

19 January 2024

[REDACTED]

[REDACTED]

Tēnā koe [REDACTED]

### Official Information Act Request

Thank you for your request of 30 November 2023, under the Official Information Act 1982 (OIA), for the following information:

- *How many providers are accredited to provide the CAP Program (Competency Assessment Program for Registered Nurses)? Please provide answer with breakdown*
  - *Number of publicly funded providers*
    - *University*
    - *ITP/Polytechnic*
    - *Wananga*
  - *Number of provider providers*
- *Te Pukenga has made application for the New Zealand Qualifications Authority and the New Zealand Nursing Council for accreditation of three unified Bachelor of Nursing curriculum*
  - *General Curriculum*
  - *Māori Curriculum*
  - *Pasifika Curriculum*
- *An initial accreditation visit/assessment took place in May 2023, but the application was withdrawn and rescheduled for November 28, 2023, with an aspiration to commence the degrees in 2024. Indications are that the accreditation visits/assessments are now further delayed until March or April 2024.*
  - *Please provide copies of all correspondence relating to the applications for accreditation and subsequent withdrawal and scheduling of same*
  - *Please provide copies of relevant correspondence and summary of the reasons for the non-accreditation and withdrawal of the initial accreditation application*
  - *Please provide copies of relevant correspondence and summary of the reasons for the rescheduling of the 28 November accreditation assessment meetings*

### Response

Please refer to NZQA's response as follows:

Question	Response
How many providers are accredited to provide the CAP Program (Competency Assessment Program for Registered Nurses)?	This information is publicly available via the New Zealand <a href="#">Nursing Council website</a> . The list can be accessed in the downloads section, titled 'Competence assessment programmes', which includes both public and private providers.
Please provide copies of all correspondence relating to the applications for accreditation and subsequent withdrawal and scheduling of same	<p>NZQA has recently proactively released, on <a href="#">our website</a>, our response to another Official Information Act request (OC00297) which relates to the Bachelor of Nursing programmes. This response includes documents relevant to your request. Therefore, these documents have not been included in this response and this part of the request has been refused in accordance with section 18(d) of the OIA as this information is already publicly available.</p> <p>Please see the table below for the correspondence relevant to your request which has not already been made publicly available. These have been collated according to the type of document and/or stage of the approval and accreditation process.</p> <p>Te Pūkenga have not withdrawn their applications for the three Bachelor of Nursing programmes. Therefore, in accordance with section 18(e) of the OIA, we are not able to provide copies of correspondence relating to the withdrawal of the applications as this information does not exist.</p>
Please provide copies of relevant correspondence and summary of the reasons for the non-accreditation and withdrawal of the initial accreditation application	<p>NZQA refuses this part of the request in accordance with section 18(e) of the OIA because this information does not exist as these applications have not been refused nor withdrawn. These applications are currently awaiting a degree panel; therefore, these are still a work in progress.</p> <p>Please see the table below for the relevant correspondence regarding the accreditation applications.</p>
Please provide copies of relevant correspondence and summary of the reasons for the rescheduling of the 28 November accreditation assessment meetings	<p>Please see the "FW_Te Pūkenga Nursing Programme panel update" attachment for the reason given by Te Pūkenga for rescheduling the 28 November meeting.</p> <p>As a result of consultation, Te Pūkenga have requested the inclusion of the following statement:  <i>"Te Pūkenga has the plans and designs for the structures and frameworks to support the national delivery of unified programmes including the unified Bachelor of Nursing programme. However, while each legacy provider had these structures in place to support local delivery, the national frameworks had not</i></p>

yet been put in place at the time of the proposed NZQA nursing panels.”

I attach copies of the following information covered by your request:

Attachment	Title	Page/s	Withheld
<b>1. RFI and response</b>	2.4c Whiria Te Ako Learning & Teaching Framework	1-35	
	5.1f Academic Integrity Policy draft	36-69	
	AC 5.4 Te Matarau Whanui FINALDRAFT TPA 151222	70-91	
	AC 5.4 Te Ohu Whakahaere Rangahau, Research and Postgraduate TOR	92-95	
<b>2. Emails pre submission matters</b>	FW_NZQA panel member for the BN Pacific Programme	1-2	Some information withheld under section 9(2)(a).
	FW_Panellists	3	Some information withheld as out of scope.  Some information withheld under section 9(2)(a).
	Fwd_Nursing Panel Nominees	4-5	Some information withheld under section 9(2)(a).
	Nursing panel	6	
	RE_GPOs – Nursing programmes	7-10	Cell phone number withheld under section 9(2)(a).
<b>3. Emails re evaluation and post RFI response</b>	Bachelor of Nursing (0)	1	Cell phone number withheld under section 9(2)(a)
	Bachelor of Nursing (1)	2	Cell phone number withheld under section 9(2)(a)
	BN and BN Pacific initial RFI evaluation	3	Cell phone number withheld under section 9(2)(a)
	BN Suite – bullet points re RFI response	4	Cell phone number withheld under section 9(2)(a)
	BN Suite	5	Cell phone number withheld under section 9(2)(a)
	BNurs suite - consistency	6-7	Page 6 withheld under section 9(2)(b)(ii)
	C57801_ C57811_ C57812 - Bachelor of Nursing suite evaluation of response	8	Cell phone number withheld under section 9(2)(a)
		9	Cell phone number withheld under section 9(2)(a)
	FW_ Further thoughts - Te Pukenga nursing degrees	10	
	FW_ minor tweaks	11-12	Cell phone numbers withheld under section 9(2)(a)
	minor tweaks	13	Cell phone number withheld under section 9(2)(a)
	Prelim evaluation for the BN suite	14	Cell phone number withheld under section 9(2)(a)

	RE_ BNP and BN RFI analysis	15-16	Cell phone number withheld under section 9(2)(a)
	RE_ BNurs suite - consistency	17-18	Pages 17-18 withheld under section 9(2)(b)(ii)
	RE_ Nursing Course descriptors reference correction	19-20	Cell phone number withheld under section 9(2)(a)
	RE_ Prelim evaluation for the BN suite	21-23	Cell phone number withheld under section 9(2)(a)
	RE_ Te Pūkenga nursing degrees	24-25	Cell phone numbers withheld under section 9(2)(a).  Some information withheld under section 9(2)(b)(ii).
	Statement re BN suite and the decision to go to panel in November 2023	26	Cell phone number withheld under section 9(2)(a)
	Untitled	27	Cell phone number withheld under section 9(2)(a)
<b>4. Emails post RFI Response</b>	Accepted Te Pūkenga NZQA hui re Nursing Degrees next steps	1	
	Further thoughts - Te Pūkenga nursing degrees	2	
	FW Further thoughts - Te Pūkenga nursing degrees	3	
	FW NZAQ panellist for new Te Pūkenga BNP curriculum	4-9	Some information withheld under section 9(2)(a)
	Qualification approval nursing	10	Cell phone number withheld under section 9(2)(a)
	re Nursing degrees	11	Cell phone number withheld under section 9(2)(a)
	RE Te Pūkenga Nursing Degree panels	12-13	Some information withheld under section 9(2)(a).
	RE Te Pūkenga hui with NZQA	14-16	Cell phone number withheld under section 9(2)(a)
	Te Pūkenga Nursing degree applications	17	Cell phone number withheld under section 9(2)(a)
	Te Pūkenga nursing degrees	18	Cell phone number withheld under section 9(2)(a)
	<b>5. Agenda emails</b>	FW_NCNZ-NZQA accreditation	1-3
FW_Nursing degree panel – Quick update		4-8	Cell phone numbers withheld under section 9(2)(a)  Some information withheld under section 9(2)(b)(ii)
RE_BN Draft Panel Agenda		9-13	Cell phone number withheld under section 9(2)(a)
Re_Nursing Programmes Submitted to NZQA		14-15	Cell phone numbers withheld under section 9(2)(a)
RE_R Te P chairs meeting		16-17	Cell phone number withheld under section 9(2)(a)
<b>6. Agenda</b>	Draft panel agenda time frames BNurs suite	1	

	NCNZ NZQA Panel Agenda Outline May 2023 (002) - exemplar	2-3	
	NCNZ NZQA Panel Agenda Preliminary draft 1	4-5	
	NCNZ NZQA Panel Agenda Preliminary draft suggestions for chairing sessions	6-7	
	NCNZ NZQA Panel Agenda Preliminary draft to Te Pūkenga	8-9	
	NCNZ NZQA Panel Agenda Preliminary draft	10-11	
	NZQA Panel Agenda Outline May 2023 revised	12-13	
	Panel Composition Te Pūkenga Nursing Suite edited	14-15	Some information withheld under section 9(2)(a).
	Panel Composition Te Pūkenga Nursing Suite	16-17	Some information withheld under section 9(2)(a).
<b>7. Approvals</b>	FW_ BNP and BN RFI analysis	1-2	Cell phone number withheld under section 9(2)(a)
	FW_ Further thoughts - Te Pūkenga nursing degrees	3	
	FW_ Letter regarding Nursing and Social Work panels	4-5	Cell phone number withheld under section 9(2)(a).
	FW_ Nursing degree panel - Quick update	6-10	Some information on page 6 withheld under section 9(2)(b)(ii).  Cell phone number withheld under section 9(2)(a).
	minor tweaks	11	Cell phone number withheld under section 9(2)(a).
	RE_ Nursing degree panel - Quick update	12-17	Cell phone number withheld under section 9(2)(a).
	Re_ Nursing Panel Nominees	18-19	
	RE_ Panel agenda	20-23	Cell phone numbers withheld under section 9(2)(a).
	RE_ Review of docs	24	Some information withheld as out of scope.
<b>8. FW_Te Pūkenga Nursing Programme panel update</b>	FW_Te Pūkenga Nursing Programme panel update	1-2	Some information withheld under section 9(2)(a)

The following documents have been withheld by NZQA:

- Te Pūkenga's programme approval and accreditation application documents,
- NZQA's preliminary evaluation of Te Pūkenga's programme approval and accreditation applications,
- NZQA's request to Te Pūkenga for further information (RFI),
- Te Pūkenga's response to RFI, and
- NZQA's evaluation of Te Pūkenga's response to RFI.

These documents contain NZQA's evaluation and feedback to Te Pūkenga, which focus on programme structure, delivery, consultation, assessment, resources, research capacity, and programme review.

It has been determined by NZQA that making this information available would be likely to unreasonably prejudice the commercial position of Te Pūkenga, and therefore this information has been withheld under section 9(2)(b)(ii) of the OIA.

Additionally, to protect privacy, some names and contact details (as noted in the above table) have been withheld under section 9(2)(a) of the OIA due to an abundance of caution as NZQA has not been able to consult with all these parties. The personal cell phone numbers of NZQA and other public service staff have also been withheld for privacy reasons under section 9(2)(a) of the OIA.

As part of the commitment to open and transparent government, NZQA is proactively releasing responses to Official Information Act requests that are of public interest. NZQA intends to publish its response to this request on its website as part of its next quarterly release of documents. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email [elizabeth.templeton@nzqa.govt.nz](mailto:elizabeth.templeton@nzqa.govt.nz) or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at [www.ombudsman.parliament.nz](http://www.ombudsman.parliament.nz). You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum  
Pouwhakahaere/Chief Executive

# **Whiria Te Ako**

## **Learning & Teaching Framework**

**May 2023**



**Te Pūkenga**





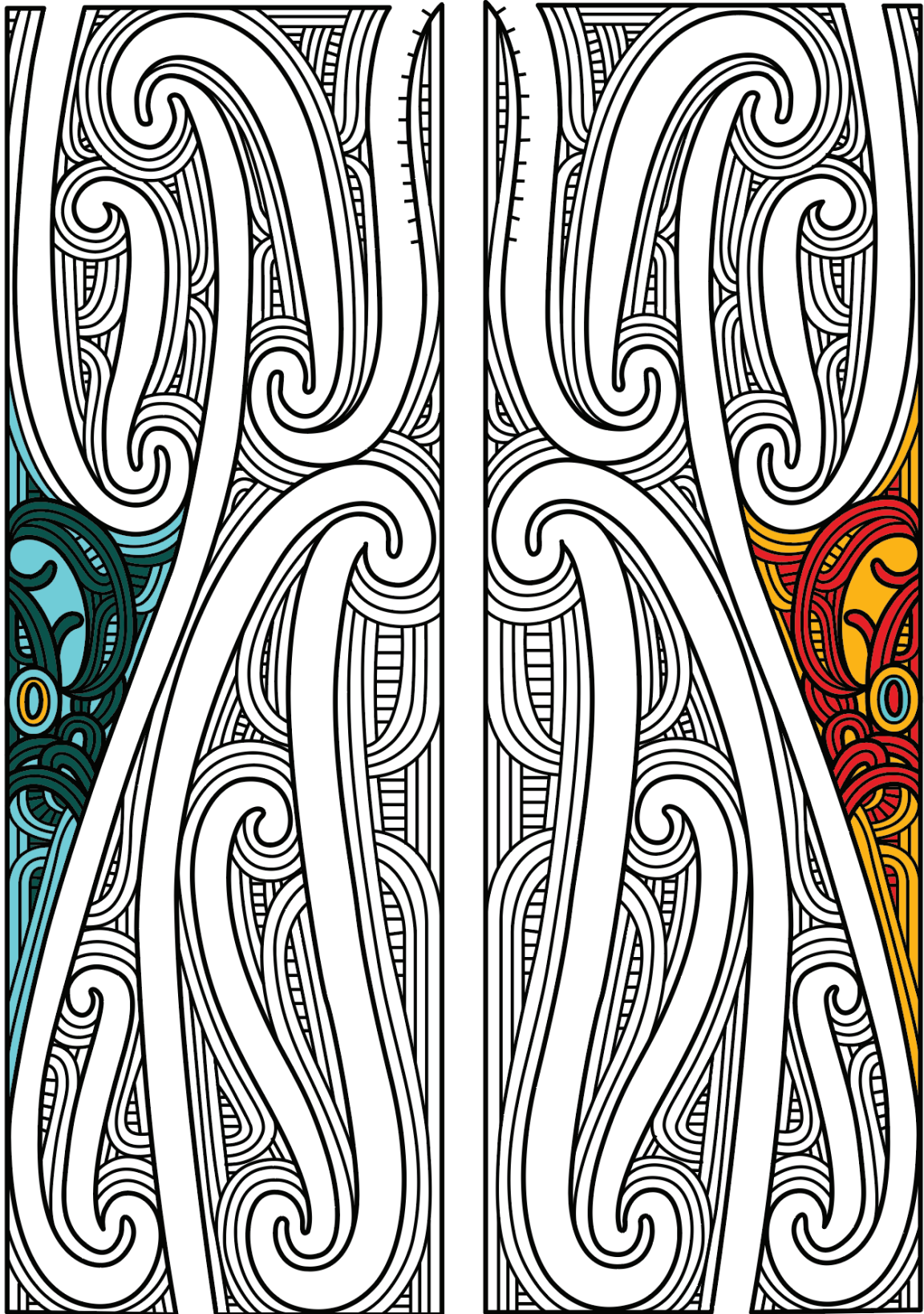
# 1 Ngā Ūpoko | Contents

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# **He Kupu Whakataki | Introduction**

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He Ara Mātauranga – Te Kuiti Stewart, 2023

## 2 He Kupu Whakataki | Introduction

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Whiria Te Ako was developed through a human-centred, iterative design process. We adopted this approach to involve a wide variety of people in the design process to ensure that Whiria Te Ako is intuitive, user-friendly, and effective for the people who will use it.

