefore it doesn't differentiate the level of learning. I suggest you review the appropriate language from NZQF to improve the language at each academic level and then refine the aim of the course and then align the learning outcomes with the content expected for delivery in each course.	
			The course names are incredibly boring and not inspiring - I would think that these might also provide an opportunity to build into matauranga maori also	
13/09/2022	Online survey		There seems to be a gap/non-explicit concept of the holistic relationship between people and animals	Companion Animal

		EIT - VN teaching team	In the socialisation document feedback it says that Matauranga Maori will be embedded in the programme but this is still not explicit as a delivery document has not been seen.	Veterinary Nursing	
			There appears to be a lack of development of inter-personal, communication, and critical thinking skills.		
13/09/2022	Online survey	Jennifer Hamlin (I've added feedback below that is different to feedback I offered during the kaimahi consultation as I dind't have enough time to finish my feedback previously).	Handling needs to be applied – LO3 in AN5103 says that handling will be described. This should be demonstrated, not just described. This can be done with scenarios, or better yet, chicken training! While that might elicit a giggle, imagine how much more effective a VN would be if they knew how and when to offer rewards, to be able to counter-condition and shape behaviours for cooperative care in the clinical environment. It doesn't have to take a lot of time. Students could learn so much in an hour at block course. Also, low-stress handling should be changed to 'fear-free' handling. This is an evolving topic in the behaviour and training areas.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			AN5154, 5105 – Describe/discuss are not sufficient action verbs to meet the GPO. The GPO is 'apply knowledge' which means they need to know something and apply it to solve a problem. The thinking skillset behind 'apply knowledge' requires critical thinking.		
			AN5106 – the LO need to relate to the GPOs and therefore should say something like "Apply knowledge and demonstrate skills…" Same with the other skills courses. Also, the aim of these courses should be to apply knowledge of the other courses in an authentic work environment.		
			Overall, all courses need to embed critical thinking skills, and reflective practice across the board.		

13/09/2022	Online survey	Ginnelle Bruscini-Sargent	I think there is some possible refining work that needs to go along with pain scoring for Med/Sx 3 and 4. In MSX 3 there is pain scoring mentioned in indicative content and assessed in the LO. In MSX 4 pain management is included in the indicative content, but not pain scoring. Perhaps it should be in the delivery document, but I think it would be an oversight to not include the differences in displayed pain for medical and surgical patients between the two courses in the indicative content for each. Also, it's not actually assessed under the LOs in MSX 4, though pain is in MSX 3, specifically for surgical patients only; MSX 4's "integrative nursing care" does not relate to assessment of a patient to identify pain.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			I wonder if LO 1 in AN6102 needs to include "assessment" to be well-rounded, per indicative content mentioned. For example, "Examine pathophysiology in relation to medical veterinary nursing care and assessment."		
13/09/2022	Online survey	Emily Miller	The programme is Level 6, the quals that feed into this are Level 4. We already see difficulty for many students moving from "Study and Career Preparation" programmes into Level 5 & 6 courses, so would question whether there needs to be Academic Study skills in the curriculum for the level 4 courses.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			The level of information regarding grading schemes and assessments is limited so it is difficult to translate into how this might be reflected in Ākonga's enrolment.		
			Entry criteria – why is level 6 and level 4 so similar? Jumping from a 4 to a 6 – this can be extremely challenging for learners. Why are the certs not a pathway into this programme? No selection Criteria		
13/09/2022	Online survey	Kristina Naden	Increased reflective practice - this is not clear in the course LOs, suggest this wording needs changing, especially in the Professional Practice course (change LO1 and LO2 to include the word "reflect").	Companion Animal Veterinary Nursing	
			Practicum hours need to be spread over simulation settings, animal-based facilities, and not exclusively to vet clinics. Students can learn valuable animal handling and husbandry skills outside of a vet clinic.		

13/09/2022	Online survey	Emma Steiner	Embedding of Mātauranga Māori is not obvious in either the programme documents or course descriptors, do we assume this is covered by cultural responsiveness? If so, then why in one course and not woven through the whole programme? If MM is implicit, how do you ensure all providers are embedding to the same expected degree? Programme should be recognising Te Tiriti o Waitangi - no indicative content, again need to see delivery document	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Victoria Martin	This is something that I believe has been missing in the industry and with more and more equine owners around many with little experience themselves especially in the care of sick injured animals we need more professionals that can come in and provide a service with out draining our already stretched professionals	Equine Veterinary Nursing	
This unified New Zealand Diploma in Veterinary Nursing, with strands in with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (Level 6) programme has been designed to allow for a high level of regional flexibility. Please tell us your thoughts on the scope available for this.					
18/08/2022	Online survey	R Pearce	Only making one campus available for those studding is hard. You cannot expect students from Kapiti or Pram to come all the way over the hill to Petone.	Companion Animal Veterinary Nursing	**The feedback received prompted the qualification review. Note: Course Specific feedback shown in Appendix 1.3**
21/08/2022	Online survey	Rachel Holcroft	Regional flexibility is good for students who wish to study but required to be in a certain location. However, how many network partners will be providing the equine stream?	Equine Veterinary Nursing	
			To complete a portion of their training in a specialised equine clinic, some students will most likely have to travel. How does this impact them financially? Will they be assisted with accommodation like the 5th year vet students from Massey?		
1/09/2022	Online survey	Georgia Notman	Unsure how this is applicable - more clarification required.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Adrian Lowe	Flexibility is a great idea (in principle). The idea of all ITPs delivering the same course at the same time is likely going to be very complicated as this will need a huge paradigm shift from some ITPs. In reality, how	Companion Animal Veterinary Nursing	

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			many learners will need to change delivery mode / location? not that many...		
1/09/2022	Online survey	Steph Mann	I don't see that it has been designed especially for regional flexibility, although I concede that offering an extra mural version will help with that. There will need to be contact courses, which will mean students will have to travel. It would be great to think that the CA Diploma contact courses will be inclusive of the EQ strand but its too early to know if that will be the case. The EQ strand is infrequently mentioned in development currently. I would hope that there is a percentage of skills that are do-able at CA placement and contact courses.	Equine Veterinary Nursing	
			The need for 750 hours clinic only placement will mean there will be students who can't complete this programme.		
			The requirement for two clinics is valid, provided that one of these is an equine hospital (Q8). Otherwise it is a barrier.		
4/09/2022	Online survey	Selina Ryan	That is good, I would like them to have flexibility especially on how the subjects are taught eg face to face. Also the assessment could be done different from institute to suit the differences with our students. As our cohorts usually chose us as they like more hands on and face to face. Otherwise they could go through Otago from an example	Companion Animal Veterinary Nursing	
5/09/2022	Online survey	Animal Science Team	Cannot answer this based on the lack information supplied. Lack of Mataraugi Maori across all aspects. Only one provider highlighted for South Island.	Companion Animal Veterinary Nursing	
6/09/2022	Online survey	Heather Grady	Recommended delivery for NZDVN Companion Animal Veterinary Nursing will not work for us. Most of our placements are too far for daily travel so we can't use teaching 2 days and placement 3 days, our placement will need to be in blocks. This means the first semester the 3 courses will need to be taught concurrently with either 1 big block or 2-3 smaller blocks of placement. Subsequent semesters the 2 courses will need to be taught concurrently with blocks of placement. I suggest that all providers align the semesters though so there can be movement between providers possible between semesters.	Companion Animal Veterinary Nursing	

7/09/2022	Online survey	Hannah Ashley	Great, we would love to see nurses all over the country have access to training	Equine Veterinary Nursing	
9/09/2022	Online survey	Brendan Hickman	Good	Companion Animal Veterinary Nursing	
12/09/2022	Online survey	Robyn Gear	There seems to be limited flexibility in the programme document. Anatomy and Physiology needs to be strand specific: too much content to cover in one course.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
12/09/2022	Online survey	Steph MacPherson	If this allows ākonga to complete practicums in other centers then this would be advantageous to them especially with the limited amount of equine clinics with full sterile spaces and hospital facilities. As far as cross creditation is concerned for ākonga by having a unified program this should allow for easier recognition of what has been taught, assessed and learnt, if they wish to move to another area. The transition process should therefore be seamless, whereas at the moment it can be problematic.	Equine Veterinary Nursing	
13/09/2022	Online survey	Gwenda Kevern, Mandy Pentecost, EIT Academic Approvals Committee	Apologies from us if the recommended delivery for NZDVN Companion Animal Veterinary Nursing (page 63 of Programme Document) has been circulated before but we don't remember seeing it at socialisation stage and it has raised some serious concerns for us about the limited flexibility of the programme. As stated in the document: 'This delivery is recommended to allow development of theoretical knowledge alongside practical skills, as well as staircase knowledge and skills in the range of clinical tasks of a veterinary nurse". This does make sense to us as we can see a lot of the content needs to come before others. This is also reflected in the names of the courses yet there are no pre-requisites so providers can choose to follow the recommendation or not. It also states 'other delivery orders and	Companion Animal Veterinary Nursing	

			timeframes may be utilised' but we believe if the recommended delivery isn't followed it could impact on ākonga achievement and health and safety of students and their practice, and animals. Therefore, we cannot see we have the flexibility to move delivery orders as suggested.		
			Two things: • Why aren't there pre-requisites if prior learning is required and why has the programme been designed this way? There is no structural framework for delivery apart from the recommended delivery.		
			• In addition, if the recommended pathway is followed a part time pathway for learners is not available for those providers who offer each course once a year only. Therefore, we believe this will impact on Te Pūkenga's vision of a public network of regionally accessible vocational education programmes that have our ākonga at the centre.		
			A suggestion from us is to increase the flexibility of delivery of the programme is it possible to change the learning outcomes so each Clinical Skills course allows for both reflection and development of a unique set of skills therefore order of delivery isn't as important.		
13/09/2022	Online survey	Rachelle Gee	Regional flexibility is great.	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Lee-Anne Taylor	There is not enough detail in the documentation to show how regions could provide flexibility in this approach nor provide regional variations in this particular area.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	

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13/09/2022	Online survey	Ginnelle Bruscini-Sargent	I think there is some flexibility, but having two practicums limits this for some availability/delivery modes. An 8 week block course may run with difficulty for placement hours to be put through on time and allow time for akonga to reflect meaningfully on skills. I also worry that an 8 week course would present a lot of pressure to complete three assessments within this timeframe, given general life, placement needs, and other exceptional circumstances that may interfere. I understand that this 8 week timeframe is suggested, but it does concern me when students already have difficulty managing a semester without "hiccups".	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
13/09/2022	Online survey	Kristina Naden	This is good, as providers can deliver programmes in ways that works for their region, however I think the expectation that students will swap mid-year between providers is misguided.	Companion Animal Veterinary Nursing	
13/09/2022	Online survey	Victoria Martin	The more flexibility the better	Equine Veterinary Nursing	
14/09/2022	Online survey	Laura Harvey	There appears to be no clear mechanism for regional flexibility within the programme design.	Companion Animal Veterinary Nursing	
Do you have any further feedback you would like to provide on the unified New Zealand Diploma in Veterinary Nursing, with strands in with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (Level 6) programme?					
18/08/2022	Online survey	R Pearce	I don't think the up coming changes have been spoken about to students or those who are teaching the subject	Companion Animal Veterinary Nursing	**The feedback received prompted the qualification review. Note: Course Specific feedback shown in Appendix 1.3**
21/08/2022	Online survey	Rachel Holcroft	Include a week(?) experience with industry stakeholders i.e. for equine - a week on a stud farm, race or harness race stable, or high level sporthorse stable.	Equine Veterinary Nursing	
			For companion - could include a week at SPCA or other shelter. This can help show the other side or another side of the industry for students to gain perspective of their clients/industry.		

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			Need support and training for the workplaces that will have students. This is to ensure the material discussed in the workplace supports what the student has been learning.		
25/08/2022	Online survey	Heather Grady	Admission Additional requirements currently it says "All applicants must complete a criminal convictions and health declaration" does that mean police vetting won't be done, just a declaration? I like the NZCAM wording "• a declaration of any criminal conviction* to ensure fitness to practice, and • authorise Te Pūkenga (or its authorised agent) to obtain a background check from the New Zealand Police. *Convictions of any offence may not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of Te Pūkenga."	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			General admission requirements currently worded as: "Achievement of 42 NCEA credits at Level 2 or higher including: • 20 credits from relevant science (of which 14 credits should be biology) • 12 Literacy credits at Level 2 or above including 5 credits in reading and 5 credits in writing • 12 Mathematics credits at Level 2 or above, including achievement standards from the following range of subjects or unit standards: 26623; 26626; 26627 Or: Literacy and Numeracy LNAAT Step 5"		
			Point 1. "Or: Literacy and Numeracy LNAAT Step 5" where it is positioned needs modified to say what is meant. It should be "Or: Literacy LNAAT Step 5" beside the literacy credit statement and "Or: Numeracy LNAAT Step 5" beside the numeracy credit statement.		
			Point 2. "Achievement of 42 NCEA credits ..." should surely be ""Achievement of NCEA level 1 and 42 NCEA credits ...".		
			Point 3. "of which 14 credits should be biology" should be "of which 14 credits should be biology related subjects". Otherwise physiology and anatomy from other domains eg PE and agriculture won't count but		

			biology of plants and evolution will count. Clearly that would be nonsense.		
			Point 4. UE only requires 10 Literacy credits at Level 2, this should match UE "10 Literacy credits at Level 2 or above including 5 credits in reading and 5 credits in writing."		
			Point 5, UE only requires 10 Numeracy credits at Level 1 this should match UE "10 Numeracy credits at Level 1 or above ..." not "12 Mathematics credits at Level 2 or above ...".		
			Point 6. For numeracy requirements, what following range of subjects in "from the following range of subjects ..."?		
25/08/2022	Online survey	Nicola Reid	Please seek contributors' feedback early in review phase - understanding the NCEA system may have prevented some of these issues.	Companion Animal Veterinary Nursing	
31/08/2022	Online survey	Catherine Rice	Entry requirements should ensure learners come into this programme proficient in equine handling (including thoroughbred and young stock). Equine handling in the veterinary and stud environment cannot be learned online, or in a couple of months from scratch. Years of equine experience is required to ensure learners are safe, and graduates are capable.	Equine Veterinary Nursing	
1/09/2022	Online survey	Georgia Notman	Industry hours are far too high. This will not be sustainable for both learners nor industry stakeholders. This will significantly impact each students ability to gain the qualification if they are not in a position or area to carry out the work placement.	Companion Animal Veterinary Nursing	
1/09/2022	Online survey	Adrian Lowe	GPOs I know this is not a programme 'thing', but 20 GPOs is far too many for a two-year Diploma. Even degrees don't have that many GPOs.	Companion Animal	

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			Practicum Really need a breakdown / relaxation of the workplace requirements for learners to be able to meet the 750 hours. SIM Clinics / workplace / practical tutorials should all be included.	Veterinary Nursing	
			Te Tiriti No real evidence of recognition of Te Tiriti within the programme.		
			Entry Requirements With Entry set at Level 2, there is a huge academic leap from Level 2 to Level 6 programme. I know the 1st Year is Level 5 courses, but this is still a large academic leap.		
			Are NZ2489 and NZ4388 going to be stipulated as meeting Entry to NZ4389?		
			Additional Requirements needs to have the same level of detail as NZ2489 - not sure why this is not just copy and paste?		
			Pre-requisites Why have these been removed from the programme? There do need to be some 'checks and balances' to ensure that learners have the competencies before they can progress within the programme.		
			Assessment Portfolios how will these be loaded into the SMS? We will need to load these at a sub-task level to ensure we can manager resits / resubmissions etc.. Although we also don't have these details yet either.		
1/09/2022	Online survey	Ara Student Advisory	• Entry Criteria o Concern regarding low entry criteria and learners being able to cope with a Level 6 programme - especially Maths	Companion Animal Veterinary Nursing	
			o No interview process for selection / previous experience with animals (i.e. working in a clinic/facility environment)		
			• Is there going to be a limit on the number of students within each cohort to reduce pressure on placements within each region?		
			• Is there scope for clinics to guarantee placements to specific students for the year? Is there a possibility of 'apprenticeships		

			• Positive feedback from clinics - consistency across students from different regions (e.g. students from Ara, and students from Otago have different levels of skills etc…)		
1/09/2022	Online survey	Steph Mann	I think it is critical that numbers are capped for this programme and MOU developed with speciality clinics for students to gain true nursing practical placement. There is going to be a need for careful placement management. Clinics may not necessarily be suitable, just because they have an equine caseload. I also think that in order to keep our students and placement staff safe, the entry requirement for this programme should include minimum previous equine experience.	Equine Veterinary Nursing	
5/09/2022	Online survey	Animal Science Team	Very limited Equine facilities in the South Island.	Companion Animal Veterinary Nursing	
6/09/2022	Online survey	Heather Grady	The entry criteria states 14 credits level 2 or higher MATHEMATICS (not numeracy). Below is the list of level 2 mathematics options. Only the last one includes content that would be helpful in the programme. There is no justification for this. The mathematics used for veterinary nursing is arithmetic, ratios, proportions, percentages, metrics, simple algebra and simple exponents. This is all taught by intermediate. There is no justification for anything higher than 12 credits level 1 or higher NUMERACY ... even that is probably excessive. Apply co-ordinate geometry methods in solving problems Apply graphical methods in solving problems Apply sequences and series in solving problems Apply trigonometric relationships in solving problems Apply network methods in solving problems Design a questionnaire Use statistical methods to make an inference Conduct an experiment to investigate a situation using statistical	Companion Animal Veterinary Nursing	

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			methods Evaluate a statistically based report Apply probability methods in solving problems Investigate a situation involving elements of chance using a simulation Apply systems of equations in solving problems Apply algebraic methods in solving problems	
7/09/2022	Online survey	Hannah Ashley	I believe those completing the equine strand should have to do some hours in a specialist clinic instead of/as well as a mixed practice clinic. It's the only way to experience equine surgery and in-patient care. As this is a new qualification and we have many experienced nurses working in the industry who would like to acknowledge their skill level with a qualification we would love a recognition of applied learning option.	Equine Veterinary Nursing
9/09/2022	Online survey	Brendan Hickman	Making an option that involves working on the job, similar to an apprenticeship, makes a lot of sense. Veterinary nurses that are working while studying are always graduating with much higher levels of capability than those studying with practical blocks.	Companion Animal Veterinary Nursing
12/09/2022	Online survey	Robyn Gear	It is unrealistic for students to complete 750 hours in a clinical setting. Within the theory courses (for example clinical examination) this should be taught in a practical session with provider teachers to ensure consistency of learning. Therefore some of the practicum hours would be better delivered in a simulation setting.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing
			Medical Surgical 1 and 2: Swap learning outcomes around. Will be more student centred rather than flipping between topics. This will be a more integrative approach and a logical progression of learning. Otherwise it will be taught as modules.	
			Clinical skills courses: no reception included in this.	
			Medical and Surgical 4: LO 2: Discuss integrative nursing care of medical patients. What is integrative nursing? I think this LO should be changed. LO1 indicative content: be more spcific- Pathophysiology to clinical signs to nursing care.	

			Clinical Nursing: LO1 indicative content: Endoscopy is not diagnostic imaging- move this to the MS4 and could be incorporated with diseases.		
			Learning outcomes that are not clear: Examine the role of homeostasis in maintaining health and welfare. Examine safe and legal dispensing, administering and storage of medications - administration?		
			Rename courses to align with what is being taught in the course.		
12/09/2022	Online survey	Steph MacPherson	The introduction of the development and rolling out of the AHCA is critical. The time and cost of taking key qualified personnel out into the field for procedures/calls/minor ops/scanning etc is a large factor nowadays. With the current Vet and Nurse shortage the use of a AHCA is a logical step. It also allows the AHCA to gain valuable experience in this area, under the guidance of a Vet/RVT/RVN (with some procedures) while assisting them in field. They can also be pre prepped for the call, by getting equipment ready, making sure any paperwork is readied, they know where they are going and can even be the driver while the Vet makes calls if necessary. Vets going it alone is a health and safety issue and the time may be longer as they have to do more themselves, therefore costly to the client. The value of the AHCA being involved in this is key to their study and experience, they get real time and real world work experience on the job. They are far more likely to retain that information as it is learnt in the field, and many of our ākonga are practical based learners, and can then link this practical experience to their written work. With the Equine qualification, I feel the equine student VN's need to spend some of their time in a clinic that has a sterile theatre and hospital. My reason for this is it may be hard for them to complete the assessment and practicum portion of the qual as there is focus on anaesthesia/surgery/medical and surgical nursing care which does not occur in general mixed practice, as these horses are generally treated medically and within the cost of the client scope. Anything that requires surgery or ongoing medical care (ie colic treated non surgical that is	Equine Veterinary Nursing	

			unresponsive after a GP visit and tx) is referred to a specialty clinic for hospitalization. There is also an option in some equine clinics to refer the horse post surgery/medical tx to a rehabilitation clinic for ongoing care - ie bandage changes/rehab physio/medication. Certainly in mixed practice there is the opportunity for day to day vet visits to routine calls for lameness, (may be referred) stitch ups - depending on the case, minor colic, bloods, teeth. Being in a specialised equine clinic offers ākonga the opportunity to be immersed in the equine clinic and see the work in detail that they wouldn't see in general practice. Drawbacks include the limited amount of specialty equine clinics, competition with the vet students tracking equine. GP vets in mixed practice who don't have a lot of experience with horses - their main focus may be dairy/sheep/beef and equine is a smaller percentage of their work. There could be a lack of perceived knowledge and exposure to these cases in general practice, would ākonga in that case be missing out?		
13/09/2022	Online survey	Gwenda Kevern, Mandy Pentecost, EIT Academic Approvals Committee	Entry criteria to the NZDVN for both literacy and numeracy is higher than UE. Is this something Te Pūkenga will address?	Companion Animal Veterinary Nursing	
			From the consultation feedback included we can see the level 4 AHCA and CAM are not entry requirements yet on the NZQA website they are education pathways to the DVN. Therefore, a student with the level 4 wouldn't necessarily be given entry to the DVN but we should be recommending it as a pathway? Can you please clarify?		
			Also will guidance re the following statement be provided in the ARF/delivery documents? "Ākonga are required to provide sufficient evidence against all learning outcomes."		
13/09/2022	Online survey	Rachelle Gee	Work placement in the smaller clinics - it is often hard for the students to complete sign offs in certain areas. Often there are new Vet Graduates needing to practice their bloods, iv catheters, intubation which the nurse students then miss out on. In the busier, emergency clinics there is more availability for this. The work placement hours increasing in my opinion is unrealistic and difficult for students to	Companion Animal Veterinary Nursing	

			obtain. A lot of the skills needing sign off - take years of practice in a workplace environment.	
13/09/2022	Online survey	Lee-Anne Taylor	A portion of practicum for equine has the potential to be very limiting - given the number across NZ and the regions that people may need to travel to achieve this.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing
13/09/2022	Online survey	EIT - VN teaching team	Apologies from us if the recommended delivery for NZDVN Companion Animal Veterinary Nursing (page 63 of Programme Document) has been circulated before but we don't remember seeing it and it has raised some serious concerns for us about the limited flexibility of the programme. As stated in the document: 'This delivery is recommended to allow development of theoretical knowledge alongside practical skills, as well as staircase knowledge and skills in the range of clinical tasks of a veterinary nurse". This does make sense to us as we can see a lot of the content needs to come before others. This is also reflected in the names of the courses yet there are no pre requisites so providers can choose to follow the recommendation or not. Looking at this document there is nothing stopping a learner managing an anaesthetic before even knowing what one is? This sets the tone we are so desperately trying to avoid! It also states 'other delivery orders and timeframes may be utilised' but we believe if the recommended delivery isn't followed it could impact on ākonga achievement and health and safety of students and their practice, and animals. Dependent on provider staffing and resources, part-time delivery modes that differ from this may be extremely tricky. Therefore we cannot see we have the flexibility to move what was suggested.	Companion Animal Veterinary Nursing

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			Two things: • Why aren't there pre requisites if prior learning is required and why has the programme been designed this way? There is no structural framework for delivery apart from the recommended delivery. • In addition if the recommended pathway is followed a part time pathway for learners is not available for those providers who offer each course once a year only. Therefore we believe this will impact on Te Pūkenga's vision of a public network of regionally accessible vocational education programmes that have our ākonga at the centre. A suggestion from us is to increase the flexibility of delivery of the programme is it possible to change the learning outcomes so each Clinical Skills course allows for refection and development of a unique set of skills. Entry criteria to the NZDVN for both literacy and numeracy is higher than UE. Is this something Te Pūkenga will address? From the consultation feedback included we can see the level 4 AHCA and CAM are not entry requirements yet on the NZQA website they are education pathways to the DVN. Also will guidance re the following statement be provided in the ARF/delivery documents? "Ākonga are required to provide sufficient evidence against all learning outcomes."		
13/09/2022		Jennifer Hamlin (I've added feedback below that is different to	Regarding naming and organisation of courses, they need to be more holistic. Consider being inspired by the courses in the Ara Bachelor of Nursing (years 1, 2, and 3). The names are a lot more holistic and allow better flexibility based on problem-based approaches instead of topic-based approaches.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	

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| | | feedback I offered during the kaimahi consultation as I dind't have enough time to finish my feedback previously). | Consider separating out the skills from the work placement. Connecting them implies that work placement is supposed to be where skills are achieved, and this isn't always the case and limits time allocation to skills that are integrated with problem-solving scenarios linked to theory in the other courses. A practicum course could be where applied reflections/ achievement of interpersonal skills, organisational culture, learning goals, etc. See this reference about the clinical learning environment attributes that could form learning outcomes for the workplace hours. https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1f4aad7e-4e6e-36d3-a9cf-13b04f3706d9 . | | |
| | | | In contrast, important principles like bandaging could be linked with nursing courses. So much of good bandaging is about theory, and bandaging could be done in scenarios in class. I know this goes against the tidy aim to keep skills separate, but if you aren't yet competent in dental procedures, it should mean you haven't achieved both theory and practical – not separated out into two different courses. This approach would be better for students because if they didn't pass the dental course, they could go get experience with a dental specialist and re-take that course. That makes a lot more sense than the piecemeal bits and bobs. Another key reason for this is that thoery and skills should be integrated to be truly meaningful. Mecahnical proficiency is only one small part of skills achievement. | | |

			AN5002 – Some bits are missing like lifespan and micro-organisms. Consider renaming this to Animal Healthcare Science and aligning the outcomes to the 5-credit level 5 "Nursing Science 1" course from the Ara Bach N: • Describe the anatomy and physiology of the body as applied to nursing practice. • Identify cellular biology and organisation of cells and tissues within body systems. • Describe the physiological changes to the body across the lifespan. • Describe different micro-organisms, transmission of micro-organisms and the body systems that protect against infection/disease. • Discuss the homeostatic processes that regulate the body.		
13/09/2022	Online survey	Ginnelle Bruscini-Sargent	From kaiako training and teaching/learning coach advice, there are some outcomes that may need to be refined to be sure they assess akonga fairly but do not present possible challenges for program development due to wording. I have recently run into a problem with "s"s and "range", so I highly advise to stay away from these words/complications from experience. Since the qualification document states theory assessment will occur across a range of given species, we should probably avoid digging ourselves a hole in a specific learning outcome by putting "animals" or such. The below suggestions apply to their corresponding modules in the equine program as well, since most of them are copied over to that documentation.	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	
			-AN5103: LO 1 and LO 3 both state "species" or "animals". While important for them to understand across a range, if this LO is worded in this way it means that an assessment covering each of these LOs must cover 2-3 species at level 6, which could lead to a very large assessment for each.		
			-AN5015: LO 1 should state "Discuss veterinary nursing practice", as NZQA is quite specific about scope wording in LOs.		