Whiria Te Ako is the integration of Whiria Te Pūkenga (Mātauranga Māori Framework) and the Ako (Learning & Teaching) Framework and describes a Tangata centred approach to Learning & Teaching that is driven by organisational values and underpinned by an Ao Māori worldview.

Whiria Te Ako informs all aspects and modes of learning and teaching undertaken by Te Pūkenga.

# **Tō Tātou Pūtake | Our Purpose**

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## 3 Tō Tātou Pūtake | Our Purpose

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The purpose of Te Pūkenga is to provide excellent quality educational opportunities that support ākonga, employers and communities to gain the skills, knowledge, and capabilities that Aotearoa New Zealand needs now and for the future. Ākonga and their whānau are at the centre of all that we do. Whiria Te Ako is the name for the Ako | Learning & Teaching Framework of Te Pūkenga. This denotes a transformative approach to ako, where Mātauranga Māori is enabled and informs and provides context to all parts of learning and teaching in accordance with the proverbial phrase:

### **Whiria ngā ara ki te tōnuitanga | Weaving pathways to success**

Whiria Te Ako is founded upon both traditional and contemporary understanding of the thematical genealogy of existence, the reciprocal relationships between Atua, Tūpuna and Taiao, the balance of Tapu and Noa and maintenance of Mana. Whiria Te Ako considers 3 key tenets as embodiments of the above, in its approach to learning and teaching, that being:

- Tangata (People) centred
- Ngā Uara (Values) driven
- Te Ao Māori worldview

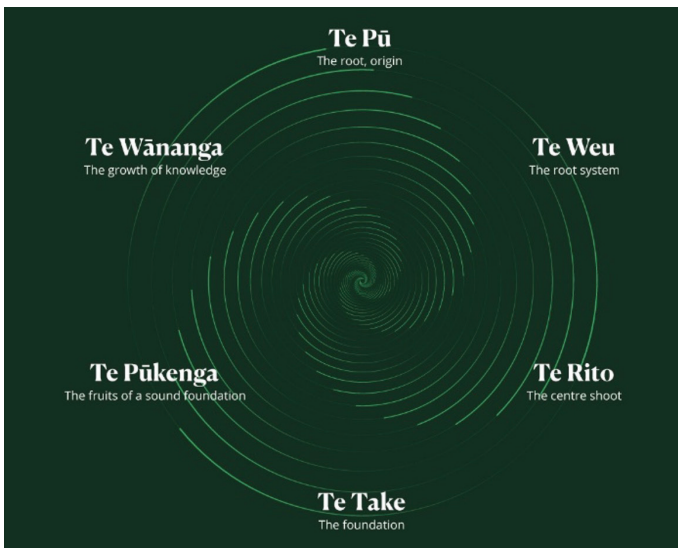
The three tenets portray Te Aho Kura, a fundamentally Māori understanding of existence, which is a body of knowledge originating from Māori ancestors, and includes ao Māori worldview, values, beliefs and perspectives, Māori creativity and cultural practices.

**Te Aho Kura |  
The Whakapapa  
of our Existence**

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## 4 Te Aho Kura | The Whakapapa of our Existence

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The following structure is a derivative of Te Aho Kura karakia that speaks to the origins of knowledge and its wider benefits. Versions of this karakia are common throughout Aotearoa New Zealand and this structure could be described as universal Māori philosophy pertaining to knowledge, learning, teaching, academic achievement, and vocational attainment. It is important to note that this framework can be applied to many different situations and shaped to fit a variety of circumstances.

The idea of Te Aho Kura is built around the two words 'Aho' and 'Kura'.

Aho in this context means a line of descent similar to whakapapa (genealogy). It is the notion of following a natural and logical pathway from one idea, event, or process to the next. Therefore, the framework is the Aho where one stage is followed sequentially by the next. Aho is often used as a structure or framework within Māori society, for example Te Aho Matua (education), Te Aho Tapu (weaving), Te Aho Taua (martial arts).

The word Kura can be associated with knowledge, treasures, sacred law and even philosophy. The combination of these words can be loosely translated as a theoretical educational framework. Te Aho Kura provides a Te Ao Māori Worldview that underpins a Tangata centred approach to Ako and informs Ngā Uara driven protocol of behaviour.

A thriving pā harakeke or network requires the practice of continuous quality improvement. Our cycle of reflective practice ensures throughout our whole journey, we are taking an approach to learn and achieve together, holding a mirror to ourselves to ensure we are striving to improve.

The journey of the individual in education is indeed a lifelong expedition of discovery and enlightenment. Te Aho Kura is described as the genealogy of all that exists. Literally it speaks to the growth of a plant. Metaphorically, it speaks to the growth of knowledge, all of which begin at Te Pū, the intuition, Te Weu, the rootlets/the cognition, Te Rito, the centreshoot/ the illumination, Te Take, the base/the rationalisation, Te Pūkenga, the manifestation, the inspiration behind the name of our institution, and Te Wānanga, the reflection of enlightenment.



**Te Aho Kura |  
Within Whiria  
Te Ako**

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## 5 Te Aho Kura within Whiria Te Ako

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The following outlines how the 6 stages of growth within Te Aho Kura underpin Whiria Te Ako:

### Te Pū | Preparation

Te Pū means the origin, source and even the centre. This is the beginning of any undertaking or belief system, and all other stages flow from this source. This stage involves soil preparation to promote and protect biodiversity that will boost ecosystem productivity. Te Pū uses research and insights to drive outcomes and performance measures.

**Te Pū in Whiria Te Ako is depicted by Ihi, Wehi, Wana, Mana, Tapu, Mauri.**

### Te Weu | Planting

Te Weu are the lateral roots or the small branches that form the main root. These help the plant absorb water and minerals. Like these roots, Te Weu spread out beneath the soil growing larger and stronger as they take on more minerals. This stage is about foundation setting to ensure strong growth; ensuring every important element is in place to promote a healthy ecosystem.

**Te Weu in Whiria Te Ako is depicted by Ngā Uara.**

### Te Rito | Nurture

Te Rito is the centre shoot of a plant. This stage is all about relationship building and collaboration; understanding the needs of the rito (learners) and their whānau to enable them to grow. Te Rito sets our strategy and direction so the whole network is clear.

**Te Rito in Whiria Te Ako is depicted by Tangata.**

### Te Take | Growth

This is the base, the stump, the plan, even the foundation. This is the phase where the plant becomes self-reliant and builds a foundation upon which it can stand on its own. This stage ensures we develop necessary support and systems to the rito and growth enablers to encourage the plants to thrive and flourish. Operational planning is developed from strategy.

**Te Take in Whiria Te Ako is depicted by Te Pae Tawhiti, Te Rito, and Te Pūkenga Strategic Frameworks/Actions Plans.**

## Te Pūkenga | Harvest

Te Pūkenga means skilled, expert and specialist. However, in the context of this framework it means the fruits of a sound foundation. All the elements of Te Pū, Te Weu, Te Rito and Te Take feed into the development of an individual who becomes a pūkenga. This stage is about ensuring robust systems are in place to sustain continuous growth and excellence throughout our network response, actioning the operational and learning and teaching plans.

**Te Pūkenga in Whiria Te Ako is depicted by the Kanoi and Whītau within He Ara Mātauranga image.**

## Te Wānanga | Reflection

Wānanga has many meanings, including wise person, knowledge, discuss, debate and even institution. This can be interpreted as the height of the process, or the desired outcome, to get to a stage where it becomes a wānanga. Having individuals or groups come through a process where they are experts in their field and feed back into the ongoing growth of knowledge and understanding is essential. To ensure continuous growth, this same knowledge and understanding can also at times, feed back into the beginning of another undertaking (Te Pū).

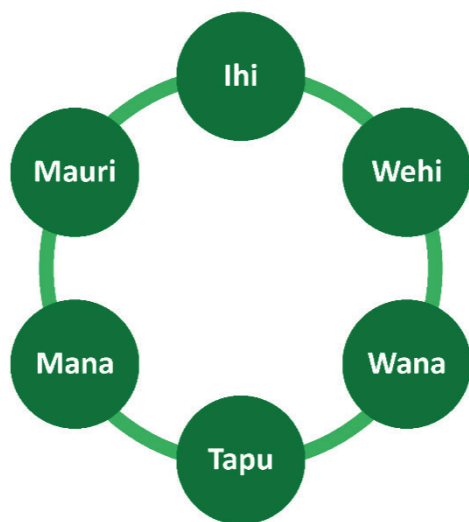
**Te Wānanga in Whiria Te Ako is depicted by Te Aho Tāhuhu ā-Motu/ā-Rohe.**

**Te Pū – Ngā  
Āhuatanga |  
Tangible &  
Intangible  
Characteristics  
of Tangata**

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## 6 Te Pū – Ngā Āhukatanga | Tangible & Intangible Characteristics of Tangata

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Ngā Āhukatanga acknowledge an inherent connection to Qualities – Knowledge, Skills, Attributes, Values, Behaviours, Characteristics that are inherited through genealogical descent from Tūpuna (both human and divine). Hence, the origin of Ngā Āhukatanga is directly sourced from Te Orokohanga (the creation of the Universe) in accordance with Māori worldview.

These Āhukatanga are embedded and permeate within every aspect of Te Ao Māori – including Ngā Uara, Mātauranga, and Tangata:

### Tapu

The literal meaning is sacred, prohibited, restricted, set apart, forbidden. Tapu also refers to an individual's unique qualities that are inherent, developed individually and/or inherited.

### Ihi

The literal meaning is essential force, excitement, thrill, power, charm, personal magnetism. The Innate essential energy of a person that is sensory induced, ignited by what is seen, heard, felt.

### Wehi

The literal meaning is a response of awe in reaction to Ihi. Wehi is an emotional reaction that acknowledges Ihi of someone or something else.

### Wana

The literal meaning is to be excited, thrilled, inspired, stimulated, moved, roused. Wana is the impact of Wehi on people and/or the environment around us and their people's response to Wehi. It is the collection of energy that unites and connects people to each other, to the environment, and to Kaupapa.

## Mana

The literal meaning is Integrity, prestige, respect, status. Mana can be inextricably connected with Tapu as one affects the other. The attributes of mana can be inherited (based on whakapapa), and tapu is significant within that inheritance (for example, the esteem given to a person's ancestors). However, the significance of the Mana of an Individual or Group (Whānau, Hapū, Iwi, Hāpori) may be impacted by the demonstration of Mana through Ihi and Wehi and the level of reciprocal response of others to this demonstration (Wana). Therefore, the impact on Mana can be positive or negative depending on the quality of reciprocation of Wana to the individual and/or group.

## Mauri

The literal meaning is life principle, life force, vital essence, special nature, a material symbol of a life principle, source of emotions - the essential quality and vitality of a living being, organism or entity. Also used for a physical object, individual, ecosystem or social group in which this essence is located. Ihi, Wehi, Wana, Tapu & Mana can all be encapsulated within Mauri, and each of these characteristics can also have their own Mauri.

# **Te Weu – Ō Mātou Uaratanga | Our Values**

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## 7 Te Weu – Ō Mātou Uaratanga | Our Values

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Our values are a continuum of the analogy described in Te Aho Kura. Te Aho Kura is, in a sense, vertical, and as things grow upwards, knowledge is passed down. However, lateral to Pūkenga, is its counterpart Pūmanawa.

The late Dr Te Wharehuia Milroy described the difference between the two. Pūkenga is the skills attained, and Pūmanawa is the development of one's natural talents. Our institutional values stem from that philosophy.

### **Manawa nui | Respect**

Manawa nui describes how a person or group embodies manaakitanga, humility, patience, respect, tolerance, and compassion.

### **Manawa roa | Resilience**

Manawa roa describes how a person or group embodies resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.

### **Manawa ora | Vitality**

Manawa ora describes how a person or group embodies wellbeing, livelihood, and how they breathe life into all aspects of another life form.



**He Ara  
Mātauranga  
| A Learning  
Journey**

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## 8 He Ara Mātauranga | A Learning Journey

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Multiple learning pathways are represented in the pūhoro image above.

**The educational opportunities provided by Te Pūkenga means learning & teaching is accessible and responsive. The pathway of the learner is reflective of stages of Te Aho Kura, in the sense that learning is a lifelong journey, along multiple pathways of enlightenment.**

In traditional times, Māori successfully navigated vast ocean crossings, from island to island, relying on their deep understanding of the skies, the stars, wind, and sea currents that had been shared over generations through further voyaging, waiata (song), karakia (incantations), mahi toi (arts and crafts) and pūrākau (stories). Provisions were replenished at various moorings along the journey. This created opportunities to learn about their new surroundings, revisit ancient routes and create new connections and knowledge, which empowered the navigators, enabled new journeys and increased enlightenment.

These kōrero tuku iho (oral traditions) have inspired the learning journey and experience at Te Pūkenga through Whiria Te Ako.