			-AN6101: LO 2 with "animals/patients" includes 2-3 patients at least if an assessment on this LO is to be given. I think "Evaluate surgical patient pain management, including the use of multi-modal analgesia, within the veterinary nursing scope of practice" would still meet what you are looking for there and limit it to what they need to know to provide effective pain management within their role as a vet nurse (e.g. not knowing every drug receptor available for every drug).		
			-AN6012: Given NZQA's specifics on scope wording for LOs, LO 1/2 should state something like "Discuss integrative medical veterinary nursing care [and assessment]."		
			-AN6013: LO 2 should have "within the veterinary nursing scope of practice" or something similar, as otherwise it would be assessed at too vague or too high a level, given possible interpretations. LO 3 needs to have "range of scenarios" reassessed, otherwise the related assessment will become too large (from past experience with QAU/moderation). A "range of scenarios" becomes 3-4 scenarios to be described at least, which may prove confusing and too large of an assessment for akonga to show clear understanding or even possibly unfair assessment.		
			Indicative content for practicum courses needs to be clarified. Otherwise, what is written currently is just a reworded aim and teaching mode/delivery description. It should read similarly to the way it is laid out for the theory courses, according to kaiako training and teaching/learning coach advice. For example, in AN5108: "LO 1: Surgery and anaesthesia protocols, including machine set up, theatre asepsis, ...; Diagnostics: non-invasive sampling techniques, a range of sample collection assistance (e.g. urine, fecal, blood)"		
			I am concerned that the level 4 program does not seem to be a pathway program, per entry criteria for level 6. This may be a NZQA document question, but it should be addressed if students expect it given the intended purpose (given the "general admission" details in this document and the "L4 may be a pathway" from the socialization document).		

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13/09/2022	Online survey	Emily Miller	General Feedback • The timelines for programme of study development are extremely short creating extremely high workloads for colleagues involved. • There is no schedule of works to be anticipated to allow for workload planning creating extremely high workloads for colleagues involved. • Lack of detailed information about the programmes in the programme documents. There is concern that it is impossible to provide robust feedback on documents that lack detail. All of the documents refer to a 'Te Kawa Maiorooro | Educational Regulatory Framework' that was not provided. • Many obvious errors that proofreading would have picked up. For example, spelling mistakes, graduate profile maps not aligning to the course descriptors in the document. • Flexibility is a key philosophy in all the documents, however in ensuring flexibility the programme documents have become generic and therefore lack important details about specific modes of delivery and how delivery will occur. • Some documents included additional entry requirements that Ara is intending to remove this year e.g., 'must be physically able'. These create barriers to entry for ākonga. • Concerns regarding the assessment type. Most of the assessments are assessment portfolios weighted at 100%. Concerns regarding the consistency of delivery and assessment workload across the network to ensure robust and consistent academic quality and delivery for ākonga. • Resourcing is a concern for the committee from a range of areas: o Steering/working group involvement. o Volume of socialisation/consultation documents to be reviewed at once. o Lateness of approved unified programmes being delivered to organisations for curriculum loading which has the potential to hold up enrolments or will require double/triple the work to be undertaken by the Admissions team and department timetablers. Difficult to read this document without the context that would have	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	This feedback has been provided for all consultation programmes (including those that are not An Tech), so will be addressed by the Te Pūkenga ADI team.

			been provided by having the Educational Regulatory Framework siting alongside it. I understand students will be given course descriptors which outline assessments at the start of their courses, however I don't understand what fail safes will be in place to ensure Academic staff are not changing assessments outside of Te Pūkenga processes. In general, this programme documentation is too 'loose' – there is not enough detail or information provided to effectively evaluate the programme.		
13/09/2022	Online survey	Kristina Naden	The development of this has been very slow and held up by poor Te Pukenga processes, which has frustrated future learners and kaimahi.	Companion Animal Veterinary Nursing	**The feedback received prompted the qualification review. Note: Course Specific feedback shown in Appendix 1.3**
13/09/2022	Online survey	Emma Steiner	In order to provide detailed feedback we need to sight the breakdown of teaching hours i.e. allocation of face to face/self-directed learning. it would be helpful to sight the delivery course documents at the same stage as Course descriptors moving forward with other unified programme projects.	Companion Animal Veterinary Nursing	
			Entry is higher than UE, Te Pukenga need to produce entry guidelines for each programme level.		
			Why have a recommended pathway that reads: This delivery is recommended to allow development of theoretical knowledge alongside practical skills, as well as stair-cased knowledge and skills in the range of clinical tasks of a veterinary nurse.		
			Other delivery orders and timeframes may be utilised. Then no course have prerequisites? Clinical skills theory MUST be taught prior to clinical practice - think about anaesthesia for example, totally unsafe to allow a student to go out into practice without the theory, therefore a prereq needed. LOs need rewritten to demonstrate holistical picture of relationships Cannot see any explicit communication skills, essential in this profession		

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			Lack of holistic approach to animal ethics Why is L4 not an entry option for L6 in the programme document but it is in the qualification?		
			Not enough soft skills, again, may be implicit or in delivery document???		
13/09/2022	Online survey	Victoria Martin	I did not have time to go through it all in full details as have been super busy but I really think that time in a real clinic setting or with a mixed practise but must have x hours with horse calls is super important. Having worked with many people in the industry I think it is not ideal to not have a pre-requisites of having horse experience or even having a sign off after experience with certain industry partners studs breakers etc that can quickly asses how capable they maybe. Not all horses are easy safe and nice to deal with and in this day and age safety needs to be kept at the forefront.	Equine Veterinary Nursing	
14/09/2022	Online survey	Laura Harvey	Please see socialisation feedback, as this hasn't been properly addressed. There is a disconnect between the organisation of the courses.	Companion Animal Veterinary Nursing	
			Names of Courses: Current: Medical and Surgical Nursing (4 courses), Clinical Skills (7 courses) Issue: ākonga get confused with which course they are completing. This means they contact the wrong lecturer with questions- frustrating for the ākonga and kaimahi as this takes up unnecessary time. Ākonga do not complete feedback for correct courses. Solution: Clinical skills: 30 credit courses (semesterised) Rename medical and surgical as below (some of these courses are anaesthesia or diagnostic imaging etc.) Justification: Ensure efficacy of communication between kaimahi and ākonga Ensure feedback is completed for relevant course. Feedback is fundamental to the delivery of courses and the continual reflection and improvement of our teaching.	Companion Animal Veterinary Nursing	

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			Part time vs Full time ākonga (Unitec): Theory courses will not be taught alongside practicum courses, and therefore teaching opportunities will be lost. For example, the theory of animal handling will be taught in "Animal husbandry and behaviour", but for the part-time ākonga, the practicum will be completed the following year. Other feedback doesn't fit here, so please see socialisation feedback.		
16/9/22	Online survey	Maria Ekblad , Akonga - Unitec	General thoughts from a second-year student re the Te Pukenga consultation document I was sad to see the Certificate in Animal Technology go. From an industry point of view - we have a growing referral sector in New Zealand and the role of Veterinary Nurse Assistant is establishing itself as an important support mechanism for the nurses who can in turn support the veterinarians more effectively. From a student point of view - if someone decides to not go ahead with the second year of study, currently they still have a qualification that is relevant to the industry, to acknowledge the considerable time and money investment of their one year of study. There has already been a lot of feedback regarding the large increase in practicum hours. I can only concur as many students struggle to get the 480 hours presently required. Many have difficulties finding one clinic for their placements, let alone two. Most students have financial difficulties, so decreasing the hours available for paid work may result in fewer students completing the course. Also, the pre-requisites for the practicum will further cut into the time available to complete the required hours, particularly if the student does not pass and will require a re-sit. I worked in the industry before starting on my Diploma and I came to realise what an enormous difference that made compared to students coming in fresh from three days experience in a clinic. They had to learn everything fresh and there is a lot to take in. Maybe the entry requirements have to change, so that the students have more of an	Companion Animal Veterinary Nursing; Equine Veterinary Nursing	

			idea of what to expect before applying to the course, thus decreasing the huge drop-out rate between the first and second year. The experience could come from catteries, kennels or such like. That way, animal handling would not have to be a pre-requisite for starting the practicum hours.		
			Will there be increased workload to cover all the species in the Companion Animal strain or will cats and dogs just get less attention in the curriculum? The exotics and birds sector is growing but it still miniscule compared to cats and dogs. Maybe have electives for the students that are likely to specialise in those species and in large animals? For example, the vast majority of nurses working in the main centres will have little or no use of large animal nursing knowledge, so this could perhaps be a regional variation. The curriculum seems to be a lot more diverse for Companion Animal strain than the Equine.		
			I feel I must comment on one of the delivery modes. Group work. Did anyone ever get better at interpersonal skills in the clinic because of group work in class? In my experience it only produces stress and resentment towards group members not contributing, leaving the work to the most dedicated students. I realise that soft skills and teamwork are pillars of being an effective nurse and colleague, but someone is usually in charge in the workplace, so the dynamics are totally different compared to a bunch of students getting grouped together to produce something without assigning responsibility and authority.		
			I don't know if I interpreted the delivery plan correctly, but it seems optimistic to cover Anatomy and Physiology in an eight-week block. Our course was spread over a year and a number of people were understandably struggling and stressed, as it is a lot of terminology and functions to assimilate. It is imperative to have a good grasp of it as it is foundation for most things we do while caring for the patients.		
			I did not have time to look into the courses in detail, this was the one that jumped out at me.		
			Although I see the merit in streamlining the qualification across New Zealand, I question the wisdom of creating a qualification that is harder		

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			to obtain, possibly resulting in more failed students or students terminating their study due to stress or for financial reasons, at a time when the industry is severely short of veterinary nurses. In my opinion, the current practicum hours when properly supervised are adequate to gain the skills necessary to contribute to the workplace in a meaningful way.		

Appendix 1.5: Socialisation Activities, Feedback and Response 25/07/22 – 08/08/22

Date	Mode of consultation	Who was consulted	Are there any gaps/omissions that need to be addressed to ensure the proposed programme aligns with the qualification requirements?	Development response to feedback
Aug 2022	Online Survey	Network kaiako	Interesting combination of preventative health with anaesthesia, analgesia and pharmacology in Medical and Surgical Nursing 1. May be worth considering switching the preventative health with surgical nursing (medical and surgical nursing 2) for better flow of courses. Radiation safety and theory should be addressed in level 5 courses - students need to be aware of health and safety with radiation in their first year while on placement. Massive concern for students to not have any radiation safety knowledge while on placement (some clinics will not be gold standard with radiation safety and students need to have knowledge to protect themselves). I would expect it to be covered in the first half of year 1 at a basic level.	The programme is designed with the courses this way so students are getting information about medical and surgical nursing concurrently, even if they are part-time. However, with current packaging of this course, individual providers can organize the material in the way suggested here. This will be part of Health and Safety in course 1.
Aug 2022	Online Survey	Network kaiako	Gap around Matauranga Maori. Te Tiriti o Waitangi/the Treaty of Waitangi, and Capabilities supporting cultural sensitivity and responsiveness in animal care only covered as indicative content in one course.	It is not apparent in the course summaries, but we are working on how it is embedded across all courses. No.

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			Education pathway: Is the Level 4 AHCA and CAM considered an entry requirement?	Noted. Clarification will be made.
				no response
			Unclear/open to interpretation : "Ākonga are required . to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course" will this be clarified within the delivery document.	Not in place due to consequences on enrolment. However, a safe to practice certificate or something similar will be in place before students start work placement.
			Difficult to provide feedback due to level of detail within this document.	
			AN5001 should be listed as a pre requisite for all practicum courses.	
				Will be done in the future.
			Has the transition been looked at for previous CAT (L5) students in to this programme. This will reduce industry using CAT students as VN in industry.	Entry requirements to be confirmed by Te Pūkenga
			Are the entry requirements aligned with other Level 6 qualifications? Seems to be some discrepancy between NCEA Level 2 numeracy and unit standards at level 1. Higher entry requirements than current Bachelor of Nursing programme. Does AHCA and NZCAM need to be listed as an entry requirement?	
Aug 2022	Online Survey	Network kaiako	Growth and Development in the A and P course - its explicit in AnHCA but not in any of the diplomas. I would have thought that it would be more important for the dips than the AnHCA's.	Changes will be made after consultation to address this comment.
			My understanding was the development of reflection skills was supposed to be key throughout but there are only a couple of LO's - If there are only a couple of LO';s with the word reflect how do we ensure the reflection skill is developed throughout - I assume through the delivery plans but also aware students need carrots to do things like this	Yes, reflection will be throughout and is able to be completed under current LOs.