An ākongā, having successfully navigated their learning journey to this point, finds safe mooring at one of many ports of learning and teaching that Te Pūkenga provides. Kaitiaki offer spiritual and physical safety during the sojourn and are represented in the image above as manaia on either side of the pūhoro.

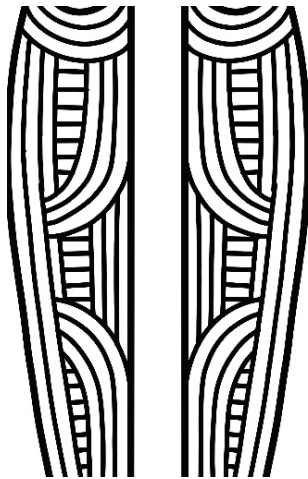
**Te Aho Tāhuhu  
ā-Motu |  
National  
Guidelines  
to Learning &  
Teaching**

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## 9 Te Aho Tāhuhu ā-Motu | National Guidelines to Learning & Teaching

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At Te Pūkenga, Te Aho Tāhuhu ā-Motu | National Guidelines to Learning & Teaching, are considered in the concept of taura (rope) that connects Te Waka Mātauranga, the figurative canoe that transports ākonga, their whānau and communities on the journey of lifelong learning to Te Tumu o Whiria Te Ako, the mooring post that grounds learning and teaching.



Te Aho Tāhuhu ā-Motu is represented in the haehae and pākati lines that fill the design.



Te Tumu o Whiria Te Ako  
– the mooring post

### Ngā Kanoi | The Twisted Strands

Kanoi are the strands of stripped whītau harakeke (flax fibre) that have undergone the miro process of preparation (twirling of flax fibre), ready for weaving or dyeing.

Each of the 6 Kanoi are braided together in the weaving of Te Aho Tāhuhu ā-Motu.

## Ngā Kanoi e 6 o te Ako | The 6 Strands of Learning & Teaching

Each kanoi represents the principal elements of learning & teaching in vocational education and training. They are represented in the 6 ngutu kākā kōwhaiwhai patterns in the image.



Ngutu Kākā

The 6 kanoi are:

1. Te Anga Marautanga Ako | Curriculum & Assessment
2. Te Kawenga Ako | Facilitation
3. Te Hāpai Ako | Capability
4. Te Taiao Ako | Environment
5. Te Kounga o te Ako | Quality
6. Te Rangahau me Te Hurahura | Rangahau & Research

## Ngā Whītau | The Flax Fibre

Whītau refer to the inner fibres of harakeke that are twisted into kanoi through the miro process, prior to the weaving of a garment or accessory. They are represented in the 4 mangopare kōwhaiwhai designs in the image.



Mangopare

## Ngā Whītau e 4 o te Ako | The 4 Threads of Intentional Learning & Teaching

These 4 whītau are intertwined into each of the 6 kanoi and embeds the tangata (people) centred approach into the fabric of learning at teaching at Te Pūkenga.

Whilst we have previously referred to these as being essential elements of learning and teaching to be woven across the 6 strands of learning and teaching, each of the 4 statements offered below, now describe the intent behind Whiria Te Ako.

**Relationships: Kia whai mana** - Let partnerships be built with honesty and integrity.

**Authentic: Kia whai take** - Let engagement be meaningful.

**Responsive: Kia whai hua** - Let practice be responsive to need.

**Skills: Kia whai pūkenga** - Let skills be enhanced.

Te Aho Tāhuhu provides a guide on the fundamentals of a Tangata centred, Ngā Uara driven Ako practice which is underpinned by Te Aho Kura. The following descriptors outline the purpose of Te Aho Tāhuhu:

## Te Aho Tāhuhu ā-Motu | National Guidelines to Learning & Teaching

Te Aho Tāhuhu ā-Motu provides guidance as to the fundamental knowledge, skills, attributes, etiquettes, processes, and procedures that all Ako at Te Pūkenga will demonstrate. These fundamentals are promises that all ākongā, their whānau, Te Tiriti partners, communities, and employers can hold us accountable to.

## Te Aho Tāhuhu ā-Rohe | Regionally Responsive/Locally Relevant

Te Aho Tāhuhu ā-Rohe acknowledges the regional and local nuances to knowledge, skills, attributes, etiquettes, processes, and procedures that require specific responses. Te Aho Tāhuhu ā-Rohe provides exemplars and resources that can be adjusted to reflect this.

## Kia Whai Pūkenga - Let skills be enhanced | Future skills / Human skills

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>Curricula and assessment will embrace innovation and opportunity to prepare ākonga to:</p> <ul style="list-style-type: none"> <li>• succeed in a world beyond what we know with certainty today</li> <li>• thrive in local and global contexts</li> </ul> <p>Curricula will equip ākonga to work sustainably, recognising the relationship of tangata with taiao.</p> <p>Curricula will encourage inter-disciplinary connections.</p> <p>Curricula will reflect:</p> <ul style="list-style-type: none"> <li>• the context of discipline and level</li> <li>• the needs of all ākonga, including ākonga Māori, Pacific learners, and disabled learners</li> <li>• industry and professional knowledge and practice</li> <li>• literacy demands</li> <li>• rangahau, research, and good practice</li> <li>• Te Ao Māori ways of being, knowing, and doing</li> </ul>	<p>We will commit to a culture of continuous improvement and organisational learning, in which we:</p> <ul style="list-style-type: none"> <li>• are guided by Ngā Uara, which places people at the centre of activity</li> <li>• share our experience and expertise across the organisation and with stakeholders to achieve good practice</li> <li>• partner with industry, recognise sectoral demands, and adopt good industry practice</li> <li>• engage in continuous reflective practice to support measurable, sustainable improvement</li> <li>• adapt to the future of learning</li> <li>• We will empower kaimahi and kaiako with academic freedom to collaborate on and engage in matters relating to quality.</li> </ul>	<p>Facilitation of learning will be inclusive, recognising all individuals, allowing ākonga Māori to learn as Māori, Pacific learners to learn as Pacific peoples, and disabled learners to engage fully.</p> <p>We will foster opportunities for ongoing development of lifelong learning skills including:</p> <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• mana motuhake ā-ākonga, ā-kaiako (agency)</li> <li>• collaboration</li> <li>• study skills</li> <li>• creative thinking</li> <li>• communication</li> <li>• resilience</li> <li>• cultural and environmental awareness.</li> </ul> <p>Facilitation of learning will be informed by rangahau, research, reflection, and professional development.</p>	<p>We will empower and support kaiako through the application of Ngā Uara to map skill development and progression pathways. We will support kaiako to identify:</p> <ul style="list-style-type: none"> <li>• existing capabilities relating to ako (detailed capability framework TBC)</li> <li>• capabilities required for diverse learner contexts (e.g. work-based, online, hybrid)</li> <li>• capabilities required for personalised and team development to best meet the needs of ākonga, industry, Te Tiriti Partners, disabled communities, and Pacific communities</li> <li>• opportunities for tuakana-teina support, which would include ongoing training and development</li> </ul>	<p>We will commit to being future focussed, sustainable, and innovative, exploring emerging technologies and practices.</p> <p>We will partner with employers, industry, and professional bodies to understand and support future skill demands, technologies, and ways of working.</p> <p>We will invest in and develop the digital and data literacies (skills and capabilities) of our ākonga and kaiako. We will foster a willingness to adapt to new practices.</p> <p>Our infrastructure and technologies will enable and support good learning and teaching practices.</p> <p>Our information systems and services will support and foster rangahau and research practices, and vice versa.</p> <p>We will prepare all our people to work safely, and with respect, in an increasingly digitised world.</p>	<p>Rangahau and research will have a positive impact for ākonga, their whānau, hapu, iwi and their communities.</p> <p>Rangahau and research will provide continuous intergenerational development for ākonga, their whānau, and their communities.</p> <p>We will support transformational rangahau and research that foster critical, creative curiosity that benefits our ākonga, our communities, and our environment.</p> <p>Rangahau and research will be placed within a global context. It will be:</p> <ul style="list-style-type: none"> <li>• responsive to the international environment</li> <li>• aligned with sustainable development goals (i.e. the UN's SDGs)</li> </ul> <p>Rangahau and research will include collaboration with industry on future technology, process improvements, and advances in theory.</p> <p>We will recognise and value rangahau and Pacific research methodologies.</p>

Kia Whai Pūkenga - Let skills be enhanced | Future skills / Human skills

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>Curricula and assessment will meaningfully embody Mātauranga Māori approaches.</p> <p>Curricula and assessment will apply current well-being and safety principles and practices.</p>		<p>Facilitation of learning will involve positive interactions working alongside ākonga, whānau, iwi, hapu, community organisations, secondary schools, and employers. They are valued and supported through different learning locations, including workplaces, communities, and marae.</p> <p>Our learning experiences will value Mātauranga Māori, Pacific, and disability pedagogies.</p> <p>Facilitation of learning will accommodate the aspirations and needs of Te Tiriti Partners.</p> <p>We will encourage learning experiences that provide inter-disciplinary connections.</p> <p>All kaimahi will role model good practice.</p>	<ul style="list-style-type: none"> <li>opportunities for kaiako to work towards relevant qualifications and/or assessment standards that support ako (e.g. a Level 5 Tertiary Teaching qualification).</li> </ul> <p>We will support kaiako to engage with stakeholders to capture, reflect, and support their needs, alongside the needs of ākonga.</p> <p>We will support teams of kaiako to show evidence of continuous improvement.</p>	<p>We will commit to prioritising the continual provision of Te Ao Māori approaches to creating culturally inclusive learning environments.</p>	<p>Rangahau and research will have a positive impact for ākonga, their whānau, hapu, iwi and their communities.</p> <p>Rangahau and research will provide continuous intergenerational development for ākonga, their whānau, and their communities.</p> <p>We will support transformational rangahau and research that foster critical, creative curiosity that benefits our ākonga, our communities, and our environment.</p> <p>Rangahau and research will be placed within a global context</p> <ul style="list-style-type: none"> <li>responsive to the international environment</li> <li>aligned with sustainable development goals (i.e. the UN's SDGs)</li> </ul> <p>Rangahau and research will include collaboration with industry on future technology, process improvements, and advances in theory.</p> <p>We will recognise and value rangahau and Pacific research methodologies.</p>



Kia Whai Pūkenga - Let skills be enhanced | Future skills / Human skills

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>Curricula and assessment will apply current well-being and safety principles and practices.</p>		<p>They are valued and supported through different learning locations, including workplaces, communities, and marae.</p> <p>Our learning experiences will value Mātauranga Māori, Pacific, and disability pedagogies.</p> <p>Facilitation of learning will accommodate the aspirations and needs of Te Tiriti Partners.</p> <p>We will encourage learning experiences that provide inter-disciplinary connections.</p> <p>All kaimahi will role model good practice.</p>	<p>We will support kaiako to engage with stakeholders to capture, reflect, and support their needs, alongside the needs of ākonga.</p> <p>We will support teams of kaiako to show evidence of continuous improvement.</p> <p>Individual and team development goals will:</p> <ul style="list-style-type: none"> <li>• be specific, measurable, achievable, relevant, and time-bound (SMART)</li> <li>• meet the needs of all ākonga – including Māori, Pacific, and disabled people</li> </ul> <p>Our assessors and moderators must have relevant assessment standards, knowledge, skills, and expertise.</p>	<p>We will prepare all our people to work safely, and with respect, in an increasingly digitised world.</p> <p>We will commit to prioritising the continual provision of Te Ao Māori approaches to creating culturally inclusive learning environments.</p>	

Kia Whai Hua - Let practice be responsive to need | Accessible / Responsive / Flexible

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>We will design curricula to enable ākonga to access learning experiences in a mix of modes, including work-based delivery.</p> <p>We will foster individual ākonga pathways through diverse approaches to learning and assessment.</p> <p>Curricula and assessment, being aligned to UDL principles, will be responsive and equitably accessible to ākonga and employers.</p> <p>Curricula will be flexible and able to adapt to changing industry and/or stakeholder needs.</p> <p>We will design curricula to enable contextualisation, in content and assessment approaches, to allow for variation (e.g. geographical, cultural, research strengths, employment, and demographic variations), whilst ensuring consistency of outcome.</p> <p>We will ensure high-quality, timely feedback is accessible to ākonga to support their learning and future development.</p> <p>We will embed literacy and numeracy in curricula as appropriate.</p>	<p>We will acknowledge and dismantle any inequalities within our policies, practices, and systems.</p> <p>Decision making will be Ngā Uara-based, evidence-informed, and inclusive of ākonga and kaimahi Māori, Pacific learners and staff, and disabled learners and staff.</p> <p>Our quality systems will be accessible and transparent.</p> <p>Our quality assurance practices (Te Arotake) will be robust, focused on continuous improvement, and driven by ākonga success and wellbeing. They will include:</p> <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Programme assurance</li> <li>• Moderation</li> <li>• Stakeholder voice</li> </ul> <p>We will communicate information about accessibility requirements of a programme in full to ākonga before they start.</p>	<p>Ākonga will have opportunities to plan and embark on individual learning pathways that reflect their experiences (including RPKS (Recognition of Prior Knowledge and Skills)), learning needs, circumstances, and aspirations.</p> <p>Individual learning pathway decisions will be made as the result of kōrero with ākonga, kaiako, whānau, communities, and employers as appropriate.</p> <p>Curriculum delivery and assessment plans will be appropriately responsive to the needs of ākonga, Te Tiriti Partners, employers, whanau, and associated communities.</p> <p>Ākonga will be able to access a variety of delivery modes, as appropriate to their learning pathway.</p> <p>Ākonga will participate in an integrated network. All support/facility/IT resources will be available to any ākonga anywhere in the motu, regardless of their 'home' rohe or mode of learning.</p>	<p>With support from capability experts, our kaiako will learn and develop through an appropriate mix of, but not limited to:</p> <ul style="list-style-type: none"> <li>• ākonga voice/ feedback</li> <li>• communities of practice</li> <li>• eLearning modules</li> <li>• employer interactions</li> <li>• in-house training</li> <li>• kaiako voice/ peer feedback</li> <li>• micro-credentials and/or courses</li> <li>• 'on-job' support for ako</li> <li>• qualifications/ programmes</li> <li>• rangahau and research</li> <li>• reflections</li> <li>• tuakana-teina relationships</li> <li>• wānanga</li> <li>• workshops.</li> </ul>	<p>Our learning environments, services, and experiences will enable equity of access, participation, and outcomes for ākonga, employers, and communities.</p> <p>Our learning environments will provide ākonga with the flexibility to access a range of integrated, seamless, and purposeful learning pathways, delivery modes, and locations.</p> <p>Our learning environments will allow for adaptive, personalised learning experiences throughout the learner journey.</p> <p>Our learning environments will support all ākonga, including those with disabilities, by:</p> <ul style="list-style-type: none"> <li>• being accessible, positive, and safe</li> <li>• applying UDL principles</li> <li>• using inclusive digital technologies</li> </ul>	<p>Rangahau and research will be transferable and useful beyond its initial context due to a changing world.</p> <p>Rangahau and research will be practice-led, outcomes-based, and engaged with real-world problems and questions that come from industry, Te Tiriti Partners, Pacific communities, disability communities, support networks, and wider communities.</p> <p>Rangahau and research processes will be transparent and open, subject to:</p> <ul style="list-style-type: none"> <li>• ethical and privacy considerations</li> <li>• collective ownership considerations, e.g. indigenous knowledge (specifically, iwi and hapū, as owners of their mātauranga, reserve the right to determine access)</li> <li>• commercial and/or industrial sensitivity</li> </ul>

Kia Whai Hua - Let practice be responsive to need | Accessible / Responsive / Flexible

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
			<p>All kaiako will have access to a wide range of peer-reviewed and rangahau, and research-informed learning and teaching good practice tools, activities, and resources aligned to the Capability Framework (TBC). This will include Mātauranga Māori resources, guides, and access to advisors.</p> <p>Kaiako will have access to a network of digital capability development opportunities relevant to their teaching and work contexts, and to industry requirements.</p> <p>Kaiako will be encouraged to discuss and share examples of uara-driven, tangata-centred good practice across teaching teams and Ako Networks.</p>	<p>We will optimise our learning assets and resources for re-use, re-purposing, and re-deployment across our network, to support a range of learning experiences and partnerships.</p> <p>We will balance size and economies of scale with context, specific need, and localised impact.</p>	<p>Kaimahi and ākonga undertaking rangahau and research will be supported to engage with research communities and be provided with access to high-quality research information sources.</p> <p>Rangahau and research findings will be shared in ways that are accessible to those who contributed to and will benefit from them.</p>

## Kia Whai Take - Let engagement be meaningful

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>Curricula and assessment will be constructively aligned and provide authentic, active, and engaging learning experiences.</p> <p>Curricula and assessment will meet the requirements of external regulatory bodies, where relevant.</p> <p>Curricula and assessment will include real or simulated work-based activities and opportunities for reflection upon them.</p> <p>Assessment design will include opportunities to gather naturally-occurring evidence.</p>	<p>Outcomes will be defined in partnership with, add value to, and meet the needs of our ākonga, Te Tiriti Partners, Pacific communities, disability communities, employers, industry, professions, and other communities.</p> <p>We will strategically align our practices to meet educational and organisational objectives.</p>	<p>We will use a range of facilitation approaches that lead to effective, authentic, and valued learning experiences.</p> <p>Facilitation of learning will be active and engaging, involving current work-based practices, and reflection on them.</p> <p>We will support workplaces to facilitate learning activities in spaces and locations that work best for ākonga and employers.</p>	<p>Before being given responsibility to design, facilitate, and assess learning, all kaiako will be supported to gain skills and knowledge via staff onboarding, inductions, and ongoing professional development and support.</p> <p>Kaiako will be supported to collect naturally-occurring evidence and appropriate artefacts to help inform:</p> <ul style="list-style-type: none"> <li>• capability development</li> <li>• tuakana-teina conversations</li> <li>• RPKS (Recognition of Prior Knowledge and Skills)</li> <li>• achievement of credentials, qualifications, and/or skill standards.</li> </ul> <p>Note: those collecting and validating the knowledge must be appropriate people to do so.</p>	<p>Our learning environments will support work-based learning in the many contexts it occurs.</p> <p>Our learning environments will support experiences that are authentic, active, and engaging, reflecting current (real or simulated) work-based practices.</p> <p>We will design and develop learning environments to optimise valued, impactful ako across a spectrum of contexts.</p> <p>We will select tools and services that effectively scaffold learning and build skills of ākonga. Tools will continue to be accessible after their studies, enhancing future learning and community contribution.</p>	<p>Rangahau and research will support development of learner-centred practical/work-based/authentic learning spaces.</p> <p>Rangahau and research will help industry and community partners solve problems.</p> <p>Rangahau and research will identify and contribute to education best practice to positively inform and influence learning and outcomes.</p>

**Kia Whai Mana - Let partnerships be built with honesty and integrity | Relationships / Partnership**

Te Anga Marautanga Ako (Curricula and Assessment)	Te Kounga o te Ako (Quality)	Te Kawenga Ako (Facilitation of learning)	Te Hāpai Ako (Capability)	Te Taiao Ako (Environment)	Te Rangahau (Rangahau and Research)
<p>Te Tiriti Partner, stakeholder, professional body, and industry engagement will inform curricula and assessment design and delivery, adding value to the workforce and/or communities. We will enable Te Tiriti Partner-led co-design of our curricula and assessments. Ākonga will have opportunities to establish and develop relevant relationships and foster ongoing whanaungatanga, including within the wider industry context.</p> <p>All ākonga, including international, will have the opportunity to gain understanding of Mātauranga Māori and biculturalism relevant to their learning pathway.</p> <p>We will build meaningful, impactful relationships with Workforce Development Councils, partnering toward developing qualifications that reflect our values and meet the needs of industry.</p>	<p>We will build meaningful partnerships with all ākonga and their whānau and communities, with a particular focus on:</p> <ul style="list-style-type: none"> <li>• ākonga Māori, Te Tiriti Partners, and Mātauranga Māori</li> <li>• Pacific learners</li> <li>• disabled learners</li> </ul> <p>We will empower kaimahi and kaiako to engage in and develop meaningful partnerships.</p> <p>Our partnerships will provide opportunities for ākonga to realise their potential (including whānau and Te Tiriti Partners' aspirations for their ākonga).</p> <p>We will define outcomes with our ākonga, Te Tiriti Partners, employers, and other key stakeholders.</p> <p>The quality of our curricula, (including design, delivery, assessment, resulting, and completion processes) will be open to external scrutiny.</p>	<p>All learning experiences will embody Ngā Uara, including Manawanui, Manawaroa, Manawaora. All participants in the learning environment are ākonga. Every ākonga is an individual; every learning context is unique.</p> <p>Facilitation of learning will be appropriately responsive to needs of ākonga, whānau, iwi, hapu, community organisations, secondary schools, and employers.</p> <p>Our learning experiences will encourage communities to support and learn from each other.</p> <p>Facilitation of learning will include assisting employers to create supportive workplaces that enable ākonga to succeed.</p>	<p>We will take a tangata-centred, rangahau and research-informed approach to learning, teaching, and ākonga well-being, through investment in capability development.</p> <p>Relationships are key and will be founded upon Ngā Uara.</p> <p>Capability experts will have, and be supported to further develop, relevant skills and experience to help kaiako with ako, capability development, and continuous improvement.</p> <p>Kaiako will collaborate with stakeholders to maintain ako and professional currency.</p> <p>Kaiako will be expected to build on their understanding of Mātauranga Māori and biculturalism relevant to their programmes.</p>	<p>Learning environments will be engaging and collaborative, contributing to holistic learning and well-being.</p> <p>Learning environments will support our network of relationships and partnerships, and the values and principles that underpin them.</p>	<p>Rangahau and research will be inclusive and co-created on the basis of our relationships with Te Tiriti Partners, Pacific communities, disability communities, support networks, the wider community, industry, and professions.</p> <p>We will encourage partnering with local and regional communities in rangahau and research. When possible, these will be scalable to have national/ Pacific region/ international impact.</p> <p>We will conduct rangahau and research in partnership with industry, co-designed to address problems relevant to them.</p>

# Appendices

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# Appendix 1 | Whiria Te Ako Overall Narrative for Comms

## 1. Design process

- Whiria Te Ako was developed through a human-centred, iterative design process. We adopted this approach to involve a wide variety of people in the design process to ensure that Whiria te Ako is intuitive, user-friendly, and effective for the people who will use it.
- Through the design process, the framework has included voices, perspectives, and aspirations from a wide variety of views.
- Whiria Te Ako is relevant to all kaimahi contributing to the learning of ākongā, and to ākongā, employers and communities looking to understand what they can expect.
- Whiria Te Ako has not been built based on a particular educational theory; we invite those of you with a preferred theory to explore how it aligns with Whiria Te Ako, providing insights and feedback for potential future amendments.

## 2. Looking ahead

- Whiria Te Ako is, and will continue to be, iterative and flexible.
- It is not a complete or timeless expression of Te Pūkenga education.
- Te Aho Tāhuhu ā-Motu statements will be reviewed and amended regularly.
- Te Aho Tāhuhu ā-Rohe spaces will be curated to allow for regional and sector area variation.

## 3. Te Aho Tāhuhu ā-Motu statements

- Whiria Te Ako was designed to foster positive change in our collective practice and ākongā experiences.
- A variety of Te Aho Tāhuhu ā-Motu statements guide our practice in response to the views expressed by various specialist working group respondents.
- Te Aho Tāhuhu ā-Motu statements are principles that reflect the type of practice that will enhance the experience of our ākongā, kaimahi, employers and communities.
- They are not intended as a 'tick-box' checklist.

- That means:
  - o many of them reflect the existing practice across Te Pūkenga.
  - o they will be reflected differently in different regions and contexts.
  - o they will form a part of what our mahi is reviewed against.
  - o they are arranged in each section from macro to micro, rather than in order of importance.
- Te Aho Tāhuhu ā-Motu statements are not to be viewed in isolation. Like the strands that form a rope they are intended to rub together, informing one another, and together giving the strength desired.
  - o For example, Quality is not a silo that audits other aspects. It is a way of operating that builds on strengths, improves practice, and meets expectations while growing individuals and groups.

#### **4. Part of a bigger system**

- Te Pūkenga does not operate in a silo. We are connected to other parts of the tertiary system.
- This intent of the Reform of Vocational Education (RoVE) will continue to grow and be nurtured.
- As a values-based and people-centred framework, Whiria Te Ako helps us understand the way partnerships can uphold the mana of all parties.

Partnership needs to be an important part of how we operate. The fullness of many of the Te Aho Tāhuhu ā-Motu statements will only be found in partnership.





**Te Pūkenga**

# Kaupapa-here | Academic Integrity Policy

## Mō wai me te whānuitanga | Audience and scope

This national policy applies to all ākonga, kaimahi, and associates in any and all academic activity provided at, by, or on behalf of Te Pūkenga.

## Mokamoka whakaaetanga | Approval details

<b>Version number</b>	1.0	<b>Issue date</b>	
<b>Approval authority</b>	Te Poari Akoranga	<b>Date of approval</b>	
<b>Policy sponsor (has authority to make minor amendments)</b>		<b>Policy owner</b>	DCE Academic Centre and Learning Systems
<b>Category</b>	Academic	<b>Date of next review</b>	
<b>Contact person</b>	Deborah Young		

## Ngā whakatikatika | Amendment history

<b>Version</b>	<b>Effective date</b>	<b>Created/reviewed by</b>	<b>Reason for review/comment</b>

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## Kaupapa-here | Academic Integrity Policy

### 1. Pūtake | Purpose

The purpose of this policy is to provide guidance in developing and promoting Te Pūkenga -wide learning, teaching, assessment, and research practices that model and positively support academic integrity.

### 2. Ngā Mātāpono | Principles

- 2.1. Academic integrity is to be modelled in all academic, teaching, and research activities throughout the Te Pūkenga network, with a focus on developing and maintaining a positive, supportive community of learning. This includes clear information on what constitutes plagiarism, AI-assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices.
- 2.2. In its practices around academic integrity, as well as being informed by [Te Pūkenga values](#), it is guided by the principles of natural justice and values that support the academic life of the network, as set out below:

#### **Core values supporting academic integrity<sup>1</sup>**

- a) Honesty - entails both intellectual and personal honesty in all contexts of learning, teaching, research, and service.
- b) Trust - is born of confidence in people and systems that enable a free exchange of ideas and allow all kaimahi and ākonga to reach their highest potential.
- c) Fairness - requires clear standards for teaching, learning, and assessment that are equitably applied to all members of Te Pūkenga community.
- d) Respect - entails acknowledging the participatory nature of learning and respecting the varying perspectives of others.
- e) Responsibility - for their own work is to be acknowledged by all ākonga and kaimahi with every person in the academic community being personally accountable for taking action when a breach of academic integrity occurs.
- f) Courage - the “capacity to act in accordance with one’s values despite fear”, allows kaimahi and ākonga to hold themselves and their peers to the highest standards of academic integrity despite potential negative consequences.

### 3. Kaupapa Here | Policy Statements

#### 3.1. Breaches of Academic Integrity

- a) A breach of academic integrity is treated as a serious matter. This procedure provides for a transparent and systematic process for ākonga and kaimahi that supports the implementation of the Academic Integrity Policy.
- b) Suspected and/or confirmed breaches of academic integrity including plagiarism, AI assisted plagiarism, cheating, misrepresenting identity, and/or other dishonest academic practices will be managed in an educative, fair, and transparent manner across the Te Pūkenga network, taking the intent and level of severity into account.