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	Online survey	Network kaiako	Medical and surgical nursing 1: LO 2 needs to be refined. "used in practice" needs to be specified to a vet nurse's role perhaps, otherwise this LO asks beyond the GPO.	All content is targeted to the vet nurse role.
			All "indicative content" under clinical/practical skills courses is not, in fact, indicative content. This needs to be specified to a point like the other courses have done (e.g. includes 150 hours of placement, daily husbandry of animals staying in clinic, diagnostics including blood/urine/faecal sampling).	This information will be available in the delivery document to allow flexibility as skill requirements change over time.
			Is antimicrobial resistance included in any of the courses for indicative content?	Sustainable practice will be threaded throughout the programme. This will come up in that context.
			Is wound care being covered in year 2/semester 2 only sufficient to meet the needs of the GPO and for industry to be comfortable with their knowledge?	Industry will provide feedback in the consultation phase, and we will act accordingly.
			Is reproduction covered in anatomy and physiology to a point? Or is it only covered in year 2/semester 2? This may be needed to be described sooner, to ensure they can explain why de-sexing is important to owners for example.	Yes. And will be revisited in preventative healthcare.
			Large discrepancies in amount of indicative content across L/Os.	More information will be provided in the delivery documents.
	Online survey	Network kaiako	Missing from the programme is clinical effectiveness (evidence-based practice) and reflective practice. This diploma will produce graduates that will soon have legal regulation (possibly as early as 2024). These graduates will be a libility if they aren't able to start staircasing these skills. These must be assessed learning outcomes.	Clinical effectiveness will be embedded throughout the programme. Content will be reviewed after consultation to make this clearer.
Aug 2022	Online survey	Network kaiako	We raised concerns about the one term delivery of practicums - while the getting through one before assessing the second is a good idea, the practicalities of altered term dates, extensions, progression with them as	Agreed. Prerequisites will be removed to allow flexibility in the delivery of

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			pre requisites is a concern. They need to run over the whole semester - but extensions to complete Prac B requirements could then be extended over semester breaks if needed when there is a potential shortage of placements. I don't know how number capping in regions is going to work - but I can see that needing clinics for more than 100 students in an area (across Level 4 and two years of level 6) plus the Off campus Blended students, is going to be harder than ever with the increased hours being needed. If we are forced to fail students due to lack of placements this is an issue.	the practicum courses. This does generate some concern within the subworking group about managing student achievement and progression, but it is accepted that the prerequisites will be removed at this time.
	Online survey	Network kaiako	The qualification states "apply knowledge" and is intended to require application of critical thinking skills. The learning outcomes need to reflect this. Also, there needs to be learning outcomes associated with evidence-based practice. Medical and surgical nursing 4: learning outcomes are set too low. Explaining, discussing, and examining are narrow perspectives. Instead, they should apply clinical reasoning as an assessed outcome as it implies integration of knowledge from many different areas and is at a level of a nurse who will be making clinical decisions all day. They need to know about how to apply clinical reasoning, to think about the case, and make clinical decisions. If they learn nothing else from this course, they need to learn that. It's a foundational skill for all nursing courses.	Critical thinking is embedded throughout the programme. Content will be reviewed after consultation to make this clearer.
Date	**Mode of consultation**	**Who was consulted**	**Is there any unnecessary duplication that needs to be addressed in the proposed programme?**	**Development response to feedback**
Aug 2022	Online survey	Network kaiako	Lots of coverage of medical nursing, surgical nursing and anaesthesia which I think is good duplication and I like the depth covered in these subjects.	Noted
	Online survey	Network kaiako	no	n/a
	Online survey	Network kaiako	The list of providers involved in incorrect	Thank you. Edits have been made.

	Online survey	Network kaiako	Clinical nursing: LO 2 needs to state "in regard to veterinary nursing scope of practice" or similar, as this would be asking them to go beyond their scope and look at management such as surgical intervention, which is beyond the GPO (i.e. apply and maintain wound care).	All programme content is to be delivered within the scope of veterinary nursing.
			Clinical nursing: LO 3 needs to remove "for a range of scenarios" as this makes the assessment much too large. This would require at least three to four scenarios to be described by the student in the assessment, which is a very large and detailed assessment that does not need to be this large to meet the GPO.	Range of scenarios will be defined in assessment to ensure coverage of all of the required situations e.g. life support, bleeding, choking. Assessment will be carefully constructed to ensure appropriate size.
			Pre-requisites should be removed (courses run concurrently) for practicum. Resulting and administration would become very complicated with running short terms like this just for a one course pre-requisite and could pose immense challenges to learners to complete practicums if they are held back due to Hold grades/resits/etc. from 2A to get into 2B for example. Students should be able to actively reflect upon their learning, rather than separate it. This enables them a full range of reflection that they can take and move forward with. This is especially helpful for kinaesthetic learners. Having clinical skills 2A and 2B as co-requisites may be a better way to ensure this if you want them to be taught together.	Understood. Pre-requisites will be removed.
	Online survey	Network kaiako	This consultation period was very short. I didn't have time to look into this aspect within the alloted timeframe. It would be great if this process wasn't rushed. We are hoping for a programme that is future focused, building a better community and a better VN profession. Please take care to allocate sufficient time.	Noted
	Online survey	Network kaiako	This consultation was under short notice. I couldn't find time to look at the rest of the programme.	Noted
Date	Mode of consultation	Who was consulted	How well do the course learning outcomes in the proposed programme align with the graduate profile outcomes?	Development response to feedback
Aug 2022	Online survey	Network kaiako	I think it aligns well and I'm excited to see this course and the level of knowledge and practical skills graduates will have.	Noted

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	Online survey	Network kaiako	very well	n/a
	Online survey	Network kaiako	Loots pretty good. I know how much work has gone into this and I feel like we need to just go for it - it won't be until we deliver it we discover meaningfully what tweaks are needed.	Noted
	Online survey	Network kaiako	GPOs 1-6 should not be theoretical assessed for all species for each strand as a requirement Keep companion animals to companion animals for student focus, engagement, and likelihood to complete Keep equines/ruminants to their strand for student focus, engagement, and likelihood to complete Even if students may go out to work in mixed practices later on, this is not the end goal of the GPO/qualification. Over assessing and over-teaching for a range of species when they are being divided into strands also makes it more complicated for the student to effectively learn and retain this much information.	This is a qualification requirement and is not able to be changed at programme document level.
	Online survey	Network kaiako	Veterinary Nursing Practice course - the blooms action verbs do not align with the GPO. The action verbs in the GPOs for this qualification are "Apply Knowledge" which clearly align to Bloom's "apply" action verbs. Two of the verbs chosen for this course, "Describe and Discuss" do not extend to application of knowledge to problem solve or build critical thinking, both of which were key aims for the GPO wording throughout this qualification. These Learning Outcomes are aiming too low and won't ensure that courses are delivered with a perspective to problem solving. There is extensive evidence in other healthcare fields about how critical thinking skills must be embedded into educational programmes. This has been a significant area lacking in veterinary nursing programmes around the world and there is significant evidence linking this to the current professional crisis we are in. We simply must raise the level of critical thinking in this programme to help create a sustainable	Noted. This will be reviewed across the programme after consultation. Fundamentals of low stress handling are covered early in the programme and embedded throughout. VN services includes advice to clients and services wider than consults. Noted

			profession. To develop thinking skills the learners must apply knowledge that they learn to scenarios, problems, and real-world situations.	
			Professional Practice course - it might be better to have GPO 8 and 17 assessed individually rather than trying to meld them with VN services. As we've seen with the recent media case, there are serious issues in the veterinary sector with lack of ability to apply fear free handling and advice about this to clients (e.g. safe use of muzzles, proper socialisation - not poorly run puppy classes, seeking professional help for life skills). This is a serious welfare/health & safety issue in our sector. Also, VN consults are arguably easy to achieve for senior nurses with interpersonal skils and theoretical knowledge so perhaps this shouldn't be an area where a lot of time is dedicated in DVN.	
			I didn't have time to look at most of the other courses.	
	Online survey	Network kaiako	This consultation was under short notice. I couldn't find time to look at the rest of the programme.	Noted
	Online survey	Network kaiako	Clinical Skills 1: Should the skills be linked to clinical? e.g Demonstrate "clinical skills" relevant to animal behaviour, husbandry, hygiene and handling or be in a clinical setting. Or is it general husbandry skills?	General application at this point in the programme to allow for flexibility.
	Mode of consultation	**Who was consulted**	**Does the proposed programme provide scope for regionalisation?**	**Development response to feedback**
Aug 2022	Online survey	Network kaiako	Yes, lots of scope for the courses. My concern is about the placement requires as above due to lack of work placement opportunities. I think support and training need to be provided to work placements (clinical coaching workshops) to ensure learners are getting the level of work experience that is required to meet learning outcomes. With the current set up there will be drastic variation in skills between graduates depending on their work placement.	Practicum requirements are dictated by the NZQA qualification document.
	Online survey	Network kaiako	MAJOR concerns re: work experience hours and pressure on regional industry/ vet clinics. Petition to have some of the 750hrs replaced with simulation hours in a realistic simulation environment.	Practicum requirements are dictated by the NZQA qualification document.

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	Online survey	Network kaiako	I don't think this is relevant for this sector. Yes there is delivery flexibility but in a small and connected industry (with about half or more practices connected to large national or international groups) demanding consistency we must keep any variations to the absolute minimum and have excellent rationale behind them.	Noted
Aug 2022	Online survey	Network kaiako	Level of hours required will be very difficult for industry to meet in all regions Have the different models of delivery at different providers been taken into account, or is it assumed all will deliver following the same model? Eg with Wintec's surgery, theory and practical are taught in a staged way, a little ata a time as students can absorb it and learn over time, not all theory front-loaded then all practical after. Two clinics are recommended for practicum with hours allocated, but there is no note about how many hours animal care facilities may be allowed. Should this be restricted, given the level of skills and learning that should be developed by the end of the qualification? Labs/simulations should be allowed for practicum purposes to a point. This ensures safety, a starting confidence, and best practice to be taught before attempting in a real-life setting for students. Do subsidiaries have the ability to change to 16-week course delivery rather than 8 weeks (pre-requisites would need to be removed for this to happen)? In fact Wintec would have to teach 8 week modules as 'part-time' over 16 weeks but running parallel, thus resulting in a full time enrolment. This suits our learner cohorts who are all face to face and who may fail a module and need to still progress in that semester. How are the learning hours split? ie what is the ratio between student directed and tutor directed learning? Entry requirement concerns:	Practicum requirements are dictated by the NZQA qualification document. Theory and practicum courses are designed to be delivered concurrently. Each subsidiary will have some flexibility in how they structure the programme in terms of course order and length of delivery. Note, two clinics is a qualification requirement. Practicum requirements are dictated by the NZQA qualification document. Animal care facilities are not currently listed as a suitable facility for practicum. Practicum requirements are dictated by the NZQA qualification document. Each subsidiary will have some flexibility in how they structure the

			Would some form of entry interview to ensure the students we take are ones that industry is likely to be able to support? To ask industry to support students for one to two years is a big ask in the current industry situation (short-staffing, COVID, etc.) so we should be sure that our students are motivated and willing to work with industry with the high chance of success in the program. Would it also be beneficial to do an entry requirement of having to do a week placement prior to admission into the course so they are aware of the demands? Or is a reference going to be sufficient enough?	programme in terms of course order and length of delivery. Pre-requisites will be removed. This will not be defined in the programme document. Each subsidiary can structure their delivery of learning hours. Entry criteria confirmed by Te Pukenga.
Aug 2022	Online survey	Network kaiako	It does but it is a complex and challenging programme with the amount of GPOs and first day skills. General concerns with how many practical hours are required for each student. Consider adding the sim clinic as part of the practical hours. Unclear instructions for the practical assessment: Could a graduate only have practical skills in one species? E.g Dog Example statement in the document: "across all outcomes with only one species required for each individual outcome".	GPOs and practicum requirements are dictated by the NZQA qualification document. No. The qualification requires a range of species but does not require every species for every GPO.
Date	Mode of consultation	Who was consulted	Any other feedback	Development response to feedback
Aug 2022	Online survey	Network kaiako	I have concerns about the volume of work placement required for this course. 750 hours across 2 years is an increase of 135 hours per year for placement. The clinics in our region (Wellington) are already struggling to accommodate the current placement requirements. With the addition of the healthcare assistant qualification that needs 240 hours (80 in a clinic) we won't be able to find enough placement hours for students. The requirement of a secondary placement for a min 40 hours is a massive barrier for students who are working in a clinic while studying (especially part time students). These students may be required to take	Practicum requirements are dictated by the NZQA qualification document. Feedback from industry and kaiako is clear that fundamental skills are required prior to placement in order to

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			leave to attend a secondary placement which doesn't make much sense if they are already working in a clinic. The suggestion of covering health and safety, basic handling, ethics, professional behaviour prior to attending placement is valid but unrealistic. With the increase in placement hours students would need to start placements as soon as the course starts, otherwise they won't be able to attend enough placement hours to meet the course requirements.	keep students, employees, clients and animals safe.
	Online survey	Network kaiako	Practicum Hours: Current: 750 hours in a veterinary clinic/ hospital only during Semesters- 30 weeks Issue/ Problems: Currently, ākonga are having difficulty completing hours due to isolation/ quarantine when they have cold and flu symptoms. This is likely to continue for the next couple of years as COVID wanes. Clinics are suffering from understaffing. Therefore, some clinics have not taken on ākonga as they don't have the resourcing. If ākonga are in a clinic, it is possible that there is limited time for teaching. Stress also impacts interpersonal relationships and could affect the work environment ākonga encounter. There is a wide range of standards within clinical practice- including gold standard clinics within Auckland that do not do routine procedures. Although ākonga will get an excellent experience within these clinics, they may not be taught the routine and elective tasks that are performed in first opinion practice. There are concerns that there won't be consistency of learning across diverse clinics and there won't be staff capability to provide support and moderation to ensure ākonga are meeting a consistently high standard. Auckland is large and therefore having the ability for staff to regularly visit practice is limited. Part time ākonga will have a year of practicum with no onsite teaching. Poor visibility and connection with ākonga may impact their sense of	Practicum requirements are dictated by the NZQA qualification document. Delivery will likely allow for some hours to be completed outside of Semester. Teaching staff have the responsibility for student learning opportunities and assessment. Clinics are not expected to specifically teach and assess clinical skills. Subsidiaries can structure the programme to suit their needs. The recommended programme structure is theory courses concurrent with practicum. Practicum teaching will need to occur within subsidiaries.

				belonging and the ability to identify issues early and provide pastoral care required.	Practicum requirements are dictated by the NZQA qualification document.
				Only 30 weeks of the year will be available to use for placement.	
				Ākonga are also struggling financially and are working during the semester in order to pay rent and buy groceries.	
				Solution: 450 hours required in a veterinary clinic 70 hours in a suitable animal facility (learn about husbandry and handling) 200 hours simulation clinic Full year courses and the ability to complete hours over the summer and between semesters. Justification: Reducing the hours in a veterinary clinic reduces pressure on the ākonga and clinics. Husbandry and handling can be taught with healthy animals in other facilities and doesn't necessarily need to be taught in a veterinary clinic but can be if ākonga can secure one. Use of a simulation clinic will allow consistency of teaching and assessment to ensure this is fair for the ākonga and that they are being taught gold standard. Time spent with kaimahi will help to forge positive relationships and help to identify issues early and to provide support when required. Simulation clinics can allow ākonga to gain confidence and competence in a calm, positive environment with reduced pressure which will help with their learning. This in addition will free up nurses within clinics to teach ākonga skills in a clinical environment not easily taught in a simulation environment. Allowing ākonga to use hours completed in semester breaks will give them another 20 weeks to complete hours. These times can also be helpful for clinics that often take ākonga on during these times. It will also allow ākonga the flexibility to be employed in order to meet the cost of living.	