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<sup>1</sup> Fishman, T. (Ed.). (2012). *The fundamental values of academic integrity* (2<sup>nd</sup> ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

Step	Person Responsible	Evidence
1. <b>A kaimahi member suspects or is notified of a possible breach of academic integrity</b> Academic Kaimahi Member promptly addresses the suspected breach by consulting with the relevant Academic Lead.	Academic kaimahi member	Ākonga work, or other relevant information.
2. <b>Check the Academic Integrity Breach Register</b> for any previously confirmed breach of academic integrity, that occurred within the last 12 months.	Relevant Academic Lead	Academic Integrity Breach Register held centrally.
3. <b>Discuss the matter with the ākonga</b> and allow the ākonga to offer an explanation. The ākonga may have a support person present during any discussion.	Academic kaimahi member	Communication recorded in the student management system (SMS).
4. If the suspected breach of academic integrity is <b>level zero</b> (as per guidelines), manage in an educative manner.	Academic kaimahi member	Letter to ākonga saved to ākonga file and sent to relevant committee Register updated, for information and records.
4. If the suspected breach of academic integrity is <b>above level zero</b> , the Academic Lead will determine whether or not the delegated authority needs to be informed.	Academic kaimahi member Academic Lead	Communication between academic kaimahi member and AL, and delegated authority if required.
<b>6. Determine no breach (6a); or managed breach (6b):</b>		
6a. If <b>no breach</b> is established [the ākonga explanation is plausible], take <b>no further action</b> .	Academic kaimahi member Programme Coordinator	Note in SMS
6b. If no plausible explanation is provided, and/or the evidence shows that a breach of academic integrity has occurred; or the ākonga does not respond to the interview request within five working days, or chooses not to attend; a decision on the <b>management of the breach</b> is made based on the Academic Integrity Guidelines (TBC). <b>Go to Step 7</b>	Programme Coordinator, Head of School	Record of discussion/meeting Note in SMS and Register
7. <b>Written summary of breach sent to ākonga</b> A summary letter is sent to ākonga outlining: <ul style="list-style-type: none"> <li>i. the nature of the breach,</li> <li>ii. the level of the breach,</li> <li>iii. the sanction imposed,</li> <li>iv. the appeal process, and</li> <li>v. links to Learning Support Services for guidance on academic integrity.</li> </ul>	Academic Lead/Delegated authority Programme Committee	Letter to ākonga saved to ākonga file and sent to relevant committee. Record in SMS and Register
8. <b>Recording and Reviewing of Breaches</b> The appropriate Programme Committee receives a (de-personalised) copy of the letter in (3 or 7) and discusses consistency across the	Programme Committee	Programme Committee minutes, Academic Integrity Breach Register

	programme cluster. The Programme Committee Secretary maintains a record of all cases of confirmed academic integrity breaches (Levels 0-2), and passes this information to the Central Register		
9.	<b>Any appeal</b> against findings of a breach of academic integrity is as directed in the Ākonga Concerns and Complaints Policy and Ākonga Appeals Policy, and logged on the Central Complaints file.	Senior Management	Te Pūkenga Concerns, Complaints, and Appeals Register
10.	<b>Self Review</b> <b>A summary of breaches of academic integrity</b> , including actions to address any concerns, is included in the Annual Programme Self-Assessment Report. (Shared across the network)	Academic Lead, Delegated Authority	Programme Self-Assessment Report
11.	The Programme Committee sends the Academic Integrity Breach Register to the Te Pūkenga reporting requirements (Te Ohu Whakahaere Quality) annually.	Programme Coordinator, Head of School, Programme Committee Secretary	Academic Integrity Breach Register; Te Ohu Whakahaere Quality minutes

#### 4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Ākonga	All Ākonga are responsible for following this national policy
Kaimahi	All teaching kaimahi are responsible for supporting ākonga to follow this policy and identify and report possible breaches
Programme Leads	Ensure teaching kaimahi are aware of this policy
Programme Coordinator	Maintain accurate record of breaches
Te Ohu Whakahaere Quality	Governance and oversight of academic integrity matters.

#### 5. Ngā Tikanga | Definitions

Term	Definition
Academic Integrity	Academic integrity is the expectation that all members of Te Pūkenga behave honestly, responsibly, and respectfully towards their own work and that of others.
Breach of Academic Integrity	A breach of academic integrity is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. It includes any act or omission by a learner, whether deliberate or inadvertent, that breaches guidelines, rules or regulations of a programme, course or research.

#### 6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

**Ngā Kaupapa-Here e Hāngai ana | Related policies**

Te Kawa Maiororo

Ākonga Concerns and Complaints Policy

Ākonga Appeals Policy

Assessment regulations and procedures

Ākonga code of conduct (Business Division)

**Ngā Tukanga me ngā Hātepe | Processes, procedures**

Academic Integrity Guidelines (under development)

**Ture whai take | Relevant legislation**

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## Appendix 4: Moderation Plan

Course Code and Title		Local Moderation				External moderation				
		Pre-event	Post-event				2024	2025	2026	2027
			2024	2025	2026	2027				
NURS5301	Whakawhānaunga / Building relationships	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓			✓	✓		
NURS5302	Foundations of Nursing Practice 1		✓		✓		✓		✓	
NURS5303	Nursing in Aotearoa New Zealand		✓			✓	✓			✓
NURS5304	The Human Body 1		✓	✓			✓	✓		
NURS5305	Oranga in Nursing Practice		✓		✓		✓		✓	
NURS5306	Te Tiriti o Waitangi, Kawa Whakaruruhau and Cultural Safety for Nursing		✓			✓	✓			✓
NURS5307	The Human Body 2		✓	✓			✓	✓		
NURS5308	Foundation of Nursing Practice 2		✓		✓		✓		✓	
NURS6301	Communication in Nursing Practice			✓	✓			✓	✓	
NURS6302	Nursing Clinical Tuatahi			✓		✓		✓		✓
NURS6303	Pathophysiology and Pharmacology for Nursing Practice			✓				✓		
NURS6304	Hauora in Nursing Practice			✓	✓			✓	✓	
NURS6305	Nursing praxis			✓		✓		✓		✓
NURS6306	Nursing Clinical Tuarua			✓				✓		
NURS7301	Professional Practice				✓				✓	
NURS7302	Nursing Clinical Tuatoru				✓	✓			✓	✓
NURS7303	Nursing in the Global Context			✓				✓		
NURS7304	Transition to Registered Nurse Practice			✓	✓			✓	✓	

Note: If moderation results in any changes, then local pre-assessment moderation will be completed prior to delivery.





## Appendix 4: Moderation Plan

Course Code and Title		Local Moderation				External moderation				
		Pre-event	Post-event				2024	2025	2026	2027
			2024	2025	2026	2027				
NURS5101	Whānautanga	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓			✓	✓		
NURS5102	Tiaki Whānau		✓		✓		✓		✓	
NURS5103	Te Ture me te Tikanga		✓			✓	✓			✓
NURS5104	Mana Atua		✓	✓			✓	✓		
NURS5105	Oranga whānau		✓		✓		✓		✓	
NURS5106	Te Tiriti o Waitangi me Kawa Whakaruruhau		✓			✓	✓			✓
NURS5107	Mana Tangata		✓	✓			✓	✓		
NURS5108	Manaaki i te Tangata		✓		✓		✓		✓	
NURS6101	Whakawhanaunga			✓	✓			✓	✓	
NURS6102	Mahi ā-ringa Tuatahi			✓		✓		✓		✓
NURS6103	Mana ō Rongo			✓				✓		
NURS6104	Hauora whānui			✓	✓			✓	✓	
NURS6105	Whakamahia te ture me te tikanga			✓		✓		✓		✓
NURS6106	Mahi ā-ringa Tuarua			✓				✓		
NURS7101	Tātai Hono				✓				✓	
NURS7102	Mahi ā-ringa Tuatoru				✓	✓			✓	✓
NURS7103	Whakamana te ture me te tikanga				✓				✓	
NURS7104	Whiringa ā-mahi				✓	✓			✓	✓

Note: If moderation results in any changes, then local pre-assessment moderation will be completed prior to delivery.

## Appendix 4: Moderation Plan

Course Code and Title		Local Moderation				External moderation				
		Pre-event	Post-event				2024	2025	2026	2027
			2024	2025	2026	2027				
NURS5201	Whananui / Relationships		✓	✓			✓	✓		
NURS5202	Sautu / Family wellbeing		✓		✓		✓		✓	
NURS5203	Tararua n neeti / Nursing in Aotearoa		✓			✓	✓			✓
NURS5204	Te kopapa tangata ta'i / The Human Body 1		✓	✓			✓	✓		
NURS5205	O le olaga / Wellbeing		✓		✓		✓		✓	
NURS5206	Te Tiriti o Waitangi, Kawa Whakaruruhau and Cultural safety for Nursing		✓			✓	✓			✓
NURS5207	Te kopapa tangata rua / The Human Body 2	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓			✓	✓		
NURS5208	Vanua / Connections		✓		✓		✓		✓	
NURS6201	Tauhi va / Maintaining relationships			✓	✓			✓	✓	
NURS6202	Nursing Clinical ta'i / Nursing Clinical 1			✓		✓		✓		✓
NURS6203	Kinaakin Aoraki ma bwai-n-aorakiia / Pathophysiology and pharmacology			✓				✓		
NURS6204	Soifua / Health			✓	✓			✓	✓	
NURS6205	Maurin te tararua n neeti / Nursing praxis			✓		✓		✓		✓
NURS6206	Nursing Clinical rua / Nursing Clinical 2			✓				✓		
NURS7201	Tauhi fonua / Building relationships				✓				✓	
NURS7202	Turanga neti / Nursing leadership				✓	✓			✓	✓
NURS7203	Nursing Clinical toru / Nursing Clinical 3				✓				✓	
NURS7204	Transition to Registered Nurse Practice				✓	✓			✓	✓

Note: If moderation results in any changes, then local pre-assessment moderation will be completed prior to delivery.



**Draft – Terms of Reference: National, Regional and Local Programme Committees:  
Bachelor of Nursing (Māori), Bachelor of Nursing (Pacific) and Bachelor of Nursing**

**Introduction**

**Programme management**

National, Regional and Local Programme Committees are to be established for the suite of Te Pūkenga’s unified Bachelor of Nursing programmes (Bachelor of Nursing Māori, Bachelor of Nursing Pacific and Bachelor of Nursing) by 2024. Each Regional and Local Committee will be accountable to the National Programme Committee. Programme management will utilise kaiako from all delivery sites across the network to form groups who will be responsible for the development, operation, and on-going improvement of the programme/s to ensure the outcomes are consistently met, and that unification is upheld. The Programme Committees are:

- 1) One (1) National Programmes Committee (NPC), (Bachelor of Nursing Māori, Pacific and Bachelor Nursing), chaired by the Domain Lead Nursing;
- 2) Four (4) Rohe Programme Committees (RPC) chaired by four Rohe Lead Nursing kaimahi.
- 3) Minimum of 13 Delivery Site Committees chaired by one kaimahi for each site. Where a Delivery Site offers more than one Bachelor of Nursing Programme, there will be a Chair appointed to represent each of the Bachelors.

## 2. Terms of Reference

<b>Te Pūkenga Te Poari Akoranga – Academic Board</b>  <b>Chair: TBC</b>	<b>Te Pūkenga National Programme Committee for Unified BN Programmes</b>  <b>Chair: Domain Lead Nursing (1)</b>	<b>Te Pūkenga Regional Programme Committees (RPC) for Unified Bachelor of Nursing Programmes</b>  <b>Chairs: Regional Lead Nursing (4)</b>	<b>Te Pūkenga Delivery Site Programme Committees (DSPC) for Unified Bachelor of Nursing Programmes</b>  <b>Chairs: TBC *</b>
<p><b>Primary Purpose</b></p> <p>Te Pūkenga’s National Programme Committee is established for programmes (a connected suite of programmes) with the establishment of Te Pūkenga and will include representatives from all current and new delivery sites. This committee will be responsible for the academic quality, benchmarking across the network, and the governance aspects of programme quality assurance, with the aim of continuous improvement.</p>	<p><b>Primary Purpose</b></p> <p>Content and assessment comparability is integral to maintaining unification.</p> <p>A National Programme Committee specifically for the suite of Unified Bachelor of Nursing Programmes is established to ensure maintenance of unification, with consistency, compliance, content and quality of educational opportunities which are of the highest standard and meet the expectations of Ākonga, Iwi, Nursing Council, New Zealand Qualifications Authority and interested Partners.</p> <p>Report as required to Te Poari Akoranga –Academic Board.</p>	<p><b>Primary Purpose</b></p> <p>Content and assessment comparability is integral to maintaining unification.</p> <p>The Regional Programme Committees are advisory committees and report to the National Programme Committee for Unified BN Programmes on relevant matters relating to educational opportunities which ensure maintaining unification, consistency, compliance, content and quality of educational opportunities within the three BN curricula.</p> <p>Report as required to the National Programmes Committee.</p>	<p><b>Primary Purpose</b></p> <p>Content and assessment comparability is integral to maintaining unification.</p> <p>Delivery Site Programme Committees are established for the approval and ratification of results including change of grade / final results /Special Passes/ Recognised Prior Learning outcomes/ Reconsideration of Assessments/Award of credits.</p> <p>Report as required to the Regional and or National Programme Committee/s.</p> <p>* There will be three co-Chair roles for those Delivery Sites that offer BN Māori, BN Pacific &amp; BN.</p>

<b>Terms of Reference Scope and Responsibilities:</b>	<b>Terms of Reference Scope and Responsibilities:</b>	<b>Terms of Reference Scope and Responsibilities:</b>	<b>Terms of Reference Scope and Responsibilities:</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Employ evidence-based action planning and execution to deliver continuous improvement and maintains records of its own level academic decision making.</li> <li>• Monitor and safeguard the fair treatment and wellbeing of ākonga, including their progress through programmes.</li> <li>• Ensure quality assurance for all academic provision is undertaken in accordance with relevant policies and procedures.</li> <li>• Ensure equity of academic provision among the network delivery sites.</li> <li>• Evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a unification register of content and assessment comparability.</li> <li>• Monitor compliance with Te Pūkenga academic policies and procedures.</li> <li>• Monitor the continuing development, maintenance and documentation of programmes according to Te Pūkenga standards.</li> <li>• Receives all academic reports from NZQA Degree Monitors, and NCNZ.</li> <li>• Monitoring research and knowledge transfer outputs.</li> <li>• Ensuring there are no unreasonable barriers to ākonga entry or progression.</li> <li>• Establishing and recording Stakeholder Engagement Plans and opportunities to maintain currency of programmes and qualification in terms of meeting either industry and/or community needs</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a unification register of content and assessment comparability.</li> <li>• Decide on the structure of the programme components, ensuring flexibility in courses across the programme to meet variable requirements of the different industries and regional needs</li> <li>• To receive reports from the individual Business Divisions, offer advice and recommendations to the National Programme Committee (NPC) on the following academic matters.</li> <li>• Facilitate and embed a research culture and research-informed teaching across the group.</li> <li>• Identify and coordinate opportunities for collaborative resource development and delivery.</li> <li>• Responsible for ensuring that the requirements of the programme moderation plan are met and that moderation practices are compliant with Te Pūkenga procedure.</li> <li>• Fostering high standards and reinforcing quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a unification register of content and assessment comparability.</li> <li>• Approve timely release of <u>all</u> results.</li> <li>• Monitoring the progress of student enrolled in each programme with particular attention to Māori and Pacific ākonga progress.</li> <li>• Ensure internal and external moderation.</li> <li>• Monitoring assessment methodologies and the granting of credits as a result of assessment (including Recognition of Prior Learning and Special Passes.</li> <li>• Record successful completions data.</li> <li>• Record and report on Ākonga transfers within Te Pūkenga.</li> <li>• Submit ākonga satisfaction data.</li> <li>• Submit research outputs.</li> </ul>