Aug 2022	Online survey	Network kaiako	**Names of Courses:** *Current:* Medical and Surgical Nursing (4 courses), Clinical Skills (7 courses) *Issue:* ākonga get confused with which course they are completing. This means they contact the wrong lecturer with questions- frustrating for the ākonga and kaimahi as this takes up unnecessary time. Ākonga do not complete feedback for correct courses. *Solution:* Clinical skills: 30 credit courses (semesterised) Rename medical and surgical as below (some of these courses are anaesthesia or diagnostic imaging etc.) *Justification:* Ensure efficacy of communication between kaimahi and ākonga Ensure feedback is completed for relevant course. Feedback is fundamental to the delivery of courses and the continual reflection and improvement of our teaching.	Noted, naming of courses will be reviewed after consultation.
	Online survey	Network kaiako	**Part time vs Full time ākonga (Unitec):** Theory courses will not be taught alongside practicum courses, and therefore teaching opportunities will be lost. For example, the theory of animal handling will be taught in "Animal husbandry and behaviour", but for the part-time ākonga, the practicum will be completed the following year.	This is a decision of the subsidiary. Recommended programme structure is for concurrent theory and practicum courses.

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Appendix 2: Kaiako and Kaimahi

The following presents an overview of the qualifications and experience of kaiako teaching on this programme across the network. Teaching staff are normally qualified at a minimum of one NZQF level higher than the component they deliver, assess, and/or supervise, or have demonstrable relevant and suitable professional experiences.

Business Division	Name	Qualifications / Industry Experience	Teaching responsibilities
Ara	Fiona Richardson	BVSc; NZC ATT	Anatomy and physiology, Husbandry, Behaviour
EIT	Erika Smith	BVN, BSc, CertAWI, NCAET (L5) MSc Ad Prac Vet Nursing (enrolled to start Jan 2023)	Anatomy, physiology, anaesthesia, emergency, professionalism, inpatient care, medicine
EIT	Ariana Schinkel	Dip. VN	Anatomy, Physiology, preventative health, professionalism, anaesthesia
Otago	Tania Chaney	NZDVN, CertAnTech (VN), GCTLT, Cert.Mata a Ao Māori	Communication, Admission and Discharge Processes, Self-Management, First Aid,
Otago	Jane Craker	BVN, VN(UK), Cert VNECC, GCTLT, Cert Mata a Ao Māori	Clinical governance, Emergency nursing,
Otago	Laura Dickson	BSc(Hons)RVN A1 Dip(HE)CVN DipAVN (Small Animal) GDTE (enrolled)	Medical/Surgical nursing
Otago	Lisa English	NZDVN – RVN(NZ), VTS- SAIM	Clinical skills, medical nursing, Advanced nursing skills,
Otago	Jen Evans	BVSc, GDTE, PG Cert. Ed., Cert. Mata a Ao Māori	Anatomy and physiology, veterinary nursing services, disease pathophysiology, anaesthesia
Otago	Felicity Hull	DipVN, GDTE	Hospital nursing, post op care/rehabilitation, client advice,
Otago	Holly Kendrick	BVN, DipVN, NZC Sterilisation Technology, GDTE	Surgical and Medical nursing, Anaesthesia, Emergency, Clinical Skills
Otago	Vicki Letchford	RVN (RCVS UK) GDTE Safeguarding children and young adults level 3 Level 3 (UK) Certificate in canine hydrotherapy	Clinical skills and sim-based education, anatomy and physiology, medical nursing, imaging, professional Practice.

Otago	Donna Lindqvist	DipVN	Medical nursing and imaging
Otago	Steph MacPherson	RVN (RCVS UK) Cert Adult Teaching and Learning	Surgery and anaesthesia, preventative healthcare programs, clinical nursing, clinical coaching, nurse consulting, patient care, nutrition
Otago	Clare Morton	RVN, GDTE, MPP	Reflective practice, surgical nursing and sterile supply, professionalism
Otago	Kristina Naden	BVN, NZCATT (GDTE to complete in 2023)	A&P, surgical nursing, anaesthesia, fluid therapy
Otago	Catherine Rice	MPP, RVN (RCVS), A1, GCTLT, NZCAT RAT (DPP enrolled PT to complete 2026)	Anatomy and physiology, imaging, diagnostics
Otago	Angela Young	BVSc, GDTE, NZCATT Starting MPP	Anaesthesia and surgical nursing, clinical coaching, imaging and diagnostics, anatomy and physiology
Otago	Sara Best	BVN, GDTE	Clinical skills, medical nursing, professionalism, diagnostics
SIT	Katrina Sheppard	BSc, DipVN, Cert Adult Ed Traing	Medical and surgical nursing, professionalism, diagnostics, nursing consults
SIT	Erik Oostendorp	Dip. Hydatids and Dog Control, Cert. Serological Dog Bleeding, Cert Canine Behaviour, NZC Communication Skills, NZCALNE, Cert General Animal Science, Cert. Animal Technology	Anatomy and Physiology. Husbandry, Behaviour, Disease Transmission and Control,
SIT	Melissa Shuttleworth	DipVN, NZCert Ad Ed Train,	Medical and surgical nursing, professionalism, diagnostics and imaging, nursing consults, communication
Toi Ohomai	Deborah Bracha	Dip Vet Nursing (L6), PG Cert Vet Nursing, NZ Cert in Adult Learning and Teaching (L5)	Veterinary Nursing Practice Anatomy and Physiology Animal Husbandry and Behaviour

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			Medical and Surgical Nursing Clinical Skills Clinical Nursing Professional Practice
Toi Ohomai	Tania Larsen	Dip Vet Nursing (L6), PG Cert Vet Nursing, Completing NZ Cert in Adult Learning and Teaching (L5)	Veterinary Nursing Practice Anatomy and Physiology Animal Husbandry and Behaviour Medical and Surgical Nursing Clinical Skills Clinical Nursing Professional Practice
Unitec	Alice Henry	BSc PGDipSci (Ecology) BVSc	Animal Husbandry
Unitec	Bianca Kuhlmann	BAppSc (Germany), DipATertT, DVN, RVNS (Exotics)	Companion Animal Management (Husbandry, Welfare, Health care), VN (Exotic species and some general medical nursing)
Unitec	Caroline Elvy	BSc, BVSc	Diagnostic imaging
Unitec	Kim Telford	BVSc	Anatomy and physiology,
Unitec	Laura Harvey	DipVN, BSc, PG Cert Vet Education, MSc Adv Prac Vet Nursing, Te Pōkaitahi Tikanga (Mātauranga Māori), NCALNE-V	Evidence based veterinary nursing, Wellbeing, Lab skills, Interpersonal/professional skills
Unitec	Sofia Chambers	BSc (Hons), PhD, NCALNE-V, PGCert Computational Biology	Anatomy and Physiology, Immunology and vaccine development, Employment Law aspects, business aspects, Health and Safety Law.
Unitec	Robyn Gear	BVSc, DSAM, DECVIM-CA, registered specialist in Small Animal Medicine, Dip AT Teaching	Animal diseases/ veterinary nursing, preventative health care (infectious diseases), pharmacology, One Health, laboratory procedures, fluid therapy, other diagnostics- ECG, endoscopy, chemotherapy

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Unitec	Lauren Prior	DipVN, BSc (Biology), MSc Veterinary Anaesthesia and Analgesia (pending)	Anaesthesia + analgesia, radiology, surgical veterinary nursing
Unitec	Kate Harder	BSc (Marine Ecology), PGCertSciTech (Conservation Biology), RVN, CertAdultEd	Veterinary laboratory procedures, practicum (internship), surgical nursing, professional skills, employment skills, ethics & euthanasia
Unitec	Chloe McMenamin	RVN, BSc (Hons) VN, Cert Canine Hydro	Animal Care Practicum, Animal care course
UCOL	Jennifer Hebden	ACAT5 (UCOL), Dip Teach, BVSc (Massey reg),	Clinical Nursing, Medical and Surgical Nursing, radiography and diagnostics
UCOL	Jo Merritt	DipVN	Professional Practice, Clinical Nursing, Medical and Surgical Nursing
UCOL	Meghan Walker-Cudby	DipVN	Clinical Nursing, Medical and Surgical Nursing, radiography
UCOL	Marcus Flintoff	NZCATT5, DipVN	Medical and Surgical Nursing, anaesthesia
UCOL	Rebecca Stewart	DipVN	Medical and Surgical Nursing
UCOL	Kylie Anderson	NZCATT5, DipVN	Medical and Surgical Nursing anaesthesia
UCOL	Jessica Worsfold	NZCATT5, DipVN	Medical and Surgical Nursing
UCOL	Dr. Doris Adeyinka	d.adeyinka@ucol.ac.nz	Anatomy and Physiology, parasitology & microbiology
UCOL	Rin Phudchu	R.phudchu@ucol.ac.nz	Companion Animal Clinical Assistance
UCOL	Suzy Jackson	S.Jackson@ucol.ac.nz	Veterinary Nursing Practice, Medical and Surgical Nursing
UCOL	Kara Flintoff	k.Flintoff@ucol.ac.nz	Medical and Surgical Nursing, anaesthesia
W&W	Ijana MacLean	DipVN and Diploma in Adult teach (pending)	Animal behaviour, animal health, medicine, first aid, hospitalization,

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			Diagnostics and imaging, Animal welfare, A & P, clinical skills,
W&W	Amanda Krieg	BVN	Grief management, wellbeing, exotic animal care (rabbits, birds etc), health & safety
W&W	Emma Blake	DipVN, enrolled in Adult teaching certificate	Anaesthesia, professional practice, client services, veterinary business management, nutrition, feline low-stress handling, exotic mammals (rabbits, rodents) including anaesthesia, handling, behaviour, medical nursing.
Wintec	Lea Awheto	DipVN	Husbandry, behaviour and handling
Wintec	Stephanie Julian	DipVN	Cats, husbandry, patient management, diagnostics, communication, clinical coaching,

Appendix 3: Portfolio Assessment Example

This example of a portfolio assessment example for ANML5103 Animal Husbandry and Behaviour

LO1	Explain animal husbandry requirements for companion animal species.	GPO 3
LO2	Explain aspects of animal communication, learning and behaviour that inform safe and effective care in a companion animal environment.	GPO 3
LO3	Describe safe and effective low-stress handling and restraint methods for companion animals in an animal healthcare environment.	GPO 3

Assessment element	Weighting	Pass	Learning outcomes assessed
Case study	50%	50%	1
Written responses to video scenarios	30%	50%	2
Report	20%	50%	3

Appendix 4: Draft Assessment Moderation Plan

Course Code and Title		Local Moderation						External moderation				
		Pre-event	Post-event					2025	2026	2027	2028	2029
			2025	2026	2027	2028	2029					
ANML5001	Veterinary nursing practice	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓				✓	✓			
ANML5002	Anatomy and physiology		✓		✓			✓		✓		
ANML5103	Animal husbandry and behaviour		✓			✓		✓			✓	
ANML5104	Companion animal practicum I		✓	✓				✓	✓			
ANML5105	Introduction to anaesthesia and analgesia		✓		✓			✓		✓		
ANML5106	Introduction to medical nursing		✓			✓		✓			✓	
ANML5107	Introduction to surgery and diagnostics		✓	✓				✓	✓			
ANML5108	Companion animal practicum II		✓		✓			✓		✓		
ANML6101	Anaesthesia management and emergencies			✓	✓				✓	✓		
ANML6102	Medical nursing and diagnostics			✓		✓			✓		✓	
ANML6103	Companion animal practicum III			✓			✓		✓			✓
ANML6104	Surgical nursing and dentistry			✓	✓				✓	✓		
ANML6105	Imaging and veterinary nursing services			✓		✓			✓		✓	
ANML6106	Companion animal practicum IV			✓			✓		✓			✓

Appendix 5: Work-integrated Learning

Appendix 5.1 Practicum hours

The 4389 NZDVN qualification requires completion of 750 hours of practicum time. These hours must take place in a suitable animal environment that enables a balance of application of knowledge and skills required by the outcomes. Feedback from industry during consultation shows that veterinary clinics are not currently able to support 750 hours of practicum for each ākonga. Additionally, there is a preference for ākonga to develop early skills in an environment that allows mistakes to be made safely. Consequently, the hours will be made up of a mixture of simulation, animal care facility and veterinary clinic hours as per the below table, with flexibility built in to account for ākonga in different contexts. Ākonga will build a solid foundation of theoretical and practical knowledge in the first half of the programme, with practicum able to be completed in a range of settings. In the second half of the programme, ākonga will spend an increased proportion of their learning time in a veterinary clinic. This strategy will help alleviate the strain on veterinary clinics by ensuring a smoother distribution of ākonga and increase the likelihood of securing appropriate and valuable clinical experiences for all ākonga involved in the programme.

	Practicum I 15 credits	Practicum II 15 credits	Practicum III 30 credits	Practicum IV 30 credits	Total hours over two years
Clinic[1]	Min 20-Max 125	Min 100	Min 180	Min 180	Min 480
Animal care facility[2]	Min 45-Max 105	Max 10	0	0	Max 135
Simulation[3]	Max 60	Max 25	Max 70	Max 70	Max 225
Total practicum hours	125	125	250	250	750[5]
Assessments[4]	25	25	50	50	150
Total credit hours[5]	150	150	300	300	**900**

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[1] "Clinic" is defined as any clinical situation where animal healthcare procedures are being carried out on live patients under the care of a NZ registered vet. It is expected that the student is performing and developing skills expected of a veterinary nurse under the supervision of a qualified veterinary nurse. This could include private veterinary clinics, clinics based on campus, or volunteer clinics in the community. Practicum clinical hours should be completed in a clinic setting where the ākonga can apply the intentions of the relevant learning outcomes and the completion of range of skills within their practical skill assessment book.

[2] "Animal care facility" includes facilities such as kennels, catteries, and on-campus facilities that support handling and husbandry of animals for learning purposes.