<ul style="list-style-type: none"> <li>• Engage in the ongoing evaluation and review of academic provision.</li> <li>• Ensure that the curriculum continues to meet the needs of ākonga, and internal and external stakeholders.</li> <li>• Ensure the graduate profile and learning outcomes are consistent and are achieved.</li> <li>• Liaise with relevant stakeholders about the acceptability of the programme for their respective needs and being flexible to respond to any changing stakeholder requirements of graduates.</li> <li>• Share internal and external reports to continuously improve the relevance and currency of the learning outcomes with respect to the graduate profile.</li> <li>• Ensure national consistency whilst enabling each delivery site to manage the parts of the programme they deliver according to their local regional requirements (recorded in a unification register)</li> </ul>	<p>ensuring that Te Pūkenga is making a leading contribution to its communities.</p> <ul style="list-style-type: none"> <li>• Establishing and maintaining a system of recording graduate outcomes with details of place and level of employment.</li> <li>• Report to Te Poari Akoranga – Academic Board, as required.</li> <li>• Approve and monitor five year degree reviews and graduating year reviews.</li> <li>• Ensure the information provided to students enables the appropriate selection of a programme and informs them of the requirements of the programme and their rights and responsibilities.</li> <li>• Is delegated to approve/decline recommendations from the RPC.</li> <li>• Manage final right of an academic appeal against a decision made by Regional Programme Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor research activities and report as required.</li> <li>• Manage ākonga appeals of assessment results.</li> <li>• Ensure the resources needed for sustained delivery including teaching facilities, educational resources and support services meet appropriate standards and are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Process Recognition of Prior Learning Applications.</li> <li>• Report ākonga appeals to the Regional Programme Committee.</li> <li>• Submit Self-Assessment Reports.</li> <li>• As appropriate process NZQA Consistency Reviews.</li> </ul>
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<ul style="list-style-type: none"><li>• Review and respond to government initiatives and priorities e.g., monitoring under-represented demographic groups in programmes.</li></ul>	<ul style="list-style-type: none"><li>• Hearing and determining academic appeals.</li></ul>		
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<p><b>Authority</b></p> <p>Designated position of Poari-Akoranga (Te Pūkenga Academic Board). To be confirmed.</p>	<p><b>Authority</b></p> <p>Domain Lead Nursing Te Pūkenga.</p>	<p><b>Authority</b></p> <p>Delegated by Domain Lead Nursing</p> <p>Approvals and declines of curricula Type 1 and 2 changes.</p> <p>Leads the approvals process to Poari-Akoranga.</p> <p>Key liaison lead with NCNZ and NZQA.</p>	<p><b>Authority</b></p> <p>Delegated by Domain Lead Nursing/ Chair of the NPC.</p> <p>Makes recommendations on behalf of the Delivery Sites.</p>
<p><b>Membership</b></p> <p>Priority group representation</p>	<p><b>Membership</b></p> <p>Priority group representation</p>	<p><b>Membership</b></p> <p>Priority group representation</p>	<p><b>Membership</b></p> <p>Priority group representation</p>
<p><b>Meeting Arrangements</b></p> <p><b>Minimum</b> TBC</p>	<p><b>Meeting Arrangements</b></p> <p><b>Minimum</b> 3 per year and on a required basis.</p>	<p><b>Meeting Arrangements</b></p> <p><b>Minimum</b> 3 per year and on a required basis.</p>	<p><b>Meeting Arrangements</b></p> <p><b>Minimum</b> 6 per year and on a required basis.</p>
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Programme management</li> <li>• Quality Assurance</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Ensuring the unified BN Programmes meet unified programme expectations set by Te Pūkenga</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Represents Delivery Sites to meet unified programme expectations set by Te Pūkenga</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To be delegated by National / Rohe Programme Committees</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluation and Review to inform programme review and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Quality controlled curricula versions</li> <li>• Meeting Te Tiriti o Waitangi expectations</li> <li>• Meeting Iwi, Industry and ākongā expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Quality controlled curricula versions.</li> <li>• Meeting Te Tiriti o Waitangi expectations</li> <li>• Meeting Iwi, Industry and ākongā expectations.</li> </ul>	
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## Iwi/Hapū Relationships

Our confirmed organisational structure supports and enables relationships with our iwi partners to engage with Te Pūkenga business groups and aspires to facilitate iwi initiated training and skills development. The relationships are held locally, managed regionally and supported centrally.

Existing relationships with local iwi partners have been identified and made known to Tiriti Outcomes business group.

## Tiriti Outcomes

Tiriti Outcomes business group owns the Rautaki Tiriti | Tiriti Strategy, Punaha Tiriti | Tiriti Systems and Piringa Tiriti | Tiriti Partnerships directorates.

National level relationships i.e., pan-Māori/pan-iwi sit directly with Tiriti Outcomes core team and/or higher level (CEO/Council) e.g., Iwi Leaders and MILG/Te Kingitanga etc.

Te Tiriti Partnership Steering Group has been stood up and current membership is:

DCE Tiriti Outcomes Paora Ammunson

DCE Ako Delivery Gus Gilmore

Kaikōkiri Tiriti Partnerships Anaru Armstrong

Regional Executive Directors:

Rohe 1 Toa Faneva

Rohe 2 Huia Haeata

Rohe 3 Olivia Hall

Rohe 4 Megan Pōtiki

Direct integrated response to our demonstrable commitment to Te Tiriti o Waitangi across all business groups (all of organisation).

Pounuku positions across business groups – Tiriti strategy implementation/direction.

## Ako Delivery Structure and Function

Ako Delivery business group serves as the interface between iwi and other business groups of Te Pūkenga, including ACLS. This is a feature of our integrated demonstrable commitment to Te Tiriti o Waitangi.

The relationships are held by key personnel in location, coordinated regionally (Regional Tiriti Partnership leads) and supported centrally (Tiriti Outcomes). These relationships are key to current and future product development. ACLS is committed to co-design alongside all key stakeholders including Māori.

- DCE
- Pounuku (TO strategic direction/insight)
- Regional Executive Directors 2 x 4 regions
- **1 Tiriti Partnerships lead x 4 regions (responsible for the management and regional coordination of locally held relationships)**

ACLS rely on the partnerships that are managed and co-ordinated within Ako Delivery business group. ACLS structure has committed Mātauranga Māori advisory roles to engage with regional Tiriti Partnership leads and the respective Regional Executive Directors within Ako Delivery, as part of the formal process of engagement.

## **ACLS Structure and Function**

ACLS business group owns Whiria Te Ako Learning and Teaching Framework which will inform all business and activity of ACLS, as well as inform delivery of national programmes. ACLS directorates will work alongside Tiriti Outcomes and Ako Delivery directorates to ensure authentic engagement with iwi and hapū partners.

- DCE
- Pounuku (TO strategic direction/insight)
- **Nat. Ako Network Director – Mātauranga Māori > Māori Content Advisory Manager (Enabling of Mātauranga Māori across all National Ako Network products)**
- **Ako Solutions Director > Head of Nat. Product Development – Equity and Inclusion > Mātauranga Māori Medium Advisor x 4 (1/region – responsible for inclusion of Mātauranga Māori within Nat. product development)**

Whilst the description above highlights the Māori centred roles across Tiriti Outcomes, Ako Delivery and ACLS, true demonstrable commitment to Te Tiriti o Waitangi is the responsibility of all.

## Te Pūkenga Nursing Te Tiriti Governance Framework

	Representation / Membership	Aim	Role / Function	Scope
<b>Te Pūkenga National Nursing Te Tiriti Partnership Governance Group (1) External Chair - Māori Nursing Kaumātua</b> <i>(Established by Te Pūkenga Head of Nursing)</i>	Komiti Whakaruruhau Members (one from each delivery site)	Provide a forum to discuss nursing education at a national level to ensure graduates reflect current & future health workforce requirements	Governance	Contribute to the strategic direction of nursing education for Te Pūkenga
	2 - 4 Pacific Advisory Committee Members		Leadership	Make recommendations for the delivery of nursing education from a national Te Pūkenga perspective Support nursing leadership in Te Pūkenga to influence direction of nursing across the sector
	4 Nursing Advisory Committee Members		Monitoring	Monitor the overall Te Pūkenga direction and delivery of nursing education Ensure the integrity of indigenised curricula is upheld
	National Nursing Leadership representation: Office of Chief Nurse, NETS, NZNO, Wharangi Ruamano, Te Whatu Ora, Te Ao Maramatanga - College of Mental Health Nurses, Council of Deans, Te Aka Whai Ora, CNANZ, Kaunihera o Ngā Neehi Māori, Te Runanga o Aotearoa  <i>Ex Officio Te Pūkenga Head of Nursing</i>			Mentorship
<b>Regional Nursing Advisory Committee (4 - one for each rohe)</b> <i>(Established by Rohe Nursing Domain Leads)</i>	Ākonga (student reps at least two), Ākonga Whai Kaha (at least two)	Provide a forum to discuss current nursing agenda (at a regional level).	Leadership	Make recommendations for the delivery of nursing education from a Te Pūkenga rohe perspective
	Nurse leaders from all contexts of nursing e.g. Te Whatu Ora, Te Aka Whai Ora, Primary Health Care, Aged Residential Care, Palliative Care, mental health etc.	Contribute to strategic direction for nursing education	Monitoring	Monitor the delivery of nursing education to ensure fit for purpose regionally
	Community representation  <i>Ex Officio: Komiti Whakaruruhau representation, nursing programme leadership (rohe &amp; programme level)</i>		Mentorship	Encourage and support the development of ākonga within in clinical learning contexts
<b>Regional Nursing Pacific Advisory Committee (May be 2 -4 - one for each rohe that has a BN Pacific programme)</b> <i>(Established by Rohe Nursing Domain Leads)</i>	Ākonga Pacific, Ākonga Whai Kaha	Provide a forum to strengthen and support Pacific nursing with nursing programmes	Leadership	Make recommendations for delivery of Pacific nursing education
	Kaiako Pacific	Contribute to strategic direction for Pacific nursing education	Monitoring	Monitor the delivery of the BN Pacific and Pacific content in other nursing programmes Encourage and support the development of Pacific nurses and Pacific nursing knowledge
	Pacific Nurses from all contexts of nursing		Mentorship	Encourage and support the development of Pacific ākonga within in Pacific clinical learning contexts
	Pacific Health Service Leadership Pacific Community  <i>Ex Officio members include nursing programme leadership (rohe &amp; programme level), Komiti Whakaruruhau representation</i>  NOTE: Ex Officio Members attend for part / all of hui by invitation of Komiti leadership			
<b>"Te Pūtāke" Delivery Site Level Komiti Whakaruruhau (one for each delivery site)</b> <i>(Established by Delivery Site Nursing Programme "Team Leads")</i>				
	Ākonga Māori, Ākonga Whai Kaha	Provide a forum at Te Pūtāke/ Delivery Site level to strengthen Māori nursing and realise the full potential of Kawa Whakaruruhau	Leadership	Make recommendations for indigenised nursing curricula Contribute to nursing education from an indigenised perspective
	Kaiako Māori and kaiawhina/support staff	Maintain the integrity of Indigenised curricula	Monitoring	Monitor the delivery of the indigenised content within nursing programmes
	Neehi Māori from all contexts of nursing practice	Contribute to Strategic Direction for Māori Nursing Education	Mentorship	Ensure tuakana teina relationship established to support ākonga
	Whānau, Hapū, Iwi			Encourage Māori nursing leadership and the development of kaiako Māori
	Māori Health Service Leadership			Encourage and support the development of ākonga Māori within in Māori clinical learning contexts
	Wharangi Ruamano Te Kaunihera o Ngā Neehi Māori Te Rūnanga o Aotearoa  <i>Ex Officio: Division Nursing Programme Leadership and others as invited</i>			
	<b>NOTE: Bonafide Members Whakapapa Māori</b>			

## Te Pūkenga commitment to research

Te Pūkenga has a statutory requirement to engage in applied and technical research under the Education Act 2020. Although research structures and functions have yet to be fully developed, already a commitment has been demonstrated in the establishment of a Rangahau and Research Director within Te Kāhui Mātauranga me ngā Punaha Ako (Academic Services and Learning Systems (ACLS) Directorate). This role will be appointed in 2023, and will oversee development of rangahau and research processes within Te Pūkenga over the coming year.

Until such time as new structures, roles and functions are established, business divisions will continue their own processes for building research capability, ethical approval of research applications, research time allocation and monitoring, etc. To enable this Te Pūkenga research functions were out of scope in Tāraia te anamata (operational decision, October 2023) and the roles and functions continue at a business division level until a national and regional operational structure exists. It is imperative that Te Pūkenga be given opportunity by NZQA to enable and support these transitional systems and processes.

To assist Te Pūkenga in this space and place of transition and to support the establishment of the office of the Rangahau and Research Director, research offices have been working together, along with senior kairangahau Māori (collectively called the Rangahau Research Forum) for the past four years on a number of working papers on the core functions that support rangahau and research: research time, research ethics, research systems, research monitoring etc. Much of the response to these questions has come from these working papers, one of which has led to a formal Te Pūkenga framework (we have included papers that are related to matters outlined in the current RFIs).

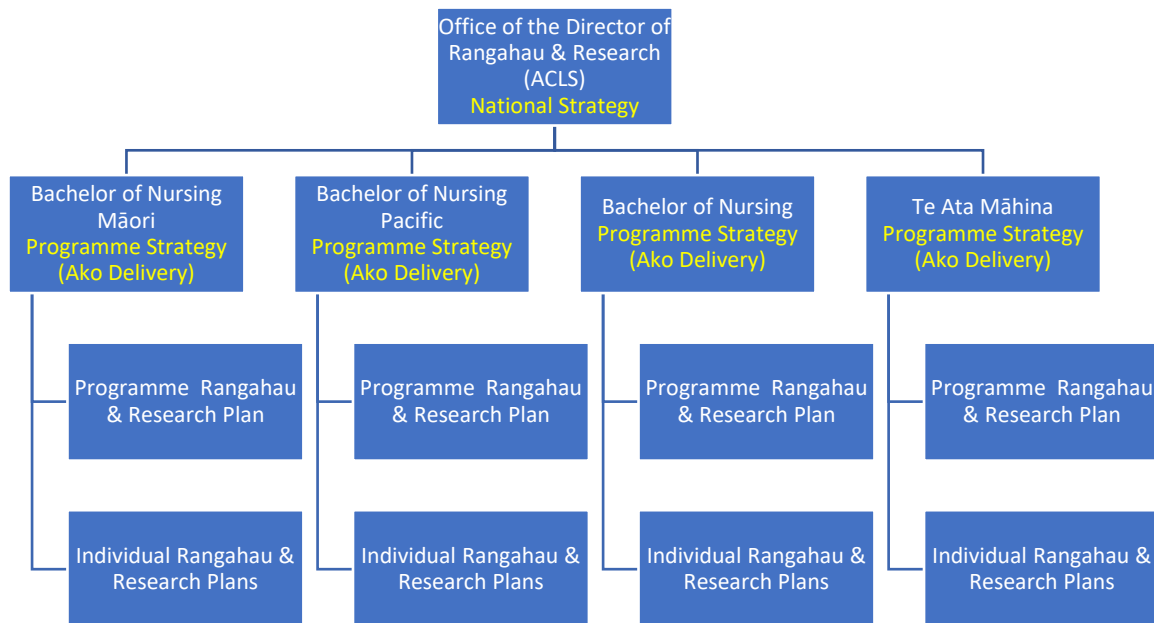
Te Matarau Whānui – the Te Pūkenga ethics framework considers Te Pūkenga values and regulations and Te Tiriti o Waitangi. It is based on *Te Ara Tika Health Research Council Guidelines for Māori Research Ethics* and the national ethics committee guidelines (Health Research Council). This framework will guide all ethics approval processes within Te Pūkenga when it comes to research that involves human participants. Research approval processes that elaborate this framework are currently under development and being trialled across the business divisions.

### Strategy and Vision

The Rangahau and Research Director will drive the development of a Te Pūkenga wide strategy towards rangahau and research with the support of Te Ohu Whakahaere Rangahau Māori, Research and Post-Graduate. It is important that this strategy comes first and is nationally driven from ACLS as it will inform the development of programme specific strategies and vision statements given the legislative requirements and our Charter requirements of giving intent to Te Tiriti o Waitangi. Added to this, as rangahau and research will be occurring through the Ako Delivery Directorate, teaching teams for all degrees will need to work together to formulate their own Rangahau and Research Strategies. Involving kaiako in the formation of programme-specific strategies which enact Te Pūkenga strategy enables buy-in and greater assurance of productivity. That is, institutional strategy comes first, followed by programme strategy and vision statements and then team/individual discussions on research planning. From this research time and milestones can be established and agreed upon.

To assist the in-coming Director, the Rangahau Research Forum has done some foundational work on vision and strategy (included in the papers provided). The following diagram demonstrates this

approach to strategy development, programme planning and individual research planning (it is not an operational diagram).



## Time allocation

Data collated across business divisions by the Rangahau Research Forum demonstrates that kaiako teaching at degree level are allocated research time. However, only in some business divisions is research time guaranteed within employment agreements. Research time will be better protected within Te Pūkenga, with structures in place nationally to ensure research time is:

- Written into employment agreements
- Adequately resourced when planning budgets
- Protected through active monitoring by line managers at regional/local level
- Able to be taken either as protected time within teaching weeks or more flexibly as blocks of time during the year (flexibility is the key here)
- Available to all kaiako who complete a research plan with agreed milestones that is approved by their line manager and monitored throughout the year.

Kaiako who are allocated research time also have a responsibility to ensure that they are planning for their research and achieving research outputs as stated in their research plan.

At present business divisions are responsible for managing their own kaiako and allocation of research time. As we move in April 2024 into more integrated structures, it will become easier to ensure that the allocation of research time is more evenly and consistently distributed across the network.

## Research planning

Across the Te Pūkenga network, allocation of time and resources for rangahau and research is often dependent on kaiako completing an annual research plan, which is approved by their line manager and monitored as part of performance review. The plan includes information about dissemination



and publication of research outputs. This system works well where it is implemented, fostered and monitored and has key milestones built into it (ie is not just output focused, but is output inclusive).

It is also anticipated that kaiako will engage in programme planning of research activities as well. Programme plans for research will follow the development of a programme strategy and vision. Such planning will be three-fold and will encompass: research on the programme area and pedagogy (often a good approach in vocational education where practitioners are employed as kaiako rather than academics so plans need to be in place which assists kaiako in emerging research), discipline-specific research and rangahau and research in partnership with key stakeholders and industry.

As noted earlier, it is anticipated that Te Pūkenga, in designing research functions and processes in 2024, will 'scale up' in some form the research plans currently used by many business divisions, ensuring there is monitoring of these, and that planned outputs are being achieved.

### **Kaupapa Māori research and rangahau**

Te Pūkenga is committed to fostering rangahau alongside research. This is evident in the establishing of a Rangahau and Research Director, with the intention that this role will be strongly linked into the Te Kāhui Hua Tiriti (Tiriti Outcomes Directorate). This commitment is also clear through the establishment of Te Ohu Whakahaere Rangahau Māori, Research and Postgraduate which reports to Te Poari Akoranga (Academic Board), and in the development of the ethics framework Te Matarau Whānui which has *Te Ara Tika* as one foundational document.

We would acknowledge that there is work to occur in this area and would say that planning for Bachelor of Nursing Māori rangahau and research must be done with kaiako not to or for kaiako and that again, where there is evidence of good practice, this is considered for scaling up. For example, Whitireia and WelTec committed half of their allocated PBRF monies to rangahau and kairangahau. This has seen direct support being provided by Māori or Māori into the Whitireia Bachelor of Nursing Māori. This is only one example, and may not be scalable. However, enabling a unified programme in Bachelor of Nursing Māori brings people and opportunities together which did not exist previously.

It should be noted that elements of reo, tikanga and matāuranga are taught cross-disciplinary across programmes and utilise existing resources within a site. So, for example, kaiako teaching on reo programmes may come in for the tikanga aspects. Added to this, we anticipate that the research planning with teams will look at the evolving nature of reo, tikanga and matāuranga in the pedagogical journey of kaiako and the on-going improvements which will occur to these programmes over time.

### **Ethics Committees and Ethics Approvals**

Although there is now an overarching ethical framework in place (Te Matarau Whānui), ethics processes using this framework are still a work in progress. At present local ethics committees within each business division are responsible for all approvals. The research and ethics committee terms of reference demonstrate the make-up of these research and ethics committees and are attached (and include membership demonstrating that all committees require Māori representation, some require also Pacific representation). The ethics functions fall under the Terms of Reference for Te Ohu Whakahaere Rangahau Māori, Research and Post-graduate which also requires Māori and Pacific representation.

### **Research Monitoring**

Twelve business divisions of Te Pūkenga are currently using ROMS software for the management of research outputs. As part of the next phase of research development at Te Pūkenga, a national research outputs management system will be planned. This may be the ROMS software (managed and hosted by New Zealand firm Intuto that is currently used by the majority of business divisions), or

it may be a different solution. A Working Paper from the Rangahau Research Forum picks up the opportunities and risks with each option and makes some recommendations of considerations going forward. However, Te Pūkenga is committed to having a national system in place in the near future, to assist with research output and activity monitoring. A number of business divisions also use a variation of monitoring (called traffic lighting) of research activity and outputs. We have included Unitec's traffic light report. At least four providers use the Unitec approach. At present this monitoring is done within business divisions and will continue until the national research function is fully stood-up.

### Initiatives Supporting Research

Within Te Pūkenga, there is an active Health Community of Practice. Many nursing kaiako across the network are a part of this. One of the goals is for kaiako and researchers to exchange ideas with a view to developing research projects across the Te Pūkenga network. This community of practice has a publication released three times a year that profiles health-related projects.

- [ITP Hauora Research](#)

Other initiatives supporting research and dissemination are:

- Symposia hosted at both national and regional level, which provide opportunities for kaiako to present their research and achieve outputs
- Research capability-building workshops and seminars, which are shared across the network wherever possible
- Journals across the network supporting health research including [Rere Āwhio – Journal of Applied Research & Practice](#), [Scope](#), and [Whitireia Journal of Nursing, Health and Social Services](#).

### Ākonga research

Under-graduate ākonga do undertake research projects as part of their studies. However, most ākonga projects do not involve research conducted with human participants and it is not anticipated that ākonga in undergraduate health and social services programmes will be engaged in research with human participants in the future. All projects are closely supervised by kaiako within the business divisions. Te Kawa Maiororo – Te Pūkenga Educational Regulatory Framework has clear information available about the conduct of ākonga rangahau and research (Section 5.3, p. 19).

Where research may be undertaken with human subjects, it will be subjected to Te Pūkenga ethical approval and will have wrap-around support because of the nature of the ākonga and the researcher. For example, it is an opportunity to upscale the 'tuakana-teina' (rangahau) methodology used at Toi Ohomai Te Pūkenga. This involves the involvement and engagement of Māori graduate level ākonga (Creative Arts, Nursing, Social Work, Early Childhood, Applied Business Management), as kairangahau teina (actual researchers and *not* research assistants) in internally and externally funded research projects, and programmes (kairangahau are working in/on/leading).

This process provides rangahau and research mentorship that grows and supports Māori rangahau, and research, capability. In turn, it grows the rangahau Māori workforce which is crucial because it's really hard to find/get kairangahau Māori and so, we have to grow them (which is what providers like Toi Ohomai are doing).

### Code of conduct for researchers (with regards to Research Ethics)

All business divisions have codes of ethics in place that guide the conduct of research, plus staff codes of conduct. These will remain in place at Te Pūkenga transitions into the new ethics framework, which is already approved and in the early stages of implementation.

# Kaupapa-here | Conduct Rangahau and Research in a Māori Context Policy

## Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- a) This policy applies to all kairangahau/researchers, Te Pūkenga kaimahi and ākonga, and others conducting research with or on behalf of Te Pūkenga, who are engaged in rangahau or research in a Māori context; or involving Māori issues; or which might impact on Māori; and/or which includes Māori as participants; regardless of whether the kairangahau/researcher is Māori or non-Māori; and
- b) where appropriate, Ohu Kaitiaki, which extends to all those operating at a governance level, including Council members and members of Council’s advisory committees.

## Mokamoka whakaaetanga | Approval details

<b>Version number</b>	1	<b>Issue date</b>	
<b>Approval authority</b>		<b>Date of approval</b>	
<b>Policy sponsor (has authority to make minor amendments)</b>		<b>Policy owner</b>	
<b>Contact person</b>		<b>Date of next review</b>	

## Ngā whakatikatika | Amendment history

<b>Version</b>	<b>Effective date</b>	<b>Created/reviewed by</b>	<b>Reason for review/comment</b>

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## Kaupapa-here | Conduct Rangahau or Research in a Māori Context Policy

### 1. Pūtake | Purpose

- 1.1. This policy is in accordance with Te Pūkenga commitment to the principles of Te Tiriti o Waitangi. While Te Matarau Whānui, Te Pūkenga Ethical Framework for Rangahau and Research, protects the dignity, rights, and welfare of all rangahau and research participants during and after the research project, this policy reinforces the kairangahau/researcher's responsibility to tangata whenua. The policy and framework complement each other and should both be consulted before commencing the proposed rangahau or research project.
- 1.2. Any proposed rangahau or research project which has effects on or could potentially affect Māori must be approved by a rangahau or research ethics committee to ensure it reflects the requirements of this policy.
- 1.3. Such rangahau or research could include populations containing Māori members, involve Māori as respondents or co-researchers, involve any aspect of tikanga Māori, mātauranga Māori, or Māori intellectual property. Examples of such rangahau or research could include health-related research, which could be beneficial to or draw on populations containing Māori members, or artwork utilising Māori symbols.
- 1.4. The complexity of the rangahau and research environment is acknowledged in this policy. The kairangahau/researcher will have a commitment to multiple stakeholders. Stakeholders could include:
  - a. Te Pūkenga,
  - b. sponsor(s) or other funding agencies,
  - c. the Māori community,
  - d. non-Māori community,
  - e. Māori and non-Māori individuals and various organisations.
- 1.5. Each of these stakeholders is likely to have its own rangahau or research protocols and expectations of the kairangahau/researcher. The challenge facing the kairangahau/researcher is to protect the interests of all concerned which can increase the complexity inherent in any rangahau or research.
- 1.6. How the coalition between the kairangahau/researcher and these various interest groups is established depends on the negotiation process. The kairangahau/researcher should not have to compromise his/her personal ethics and principles in the undertaking of the rangahau or research. However, if conflict of ethics does occur, the kairangahau/researcher may need to investigate alternatives, for example working with a different group.