[3] "Simulation" is a learning environment that uses authentic models, soft toys, and other equipment, for the simulation of skills related to learning outcomes.

[4] Assessment time would include ākonga preparation for upcoming skill assessments (in clinic or simulation), and completing any written assessments associated with the practicum, such as reflections.

[5] This total includes hours in a veterinary clinic, simulation clinic, and animal care facility.

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Appendix 5.2 Te Pūkenga Work-integrated Learning Agreement

Te Pūkenga Work-Integrated Learning Agreement
Te Pūkenga

Purpose:

Work Integrated Learning (WIL) provides opportunities for ākonga to apply learned skills within an industry related to their qualification of study. Work Integrated Learning includes work experience, work-based training, clinical/practical components, degree research projects, field education, project-based learning, internships, and co-operative education projects.

WIL must include activities that align to the learning outcomes and assessment requirements of the programme and courses. If paid work is offered, normal employment law applies.

Aim of this Agreement:

This agreement defines the responsibilities of the three parties involved.

Agreement between:	
Programme/Course:	*Click or tap here to enter text.*
Te Pūkenga delivery site (include name of assigned liaison):	*Click or tap here to enter text.*
Work Integrated Learning Provider (include name of contact):	*Click or tap here to enter text.*
Ākonga:	*Click or tap here to enter text.*
Associated Schedule(s)[6] (where required):	*Click or tap here to enter text.*

Responsibilities of Te Pūkenga are to:

1. Implement and maintain a department process for managing WIL.
2. Programme Leads are responsible for ensuring Te Pūkenga Liaison fully understands the parameters of the WIL and relevant policies and procedures.
3. Programme Leads are responsible for ensuring the department risk register include WIL and any associated risks.

Responsibilities of Te Pūkenga Liaison are to:

1. Ensure the WIL Agreement and the associated schedule(s) (if necessary) are completed and signed and that the learner and provider understand and comply with the agreement's requirements.
2. Engage with industry partners and community organisations to identify and support the allocation of Work Integrated learning opportunities.
3. Undertake administration agreements specific to each WIL placement.
4. Provide the WIL Provider with necessary course information relevant to the ākonga on placement.
5. Provide adequate preparation for the ākonga and WIL Provider (e.g., briefing, training, and resources). Ākonga must be fully informed of assessment requirements and whether any additional costs are associated with undertaking the placement.
6. Prior to placement, ensure learners are made aware of the necessity to declare any conflict of interest and that for some workplaces, additional checks and conditions may be required before they are accepted on placement (e.g., health and police checks).
7. Liaise and maintain contact to support both the ākonga and the WIL provider whilst the placement is undertaken.
8. Undertake assessment for the placement (in collaboration with the WIL provider if required – see below) to meet the requirements of the course in which the placement takes place. Record assessment results in delivery site systems as required.
9. Withdraw the ākonga from work experience upon request of the provider, and/or ākonga after due

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[6] Including any specific regulatory or health and safety requirements for the WIL provider or industry

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consultation.

10. Ensure the privacy of the personal information of a WIL Provider's clients or patients are respected and confidential information from the WIL provider is not used or disclosed by Te Pūkenga except as required to complete internal course- related documentation.
11. Follow up with the WIL provider on any unresolved H&S concerns regarding the placement raised by the ākonga.
12. Monitor the ākonga experience to ensure the workplace continues to be safe and free from harassment (as outlined in Te Kawa Maiorooro).

WIL Provider Responsibilities are to:

1. Complete and sign the WIL Agreement and any associated schedules.
2. Confirm all relevant policies and procedures specific to the workplace and the working environment, including workplace health and safety (H&S) requirements and ethical guidelines, to Te Pūkenga and the ākonga.
3. Accept responsibilities and obligations in relation to the ākonga, as if they were a worker.
4. Implement a service plan for any ākonga with a disability, injury, or health condition.
5. Provide suitable induction and training for the role the ākonga is undertaking.
6. Provide the ākonga with supervision, guidance, and mentoring.
7. If required, participate in the assessment of ākonga progress and supply written assessments of the ākonga performance.
8. Consult with Te Pūkenga regarding any issue concerning the ākonga ability to meet WIL outcomes.
9. Provide a safe working environment for the learner, free from harassment.
10. Inform Te Pūkenga of any injury to ākonga.

The Ākonga Responsibilities are to:

1. Complete and sign the WIL Agreement and any associated schedule(s).
2. Complete a police check if required by the WIL Provider.
3. Notify Te Pūkenga of any conflict of interest with the WIL Provider.
4. Comply with all relevant legislation policies and requirements inclusive of the:
   a. Privacy Act 2020
   b. Health and Safety at Work Act 2020
   Any other industry specific legislation will be specified in the associated schedule.
5. Comply with responsibilities as outlined in the WIL Handbook, respecting confidentiality, and adhering to intellectual property and ethical guidelines.
6. Respect the privacy of the personal information of a WIL Provider's clients or patients. Do not use or disclose confidential information from the WIL provider except as required to complete internal course- related documentation.
7. Comply with WIL Provider's lawful instructions and business procedures.
8. Attend work for the agreed hours/times regularly and punctually, wearing specified / required clothing and personal protection equipment (PPE).
9. Inform in advance the WIL Provider if unable to attend because of sickness, bereavement, or similar circumstances.
10. Take responsibility for learning by participating fully in the learning process.
11. Respect the property, practices, and personnel of the workplace provider.
12. Work in a professional and ethical manner at all times.
13. Seek advice regarding disclosure about own personal circumstances or any disability, injury, or health condition.
14. Communicate with Te Pūkenga if issues arise that cannot be resolved.
15. Report to the WIL Provider on any H&S matters that occur, including injury to themselves, and advise Te Pūkenga of the matters raised.

Ākonga			
Name			
Email		Student ID	
Signature		Date	

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Work Integrated Learning Provider		
Company Name	Click or tap here to enter text.	
Contact Person	Click or tap here to enter text.	
Email	Click or tap here to enter text.	
Company Physical Address	Click or tap here to enter text.	
Phone Number	Click or tap here to enter text.	
Signature		Date

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Te Pūkenga Liaison		
Name	Click or tap here to enter text.	
Signature		Date

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Te Pūkenga Contacts	
Kaiako Name	Click or tap here to enter text.
Contact Details	Click or tap here to enter text.
Programme Lead	Click or tap here to enter text.
Contact Details	Click or tap here to enter text.

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Appendix 6: Key Data for Qualification and Programme

Appendix 6.1 Data Sheet

The Qualification			
Qualification Title	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing		
Qualification Number	4389	Version Number	3
Qualification Type	Diploma		
Level	6		
Credits	240		
NZSCED	061103 > Health > Veterinary Studies > Veterinary Assisting		
Qualification Developer	Muka Tangata - People, Food and Fibre Workforce Development Council		
Next Review	30/04/2028		
Quality Assurance Body	NZQA		
Next Planned Consistency Review	2021		
Outcome Statement			
Strategic Purpose Statement	This qualification is intended for people who are aware of the importance of animals in society, and who intend to work as a veterinary nurse in clinical veterinary/animal healthcare settings such as companion animal veterinary clinics, equine veterinary clinics, or alongside veterinarians providing companion animal or equine healthcare services in a variety of settings.		
	Graduates will have technical knowledge and skills to work as a veterinary nurse in a clinical veterinary setting. They will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations and following protocols in all aspects of clinical veterinary practice or animal healthcare settings.		
	The qualification is stranded to recognise the specialist skills required for providing veterinary nursing care to either companion animal or equine veterinary practices.		
	Graduates may be eligible to apply for registration with the Allied Veterinary Professional Regulatory Council of New Zealand.		
Graduate Profile Outcomes	Graduates of this qualification will be able to: 1. Demonstrate professional practice in an animal healthcare setting. 2. Apply knowledge of animal functional anatomy and physiology to manage animal welfare. Graduates of the Companion Animal Veterinary Nursing strand will also be able to: 3. Apply knowledge of husbandry and behaviour to manage the welfare of companion animals. 4. Provide medical nursing to support the welfare of companion animal patients. 5. Provide surgical nursing to support the welfare of companion animal patients. 6. Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients. Graduates of the Equine Veterinary Nursing strand will also be able to: 7. Apply knowledge of husbandry and behaviour to manage the welfare of equine patients. 8. Provide medical nursing to support the welfare of equine patients.		

	9. Provide surgical nursing to support the welfare of equine patients. Apply knowledge of veterinary diagnostic procedures to support the welfare of equine patients.
Education Pathway	This qualification may build on the New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare and Rural Animal Healthcare [Ref: 4388]; or the 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 [Ref: 2489]; or the New Zealand Certificate in Animal Care with strands in Companion Animal, Equine, and Rural Animals [Ref: 2487]. This is a stand-alone qualification. This qualification may lead to higher level study in veterinary nursing.
Employment/Cultural/ Community Pathway	Graduates of this qualification may be employed as a veterinary nurse in a diverse range of animal healthcare settings including veterinary clinical practice, veterinary product suppliers, government agencies, animal shelters, zoos, or organisations involved in animal research.

Programme Information			
Programme Number	TBA	Version number	1
Programme Title	New Zealand Diploma in Veterinary Nursing (Level 6)		
Strand	Companion Animal Veterinary Nursing		
Programme Type	New Zealand Diploma		
Programme Owner	Te Pūkenga - New Zealand Institute of Skills and Technology (6683)		
Level	6		
Te Pūkenga credits	240	Total Credits	240
Assessment Standards (DAS) Credits	Nil		
Total Learning Hours	2400		
Next Programme Review	30/10/2028		
Programme Aim	The aim of this programme is to enable graduates to be employed as a veterinary nurse in a diverse range of clinical veterinary and animal healthcare settings, including, but not limited to veterinary clinical practice, veterinary product suppliers, government agencies, animal shelters, zoos, or organisations involved in animal research. Or to progress onto further study in the Bachelor of Veterinary Nursing or other post-graduate courses of interest e.g. Certificate in Avian Wildlife Healthcare. It is targeted at ākonga who have an awareness of the importance of animals in society, and an interest in working with animals and clients, as part of an interprofessional team, to improve animal health and welfare outcomes through veterinary nursing. It will produce graduates with the knowledge, skills and attributes to work as a veterinary nurse or aligned role in a clinical veterinary setting. They will have a high level of responsibility and discretion within their scope of practice, in a wide range of dynamic and often unpredictable situations and following protocols in all aspects of clinical veterinary practice or animal healthcare settings.		
Content Summary	Veterinary nursing practice; Companion animal anatomy and physiology; Animal husbandry and behaviour; Companion animal practicums; Introduction to anaesthesia and analgesia; Introduction to medical		

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	nursing; Introduction to surgery and diagnostics; Anaesthesia management and emergencies; Medical nursing and diagnostics; Surgical nursing and dentistry; Imaging and veterinary nursing services.
Programme Outcomes	Graduates of the Companion Animal Veterinary Nursing strand of this programme will be able to: 1. Demonstrate professional practice in an animal healthcare setting. 2. Apply knowledge of animal functional anatomy and physiology to manage animal welfare. 3. Apply knowledge of husbandry and behaviour to manage the welfare of companion animals. 4. Provide medical nursing to support the welfare of companion animal patients. 5. Provide surgical nursing to support the welfare of companion animal patients. 6. Apply knowledge of veterinary diagnostic procedures to support the welfare of companion animal patients
Entry Requirements	To be admitted to this programme, applicants must meet the following academic admission requirements: NCEA Level 2 or higher including a minimum of 12 credits in English at Level 2, 12 credits in Mathematics at Level 1, and 12 credits of relevant science (preferably Biology) at Level 1. **OR** a relevant qualification at NZQF Level 3 or above **OR** A recognised equivalent. **Special and Discretionary admission** Special and Discretionary admission options are also available as outlined in Section 2.9 of Te Kawa Maiorooro **Programme specific admission** In addition, applicants must also meet the following programme specific requirements: All applicants must complete a health declaration and declaration of any criminal conviction to ensure fitness to practice prior to acceptance into the programme. [Note: Convictions of any offence and/or declaration of health conditions will not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of the delegated authority.] **Language requirements** All applicants must demonstrate the necessary language proficiency required for the programme. International applicants are required to demonstrate capability in English as evidenced by an IELTS (Academic) score of 5.5 with no individual band lower than 5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules.
Entry Requirement - Key Information for Ākonga (KIS) website	NCEA Level 2 or higher including: (a minimum of 12 credits in English at Level 2, 12 credits in Mathematics at Level 1, 12 credits of relevant science (preferably Biology) at Level 1); **OR** a relevant qualification at NZQF Level 3 or above; **OR** A recognised equivalent.

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Delivery and Assessment	
Provider	Te Pūkenga - New Zealand Institute of Skills and Technology (6683/1)
Delivery Mode(s)	Provider-based | Blended (in-person face-to-face, online engagement, self-directed learning and work integrated learning)
Delivery Methods	Collaborative/Co-operative learning; Practice-based learning; Problem-based learning; Work-integrated learning; Self-directed learning.
Delivered at the following sites:	
6004 Te Pūkenga New Zealand Institute of Skills and Technology trading as Unitec New Zealand 6006 Te Pūkenga New Zealand Institute of Skills and Technology trading as Ara Institute of Canterbury 6007 Te Pūkenga New Zealand Institute of Skills and Technology trading as Eastern Institute of Technology 6008 Te Pūkenga New Zealand Institute of Skills and Technology trading as Wellington Institute of Technology 6009 Te Pūkenga New Zealand Institute of Skills and Technology trading as Universal College of Learning 6013 Te Pūkenga New Zealand Institute of Skills and Technology trading as Otago Polytechnic 6014 Te Pūkenga New Zealand Institute of Skills and Technology trading as Whitireia Community Polytechnic 6015 Te Pūkenga New Zealand Institute of Skills and Technology trading as Southern Institute of Technology 6019 Te Pūkenga New Zealand Institute of Skills and Technology trading as Wintec 6025 Te Pūkenga New Zealand Institute of Skills and Technology trading as Toi Ohomai Polytechnic	
Assessment Methods	Assessment Portfolio: Assignments; Examinations, tests and quizzes; Group/Collaborative assessments; Presentations; Projects; Work-based assessment.
Subcontracting/Collaboration	N/A

Programme Length and Duration		
Delivery Type	Provider-based	
Minimum Duration	2 years	
Maximum Duration	6 years	
	Whole Programme	*Per Year*
Range of Training/ Teaching Weeks (excl. holiday weeks)	60 - 80	30 – 40
Range of Holiday Weeks	4 - 16	2 – 8
Range of Total Weeks (incl. holiday weeks)	64 - 96	32 – 48
Range of Total Learning Hours (per week)	30 - 40	
Number of Years	2 years	
Total Learning Hours per Year	1200	
Total Programme Hours	2400	
Delivery Pattern (STEO Study Mode)	Full-time (Including Part-time)	

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Appendix 6.2 Delivery Site Teaching Weeks and Hours Data Sheet

The data presented below represents delivery hours data gathered from Te Pūkenga delivery sites intending to offer this programme in 2025. The data is based on current delivery patterns for the same (or similar) programmes within the portfolio of each delivery site. It is expected that over time a standardised approach will emerge with the variation between delivery sites narrowing as Te Pūkenga institutional organisational structures are enacted. Future planning cycles will take a national approach as well as ensuring that local stakeholder requirements are met. It is expected that there will always be minor variation between delivery sites across the motu and more specifically within each rohe.

4389 NZD Veterinary Nursing (Level 6)		Programme Totals									
Division	**Seeking Approval to Offer 2025 Y/N**	**Tutor Directed Hours**	**Work Integrated Learning Hours**	**Self-Directed Hours**	**Total Hours**	**Programme Credits**	**Total Directed weeks (Excl Hol)**	Indicative Tutor-directed hours	Indicative WIL hours	Indicative Self-directed hours	**Indicative Weekly Total Hours**
6004 Te Pūkenga Trading as Unitec Institute of Technology	Y	429.0	750.0	1221.0	2400	240	64	6.7	11.7	19.1	37.5
6006 Te Pūkenga Trading as Ara Institute of Canterbury	Y	660.0	750.0	990.0	2400	240	64	10.3	11.7	15.5	37.5
6007 Te Pūkenga Trading as Eastern Institute of Technology	Y	800.0	750.0	850.0	2400	240	68	11.8	11.0	12.5	35.3
6008 Te Pūkenga Trading as Wellington Institute of Technology	Y	850.0	750.0	800.0	2400	240	68	12.5	11.0	11.8	35.3
6009 Te Pūkenga Trading as Universal College of Learning	Y	1025.0	750.0	625.0	2400	240	72	14.2	10.4	8.7	33.3
6013 Te Pūkenga Trading as Otago Polytechnic	Y	850.0	750.0	800.0	2400	240	64	13.3	11.7	12.5	37.5
6014 Te Pūkenga Trading as Whitireia Community College	Y	850.0	750.0	800.0	2400	240	68	12.5	11.0	11.8	35.3
6015 Te Pūkenga Trading as Southern Institute of Technology	Y	800.0	750.0	850.0	2400	240	72	11.1	10.4	11.8	33.3
6019 Te Pūkenga Trading as Waikato Institute of Technology	Y	850.0	750.0	800.0	2400	240	72	11.8	10.4	11.1	33.3
6025 Te Pūkenga Trading as Toi Ohomai Institute of Technology	Y	850.0	750.0	800.0	2400	240	64	13.3	11.7	12.5	37.5
6683 Te Pūkenga | New Zealand Institute of Skills and Technology	N	750.0	750.0	900.0	2400	240	80	9.4	9.4	11.3	30.0

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Te Pūkenga

PROGRAMME PROPOSAL

Title:	NZ4389 New Zealand Diploma in Veterinary Nursing (Level 6)		
Level:	6	**Credits:**	240
Reviewer Details	Harry Leder		

PROGRAMME SUMMARY DATA

Criteria	Confirm	Comments
The programme details table is complete and accurate	☒	
The credits, level and total learning hours are clearly defined and meet the [requirements of the NZQF](#)	☒	
The title of the programme is an accurate representation of the qualification it leads to	☒	
The EFTS, credits and total hours align and are appropriate for a programme that leads to the related qualification	☒	
The appropriate programme code has been assigned	☒	Include "NZ4389" in s4.1 to ensure this codes is used for marketing, enrolment, and TEC reporting, etc.
The New Zealand Standard for Classification of Education (NZSCED) matches the qualification as listed	☒	
The teaching hours table is coherent, the total hours add up to the appropriate hours, and total course descriptor hours equal programme hours	☒	Not disaggregated

2. NGĀ TAITARA, NGĀ WHĀINGA, NGĀ HUA O TE AKO ME TE WHAKAKAUPAPA|TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

Criteria	Confirm	Comments
The programme is clearly aligned to the qualification listed on the NZQF	☒	
The programme meets the relevant NZQA qualification definition and meets any conditions stipulated within the qualification	☒	
Any additional programme requirements (e.g. noho marae, work placements etc.) relate and contribute to the achievement of the graduate profile outcomes and do not unnecessarily hinder ākonga success	☒	In line with Qual requirements
The structure of the programme meets the relevant qualification credit requirements	☒	
The programme is made up of components structured in a coherent way to achieve the	☒	Perhaps a bit (too?) heavy on "Describe" LOs for a L6 qual

qualification outcomes, and any assessment standards are appropriate to the programme and relevant to the qualification outcomes		

3. TE KAWENGA O TE HŌTAKA|PROGRAMME DELIVERY

Criteria	Confirm	Comments
The programme is structured to achieve qualification outcomes and any strands. It clearly shows how components are designed to form a coherent programme which demonstrates:	☒	
– progression and integration of learning and assessment throughout the programme to meet the strategic purpose statement, outcome statement, level and credit value of the qualification	☒	
– that programme length and components are clearly defined and appropriate for the level of learning and the qualification outcomes	☒	
– modes of learning are appropriate to the learning outcomes	☒	
– requirements and regulations detailing how ākonga are eligible to enter into and progress through a programme and be awarded the qualification (including the award of any strands or qualifiers)	☒	
Any required workplace and education provider-based learning is identified	☒	
There is a system, structure and role that manages any required placements or work experiences and it is clear, robust and appropriate	☒	
All practical, field-based or work-based components, including research, that are based away from the stated delivery site, have been identified, described and are appropriate	☒	

4. TE WHAKAAETANGA ME TE UIUITANGA|PROGRAMME ACCEPTABILITY AND CONSULTATION

Criteria	Confirm	Comments
External Stakeholders consulted in the development of the proposal have been clearly identified by role and reason for inclusion	☒	
The consultation summary clearly demonstrates the extent of the consultation	☒	
The consultation clearly summarises the views of the stakeholders and the consideration and responses to those views - This includes a rationale for any feedback not integrated into the design and delivery	☒	
There is evidence of when consultation occurred and at what stage of the process	☒	

	Confirm	
There is evidence of consultation through documentation and records	☒	
There is evidence of consultation with each of the following groups:		
- Māori	☐	
- Pacific	☐	
- Disabled	☐	
- Kaiako	☐	
- Employer / Industry (WDC)	☐	
- Professional Body (where appropriate)	☐	
- Ākonga (current and/or prospective)	☐	

5. WAETURE ā-HōTAKA|PROGRAMME REGULATIONS

Criteria	Confirm	Comments
There are clear, relevant and appropriate regulations for:		
− Admission	☒	
− Credit recognition and transfer	☒	
− Programme length and structure	☒	
The Admission and Entry requirements are appropriate for the level of study	☒	Update and separate out General, Special, Discretionary, Additional, and English Language Requirements as per current template
Any selection criteria are appropriate	☒	
English language requirements are appropriate and aligned with NZQA rules ('The Table)	☒	
The programme's course structure accurately reflects the differing pathways within the programme	☒	
If appropriate there are clear ākonga transition arrangements and no ākonga is being put at risk with the introduction of this proposed programme	☐	n/a

6. AROMATAWAI ME TE WHAKATAURITE|ASSESSMENT AND MODERATION

Criteria	Confirm	Comments
There is an appropriate framework around assessment	☒	
Assessment methods should be appropriate for the programme, modes of delivery, the level of learning and the learning outcomes assessed in each case.	☒	
Assessment schedules need to be appropriate for the programme.	☒	
The moderation processes should be appropriate to the programme and its delivery.	☒	
A draft Moderation Plan is included	☒	

7. Aromatawai-kiritahi, Aromātai me te Arotake|Self-assessment, Evaluation and Review

Criteria	Confirm	Comments
There are processes for assessing the currency and content of the programme	☒	
There are adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification	☒	
There are adequate and effective processes for monitoring the quality of outcomes for ākonga and other stakeholders, and for reviewing programme regulations and content	☒	
There is an effective system for ensuring that the views of ākonga and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.	☒	

Rauemi|Resources

Criteria	Confirm	Comments
Collectively, the kaiako involved in the course:		
- are adequate in number and appropriately qualified for the outcomes of the course to be met; and	☒	
- have experience and expertise in teaching, with regard to the proposed delivery modes	☒	
Additional kaiako needs are identified where necessary and, if required, detailed recruitment and/or kaiako development plans appropriate to the programme implementation timetable are in place	☒	
The range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, are clearly identified, and:	☒	
- the necessary teaching facilities and physical resources are in place, or	☒	
- detailed development and acquisition schedules appropriate to the programme implementation timetable have been established	☒	
There is a sufficient number of appropriately qualified and/or experienced support kaimahi for the outcomes of the programme to be met.	☒	
Adequate and appropriate programme information, guidance and support systems are provided for ākonga.	☒	

The financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.	☒	

GRADUATE PROFILE

Criteria	Confirm	Comments
There is a matrix that clearly shows how course learning outcomes map to the qualification(s) graduate profile	☒	

AKORANGA|COURSES

Criteria	Confirm	Comments
The level of the courses is:		
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
- Appropriate to ākonga progression through the programme	☒	
The credits/EFTS of the courses are:		
- Aligned (i.e. credits equate to EFTS)	☒	
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
Assessment standards associated to the course are clearly identified	☒	
The Aim of the course is concise, clear, and explicit with what ākonga should expect to do and gain by completing this course	☐	
Modes of delivery:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☐	
Teaching Learning Methods:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☒	
Learning outcomes describe the specific knowledge, skills, understanding and application ākonga will achieve through each component of the programme.	☒	
– Learning outcomes must:		
| be consistent with and demonstrate how ākonga achieve programme aims and the qualification outcome statement	☐	
| be measurable and achievable, and integrated to provide a balanced and logical programme of learning	☒	

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| be presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills, understanding and application	☒	
| use level appropriate language consistent with Bloom's taxonomy	☒	
Any pre-requisites are appropriate, logical, and necessary for ākonga to be adequately prepared for the course	☒	
Content is appropriate to the aim, learning outcomes and level of the course	☒	
Assessment is clear, appropriate and valid for the ākonga group and learning content	☒	
The Criteria to Pass the course makes sense within the context of the assessment and ensures that all learning outcomes are achieved before a pass is awarded	☒	
Specific Teaching and Learning Resources are identified	☐	

- Title page – don't include Strand that's out of scope

- (p.5) Deb Young is 1st contact

- Update ALL references (and links) to TKM from Te Kawa Maiorooro | Educational Regulatory Framework or Te Kawa Maiorooro 2023 to Te-Kawa-Maiorooro-2024

- Sections 1&2 are perhaps too long and much of it is probably no longer relevant. – May need to be toned down, esp. re: extolling the virtues of TP's approach to developing unified programmes.

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✦ Te Pūkenga

Pūrongo Te Ohu Whakahaere Approvals o Te Poari Akoranga | Approvals Subcommittee of the Academic Board report

13 March 2024

Title	Te Ohu Whakahaere Terms of Reference Review 2024
Provided by	Diane Lithgow and Doug Pouwhare, co-chairs Te Ohu Whakahaere Approvals
Author	Louise Courtney, Governance Advisor
For	Recommendation to Te Poari Akoranga

Te Taunaki | Recommendation

It is recommended that Te Ohu Whakahaere Approvals:

a.	Review the proposed changes to 'Te Ohu Whakahaere Approvals Terms of Reference 2024' and provide feedback on these; and
b.	Recommend to Te Poari Akoranga to approve the revised 'Te Ohu Whakahaere Approvals Terms of Reference' subject to inclusion of any feedback provided.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to review the Terms of Reference (TORs) for Te Ohu Whakahaere Approvals for 2024 and recommend these to Te Poari Akoranga for approval.

Te tāhuhu kōrero | Background

The Terms of Reference for Te Poari Akoranga | The Academic Board were reviewed in 2023 and changes were approved by Te Pūkenga Council on 8 February 2024. These changes align to the letter of expectations received from the Minister for Tertiary Education and Skills in December 2024. As a result, updates to the Terms of Reference for ngā Ohu Whakahaere | subcommittees are necessary.

The Terms of Reference for Te Ohu Whakahaere Approvals were last approved in January 2023 have been aligned to the new TORs for Te Poari Akoranga and ensure that they are fit for purpose in the current environment.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The look and feel of the Terms of Reference have been amended to align with the styles and headings for other Te Pūkenga Council committees.

While some of headings are new to Ohu terms of reference, the content and intent remains essentially the same:

- The former Purpose section keeps the same wording but is bullet pointed as it is in the Te Poari Akoranga terms of reference.

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Pūrongo Te Ohu Whakahaere Approvals o Te Poari Akoranga | Approvals Subcommittee of the Academic Board report

- Powers and Authority now incorporates both the Ngā Mahi and Tuku Mana sections and makes clearer the relevant delegation from Te Poari Akoranga.

- Mematanga incorporates the content in the former Mematanga, Whakaingoatia, Kōrama and Hui sections.

There have been a number of changes to the membership section. The number of members required has been adjusted to allow for fluctuation in membership as opposed to a static number, to ensure that te Ohu doesn't breach its TORs if a member resigns. There has also been a change to reflect the current structure with Tiriti Outcomes and Learner and Employer Experience and Attraction, and that both Deputy Chief Executives are now members of Te Poari Akoranga.

Appendices

Appendix 1: Draft Terms of Reference Te Ohu Whakahaere Approvals 2024

Appendix 2: Current TORs for reference

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☙ Te Pūkenga

Te Ohu Whakahaere Approvals Terms of Reference

Terms of Reference

1. Whakapapa | Background

(a) In accordance with the Te Pūkenga Delegations Policy, Te Poari Akoranga (Te Poari) may establish any ohu whakahaere (sub- committees) as are deemed necessary for the efficient and effective operation of Te Poari and make appointments to the same.

(b) The Ohu Whakahaere (national subcommittees of Te Poari) will provide assurance and confidence that academic leadership is strengthened in its key area of focus.

2. Ngā Tikanga | Purpose / Scope

(a) 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

(b) 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.

3. Powers and Authority

(a) In accordance with the Delegations Policy, Te Poari Akoranga (Te Poari) has sub-delegated the specific authorities listed below to Te Ohu Whakahaere Approvals (Te Ohu).

Ref	Subject	Description	Objective
2.	Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.	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

(b) In enacting the sub-delegations outlined in this section, Te Poari requires:

i) Any policies related to the responsibilities are approved by Te Poari Akoranga;

ii) Decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga.

iii) All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.

iv) Refer matters that constitute academic concerns or risks to the academic integrity of Te Pūkenga to Te Poari Akoranga.

(c) All media and public comment should be considered in consultation with Te Poari Akoranga.

(d) Any official information requests to Te Ohu should be directed to the Official Information Act (OIA) team of Te Pūkenga.

Te Pūkenga

4.   Mematanga | Membership, Appointments and Eligibility Criteria

(a)   Appointments to Te Ohu will be made by Te Poari following an Expressions of Interest process carried out by Te Ohu. Appointments will comprise the following:

   i)   Kaiārahi/Director Māori or equivalent (co-cChair) OR A member of the Tiriti Outcomes leadership team (1 member)

   ii)   ~~Deputy Chief Executive~~ A member of the Learner and Employer Experience and Attraction leadership team~~, or delegate~~ (1 member)

   iii)   ~~Senior Manager/s or equivalent (1-2 members)~~

   iv)   Staff members within the Te Pūkenga network (3-7 members)

   v)   Learner members nominated by the Interim Learner Advisory Committee for Te Pūkenga (1-2 members)

   vi)   Additional members may be co-opted to join if the appointed members feel that they do not have sufficient representation of skills or specialist criteria identified in Section 4. (b).

(b)   At its first meeting after the Terms of Reference are approved, the ohu will elect two co-chairs from the membership.

~~(b)~~(c)   Membership should reflect a broad skills-based approach and be drawn from both ITPs and ITOs as appropriate, ensuring rangahau and Pacific representation. The appointment of members will be based on the following core criteria:

   i)   commitment to educational quality and learner achievement.

   ii)   ability to apply both a local and global view to academic issues.

   iii)   academic and specialist knowledge, skills, and experience.

   The appointment of new members will be on the basis of gaining a balanced, inclusive and broad representation.

~~(c)~~(d)   Members will be appointed for up to two years, with the option of renewal for one further year, to be made by Te Poari. Membership of Te Ohu may be revoked by either Te Poari or the appointed member at any time by giving four weeks' written notice in writing.

   i)   These members may resign from Te Ohu at any time by notifying the Chair with a copy to the Governance Advisor.

   ii)   A member's appointment may be terminated at any time for good reason by the Te Poari Akoranga Chair. Good reason includes, but is not limited to, failure to attend more than two consecutive Te Ohu hui (without informing the Chair), and failure to act in accordance with the Code of Conduct.

5.   Kōrama | Quorum and Hui | Meetings

(a)   A quorum shall consist of a majority of Te Ohu members. No business shall be transacted at a meeting in the absence of a quorum.

(b)   Te Ohu will meet regularly during an academic year.

   i)   Meetings may be conducted by teleconference, videoconference or in person.

Commented [LC1]: This is quite a vague description which we recommend is removed.

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    a.   If a hui is held in person, members will make reasonable efforts to attend in person.

    b.   If a member is not able to attend a hui in person, a teleconference or videoconference alternative will be provided where feasible.

  ii)   Te Ohu may also need to meet on an ad hoc basis to consider approvals requested and/or relevant matters, and/or if determined necessary by the Chair.

  iii)   Hui dates will be set annually by the Council Secretariat to align with other meetings on Te Pūkenga Governance calendar, and in consultation with members of Te Poari.

(c)   If a member is unable to attend a hui, they must provide the Chair with comments on the issues to be discussed in reasonable time prior to the hui. Members are not able to send a proxy or delegate to the hui in their place.

(d)   A Governance Advisor shall service Te Ohu meetings to provide secretariat support and resources.

  i)   Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. This would normally be a week prior to the date of the meeting but may be shorter as determined by the Chair.

  ii)   Minutes of the meetings shall be prepared, retained and distributed to Te Ohu members, management and external auditors, as well being made available to Te Poari Akoranga.

(e)   Te Pūkenga is named in Schedule 2 Part 2 of the Local Government Official Information and Meetings Act 1987 (LGOIMA) as a particular authority to which Part 7 of LGOIMA applies. As Te Ohu has been sub-delegated authority to make decisions on behalf of Te Poari Akoranga as outlined in Section 3, the following local authority meeting rules apply:

  i)   Hui are required to be open to the public unless Te Ohu resolves to exclude the public from the whole or any part of the meeting where good reason for withholding disclosure of information exists under Section 9 of the Official Information Act 1982.

  ii)   The date, time and place of Te Ohu hui must be publicly notified not more than 14 days and not less than five days before the end of the month prior.

  iii)   At least two working days prior to the hui any member of the public may inspect all agendas and associated reports circulated to members of Te Ohu relating to that hui, excluding reports that the Tumuaki | Chief Executive reasonably expects the hui to discuss with the public excluded.

  iv)   Where an item is not on the agenda for a meeting, that item may only be discussed at that meeting if:

    a.   Te Ohu resolves to discuss it and the Chair explains at the hui at a time when it is open to the public the reason why the item is not on the agenda, and the reason why the discussion of the item cannot be delayed until a subsequent hui; or

    b.   the item is a minor matter relating to the general business of Te Ohu; and the Chair explains at the beginning of the meeting, at a time when it is open to the public, that the item will be discussed at the meeting; but no resolution,

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decision, or recommendation may be made in respect of that item except to refer that item to a subsequent meeting for further discussion.

v) Members of the public have a right to inspect or receive copies of minutes of Te Ohu hui (except parts of a hui from which the public was excluded).

6. **Responsibilities and duties**

(a) To exercise its powers and duties and oversee the areas outlined in section 3, Te Ohu Whakahaere Approvals (Te Ohu) members shall:

   i) Review any papers prepared for Te Ohu, prepare adequately prior to each hui and participate actively in hui, contributing to actions when agreed.

   ii) Bring matters of significance to the attention of Te Ohu and use professional perspectives to undertake analysis or prepare advice as required.

   iii) Contribute to the development of a forward work programme for Te Ohu.

   iv) Maintain a broad knowledge of the issues and interests that relate to the operations of Te Ohu.

   v) Consult with and consider advice from the three Advisory Committees to Council established under section 325 of the Act on significant matters relating to the strategic direction of Te Pūkenga which are relevant to those groups represented by each Advisory Committee.

   vi) Comply with Te Pūkenga Council and Committees Code of Conduct Policy

(b) In addition, the Chair of Te Ohu shall:

   i) consult with members to draft a forward work programme for Te Ohu, for agreement with Te Poari Chair;

   ii) set agendas with the assistance of the Governance Advisor, and approve minutes;

   iii) chair and facilitate hui, encouraging and modelling open communication where all members contribute effectively;

   iv) manage any conflicts of interests for other members of Te Ohu, including deciding if a potential conflict exists and determining, with assistance from the Governance Advisor, what action is appropriate;

   v) represent the Committee in any hui with Te Poari Akoranga and/or Chair as required;

   vi) ensure that any requests for media and public comment and any official information requests made to the Committee are escalated to the Chair of Te Poari Akoranga; and

(c) Members are required to declare any actual or perceived interests as per national policy and procedures. Conflicts of Interest Policy

7. **Fees and allowances**

(a) No additional fees will be paid to employees of Te Pūkenga for their participation in Te Ohu as hui are anticipated to occur during normal working hours. Expenses related to Te Ohu should be included in each employee's usual expense cost centre.

(b) For learner members of Te Ohu, fees will be equivalent to the learner member fees outlined in the Terms of Reference for Te Poari Akoranga. Learner members may claim

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reimbursement for out-of-pocket taxi, mileage or parking expenses and any expenses actually and reasonably incurred when travelling on Te Pūkenga business in accordance with Te Pūkenga policy. The standard should be modest and appropriately reflect public sector norms. National Expenditure Policy

8. Pūrongo | Reporting obligations

The Chair of Te Ohu Whakahaere Approvals will report to Te Poari Akoranga using Te Poari's agenda framework on any delegations that have been exercised and the strategic and key issues that most concern Te Poari Akoranga.

9. Accountability

Te Ohu Whakahaere Approvals shall:

(a) self-assess its performance against these Terms of Reference on an annual basis. This self-assessment shall include feedback from Te Poari Akoranga on its perspective on the performance of Te Ohu, as provided by the Chair of Te Poari.

(b) confirm annually that all responsibilities outlined in these Terms of Reference have been carried out.

10. Review of the Terms of Reference

Te Ohu shall, on an annual basis (or as otherwise necessary), review and, if appropriate, update these Terms of Reference for consideration and approval by Te Poari Akoranga.

Approved by Te Poari Akoranga on 28 March 2024

_____   _____

Kieran Hewitson   Deborah Young

Te Poari Akoranga Co-Chair   **Te Poari Akoranga Co-Chair**

Te Ohu Whakahaere: Approvals
Terms of Reference

Current Version	Previous Reviews	Next Review
8 September 2021		8 September 2022

1. Ngā Tīkanga | Purpose

To approve programmes and qualifications and associated changes in accordance with approved delegations across Te Pukenga network, to Te Poari Akoranga for endorsement, 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.

2. Ngā Mahi | Role

Te Poari Akoranga delegates Te Ohu Whakahaere: Approvals to:

- Receive and evaluate documentation relating to education programmes and qualifications.

- Approval of all programmes Level 1 - 6, and subsequently for submission, as appropriate, to external approval bodies. Notifying Te Poari Akoranga of approval.

- Review and recommend approval for external accreditation and consent to assess applications.

- Refer matters that constitute academic concerns or risks to the academic integrity of Te Pūkenga to Te Poari Akoranga.

3. Mematanga | Membership

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

Membership will represent a broad range of interests through the contribution of their expertise, experience, and perspectives. Appointments will comprise the following:

- Ohu Whakahaere: Approvals (Chair)

- Kaiārahi/Director Māori or equivalent (co-Chair)

- Deputy Chief Executive Learner Journey and Experience, or delegate

- Two (2) Senior Managers or equivalent

- Seven (7) staff members

- Two (2) learner members nominated by the Interim Learner Advisory Committee for Te Pūkenga

(Total – 14)

Members of Te Ohu Whakahaere: Approvals are expected through the contribution of their expertise, skills, 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.

At the discretion of Te Ohu Whakahaere: Approvals further members may be co-opted or seconded with a focus on capability development. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Ohu Whakahaere: Approvals retains the right to determine whether this is with or without speaking rights.

4. **Whakaingoatia | Representation**

    The designated appointed members are selected on the basis of the following criteria:

    a. commitment to educational quality and learner achievement.

    b. ability to apply both a local and global view to academic issues.

    c. academic and specialist knowledge, skills, and experience.

    The appointment of new members will be on the basis of gaining a balanced and broad representation.

    Appointed or elected members shall hold their position for up to two years with an option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of Te Ohu Whakahaere: Approvals may be revoked by either Te Poari Akoranga or the appointed member at any time by giving four weeks' written notice in writing

5. **Tuku mana | Delegations**

    From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to Te Ohu Whakahaere: Approvals. In doing so, it requires:

    -   Any policies related to the responsibilities are formally approved by Te Poari Akoranga
    -   Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

    All formal delegations are included in the Academic Delegations Register which is updated at least annually.

6. **Kōrama | Quorum**

    Half the membership plus one Chair of Te Ohu Whakahaere: Approvals 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. This may be completed via electronic means.

7. **Hui | Meetings**

    Te Ohu Whakahaere: Approvals 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.

8. **Pūrongo | Reporting**

    All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

Te Ohu Whakahaere Approvals	Monthly	Wed 13 Mar	Wed 17 Apr	Wed 8 May	Wed 19 June	Wed 10 Jul	Wed 14 Aug	Wed 11 Sept	Wed 9 Oct	Wed 13 Nov		
Te Ohu Whakahaere Terms of Reference review		X										
Develop/Review workplan for 2024		X										
2025 meeting dates								X				
Self assessment for 2024									X	X		
Regular update on the status of programmes, once they have been approved by te ohu e.g. timeframes of submission, WDC endorsment, RFI requests, NZQA approval.												
Overview of the Mātauranga Māori snapshot tool to provide assurance of the capability and resourcing of programmes												
Review of Micro Credential development, this is currently developed and approved through the Business Divisions.												

Karakia whakakapi

Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

**Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.**
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi
Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
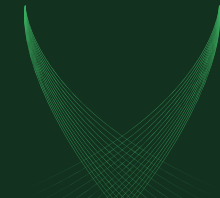**Tīna!** *(everybody)*
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
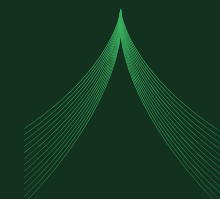and harmony
and bind it firmly,
Firmly!

Our values
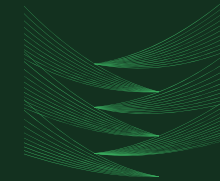
Manawa nui
We reach out and welcome in

Manawa roa
We learn and achieve together

Manawa ora
We strengthen and grow the whole person