### 2. Ngā Mātāpono | Principles

- 2.1. Te Pūkenga is committed to the spirit and intent of Te Tiriti o Waitangi, as reflected in the terms of its Charter. This includes the retention of Māori control (tino rangatiratanga) over Māori resources, including people. Moreover, an approach consistent with Te Tiriti o Waitangi means that rangahau and research conducted by Te Pūkenga kaimahi, ākonga, or others engaged in rangahau and research with or on behalf of Te Pūkenga will honour the principles of partnership, protection, and participation, described below.
  - a. Partnership (derived from Article 1):

Where Māori are major participants in rangahau or research or they have a major stake in the outcome of a rangahau or research project focussed on an issue of relevance to Māori, the working relationships based on collaboration and partnership should be established between the kairangahau/researcher and participants. This includes the mutual sharing of rangahau or research skills and rangahau or research outcomes.

b. Protection (derived from Article 2):

The kairangahau/researcher must ensure the protection of Māori participants and Māori resources in the process, including as far as possible protection from any negative impact that might result from the findings of the project being made public. Examples may include placing a moratorium on the rangahau or research material for an agreed period of time or keeping confidential certain material.

Protection goes beyond the requirement to obtain informed consent from the participant. As a general rule, consultation should occur if Māori are to be involved as participants in a project or the project relates to an issue of importance to Māori. This consultation should also involve Māori guiding the kairangahau/researcher about what needs to be protected and how this protection can be effected.

c. Participation (derived from Article 3):

As with all citizens, Māori have a right to participate in and enjoy society's benefits, including those that might result from rangahau or research and Māori involvement.

The rationale for including or excluding Māori participants in a project needs to be explicit. Rangahau and research should empower the community involved; excluding Māori from a research project would simply serve to marginalise them further. If this is the case, a major section of the New Zealand population is excluded from the research, thereby limiting the generalisation of the results.

In general, if there are no justifiable reasons for excluding Māori from participating in a project, then suitable steps should be taken to ensure their inclusion where appropriate. As most rangahau or research questions posed in the social sciences within Aotearoa New Zealand are likely to include Māori participants, kairangahau/researchers should anticipate Māori involvement as participants and ensure that rangahau or research protocols uphold the principles of protection, partnership, and participation. In order to determine whether Māori have an interest in the rangahau or research question, kairangahau/researchers should consult with appropriate Māori representatives in the early planning stages of the rangahau or research.

### 3. Kaupapa Here | Policy Statements

#### Ethical Protocols and Principles

3.1. Te Matarau Whānui references the four Te Ara Tika tikanga principles (mātāpono) that are an important aspect of ethics therefore, must be acknowledged by incorporating them into the rangahau or research design and methodology:

a. **Tika**

Tika refers to what is right and what is good for any particular situation. Importantly, in the context of ethics it relates to the design of a project, and whether the rangahau or research achieves proposed outcomes, benefits participants and communities, and brings about positive change. Tika requires respectful relationships with participants in all studies, regardless of the rangahau or research design and methods. Kairangahau/researchers should engage with communities about

which rangahau or research questions are important and reflect on the ethical issues associated with their project.

**b. Manaakitanga**

Manaakitanga refers to caring for others, nurturing relationships and being careful in the way we treat others and upholding the mana of all parties. Manaakitanga relates to cultural and social responsibility and respect for people and ensures an enabling voice and requires an understanding of the appropriateness of privacy and confidentiality, to prevent harmful effects from disclosure of information, prioritise collective participation in establishing the goals and benefits of a research proposal, and empower research partnerships.

**c. Whakapapa**

Whakapapa refers to relationships and in the context of ethics relates to the quality of consultation or engagement process with Māori and the monitoring of the progression of relationships through various stages of the rangahau or research. The relationship between kairangahau/researchers and participants (and communities) must involve trust, respect, and integrity. Whakapapa carries the reminder that an individual is part of a whānau or wider collective which can infer collective decision-making, collective information sharing, collective participation in consent processes, collective support for rangahau or research data collection, collective analysis of results, and participation in dissemination of results. Kairangahau/researchers need to assess an individual's preferences and to involve their collective support networks.

**d. Mana**

Mana refers to power, prestige, leadership, or authority bestowed, gained, or inherited individually or collectively. It infers that each individual has the right to determine their own destiny upon their own authority. Mana is an influencing factor in leadership and interpersonal and inter-group relationships, including those entailed in rangahau or research. Shared knowledge upholds the mana of rangahau or research participants. Mana relates to equity and distributive justice in terms of the potential or actual risks, benefits, and outcomes of rangahau and research. In that context it also concerns issues of power and authority in relation to who holds roles, rights, and responsibilities. Finally, the principle of mana requires that the research process upholds appropriate aspects of tikanga Māori and respects local protocols.

- 3.2. The mātāpono align to four key questions that should inform the rangahau and research process and against which kairangahau/researchers are required to review their project to ensure it affirms Te Tiriti o Waitangi and Te Pūkenga Charter as well as the mātāpono:
- He aha te **whakapapa** o te kaupapa?* What is the basis/purpose of this project?
  - Kei a wai te **mana** o te kaupapa?* Who is in control of this project?
  - Me pehea e **tika** ai tēnei kaupapa?* How will the project be done correctly?
  - Kai a wai te **manaakitanga** o te tangata?* Who will look after the participants and their communities?
- 3.3. The consent of all people involved in the rangahau or research, where such people are identifiable, will be sought and confirmed before the rangahau or research commences as well as on an ongoing basis. With regard to informed consent, the kairangahau/researcher will need to establish who speaks for the community/Iwi and what the conditions of the informed consent will be. Appropriate institutional advice will be made available to guide the consultation process.
- 3.4. The aims of the project, as well as the anticipated outcome(s), will be conveyed to all participants (individuals and groups) in a clear, concise, and appropriate way. This includes providing any information in writing that fully informs them of their rights in relation to the protocols and principles contained in this policy, prior to them agreeing to participate.
- 3.5. The rights, interests and sensitivities of the participants will be acknowledged and protected, including the protection of any intellectual property rights, such as those pertaining to traditional Māori knowledge and culture.



- 3.6. Only rangahau and research tools and techniques that are open, direct, and transparent should be used. Secret or covert work is not acceptable, except in very exceptional circumstances that must be approved by the Ethics Committee in consultation with the appropriate representatives from the Māori community.
- 3.7. Each participant has the absolute right to exercise control over the information they have volunteered. This includes the right to restrict access to the information, or to withdraw part or all of the information from the project findings. It is the kairangahau/researcher's responsibility to clarify with participants how they can exercise this right.
- 3.8. The kairangahau/researcher(s) must honestly and accurately represent their skills and experience, including their knowledge and/or experience related to Māori cultural beliefs and/or practices relevant to the rangahau or research, to the participants and others involved.
- 3.9. Kairangahau/researchers will not exploit informants, or the information gathered from the rangahau or research, for personal gain or aggrandisement. Where possible and appropriate, fair return should be given for participants' help and services, and this help / service must be acknowledged in the final rangahau or research output.
- 3.10. The participants and others involved have the right to seek assistance from relevant rangahau or research mentors (i.e., supervisors or kairangahau/research leaders), in the event of any problems arising during the process. These mentors and the process for raising any concerns must be clearly identified before the rangahau or research commences.

#### **Accountability Protocols and Principles**

- 3.11. The kairangahau/researcher's main responsibility and accountability are to the people involved in the activities being researched and to the actual rangahau or research participants. These groups of people are considered to have an interest in the project equal to that of the kairangahau/researcher.
- 3.12. The rangahau or research participants have an absolute right to know, as far as can be anticipated, what will become of the information they have volunteered as well as its possible use and application prior to giving informed consent to participate.
- 3.13. Kairangahau/researchers must be willing at the outset of projects to accept that the specific results and outcomes of any rangahau or research relating to the contribution of an individual or group will be presented to them in draft form for editing before any form of distribution or publication, i.e. for example while participants may not have had input into the specific outputs, they still have the right of veto or censure over their contribution to such outputs.
- 3.14. The contribution of any individual or group consulted will be acknowledged in the final rangahau or research report, unless an individual or group taking part wishes to remain anonymous.

#### **Participatory Approach**

- 3.15. The terms of the rangahau or research as well as the questions and methodology will be designed in consultation with, and having due consideration for, the expertise of the Māori individuals or groups who will have any part in the project.
- 3.16. Continual monitoring of the process will be shared equally by the kairangahau/researcher and the Māori individuals or groups providing the information.
- 3.17. Integral to successful rangahau or participatory research is the development of a true partnership based on trust and one which does not prejudice the interest of any one partner making up the partnership. Therefore, as part of the collaborative process, the kairangahau/researcher is responsible for initiating sharing the co-developing rangahau or research skills with the rangahau or research participants.

#### **Intellectual Property Rights of the Rangahau or Research**

3.18. In the initial consultation stage, the kairangahau/researcher must establish where the ownership of the end result of the rangahau or research will reside, i.e., with the kairangahau/researcher, the kairangahau/researcher's institution, the sponsor(s), funding agency, local community, or another organisation.

#### Rangahau or Research Objectives and Outcomes

3.19. Ideally, the rangahau or research should make a positive contribution to Māori needs, aims and aspirations, as defined by Māori, and to the enhancement of mana. The kairangahau/researcher is responsible for ensuring that Māori participants are clear about the aim of the rangahau or research before it commences.

3.20. The rangahau or research findings are to be presented in a format that is readily understandable and accessible to all stakeholders, particularly those who provided the basis for the findings. Where appropriate, the rangahau or research findings will be presented in oral, written, and visual forms in both Māori and non-Māori publications and forums.

3.21. A summary of the final rangahau or research report is to be made available to any individual or group who provided information used in the final research report. A full report of the research will be held in Te Pūkenga Research Archive.

#### 4. Ngā Haepapa | Responsibilities

Role	Responsibilities
<b>Te Ohu Whakahaere Rangahau, Research, and Postgraduate</b>	Governance of rangahau and research
<b>Te Ohu Whakahaere Tikanga Matatika, Te Pūkenga National Human Ethics Committee</b>	<p>[To be stood up]</p> <p>Reports to Te Ohu Whakahaere Rangahau, Research, and Postgraduate</p> <p>Ensures Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau Māori and research ethics ontology and related processes.</p>
<b><i>Add additional roles once determined in structure</i></b>	

#### 5. Ngā Tikanga | Definitions

Term	Definition
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<i>TBC</i>	

## 6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

<p><b>Ngā Kaupapa-Here e hāngai ana   Related policies</b> Te Matarau Whānui Te Pūkenga Ethical Framework for Rangahau and Research</p>
<p><b>Ngā Tukanga me ngā hātepe   Processes, procedures</b> The National Ethics Advisory Committee National Ethical Standards for Health and Disability Research and Quality Improvement The Royal Society Code of Professional Standards and Ethics in Science, Technology, and the Humanities The Health Research Council Te Ara Tika framework for addressing Māori ethical issues within the context of decision-making by ethics committee members</p>
<p><b>Ture whai take   Relevant legislation</b> Te Pūkenga Charter (Education and Training Act 2020, Schedule 13 Te Tiriti o Waitangi</p>

# Te Matarau Whānui

## Te Pūkenga Ethical Framework for Rangahau and Research

A framework for the consideration of research ethics in Te  
Pūkenga

December 2022

FINAL DRAFT



**Te Pūkenga**

# Introduction

Te Matarau Whānui is a rangahau and research ethics framework for Te Pūkenga. The framework is intended as a guide for research ethics committees in Te Pūkenga as they consider applications for research ethics approval.

This document describes the Framework, as well as providing further information about the scope and implementation steps.

Guidance will be provided separately for ākongā and kaimahi in the use of this Framework when preparing a research ethics application.

Kaimahi and Ākongā reading this should understand that a research ethics committee does not approve a rangahau or research project. This function is undertaken by the organisation that is funding the project (whether Te Pūkenga or an external funding agency).

A research ethics review is a separate independent review of a proposed rangahau or research project to ensure the project will be implemented in accordance with the Te Pūkenga ethical framework (Te Matarau Whānui) and any national protocols and legislation..

The role of a research ethics committee (and the purpose of this Framework) is to ensure that the dignity, rights and welfare of all research participants are protected during and after the research project. Te Pūkenga has determined this must be considered for human, animal, environmental and taonga participants. This may seem unusual for researchers whose prior experience is limited to applications for human or animal ethics approval. It is, however, in line with evolving best practice in ethics consideration.

This document comprises three parts:

- **Part One: Te Matarau Whānui** – provides an overview of Te Matarau Whānui
- **Part Two: Te Matarau Whānui in Te Pūkenga** - provides additional detail about the rationale for Te Matarau Whānui in Te Pūkenga
- **Part Three: Implementing Te Matarau Whānui** – provides a high-level overview of the possible implementation of the Framework. It is stressed this is tentative as Te Pūkenga’s organisational structure is currently being developed.
- *The Appendix provides an overview of the development of the Framework.*

# Part One: Te Matarau Whānui

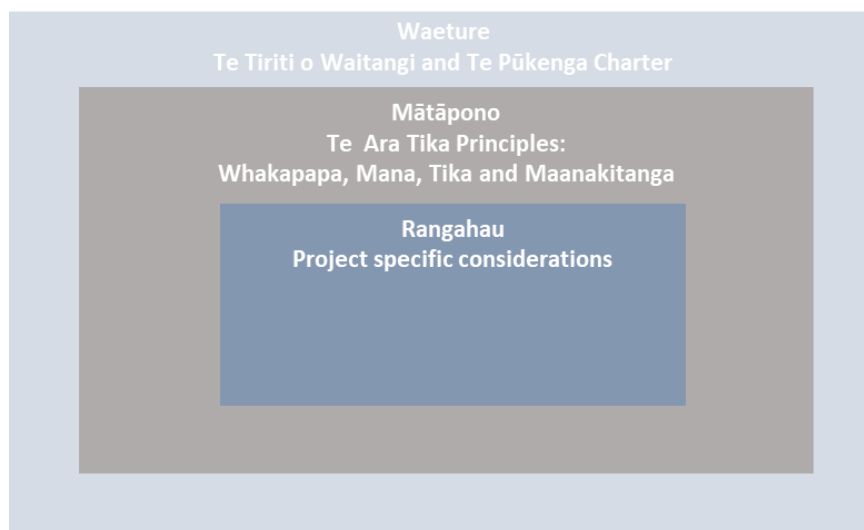
Part One provides an overview of Te Matarau Whānui and the levels and scope of consideration required for research ethics applications.

Te Matarau Whānui requires a holistic assessment of ethical considerations related to a rangahau or research study.

The Te Pūkenga Research Ethics Framework is presented as a series of nested levels that align ethical consideration to the different modalities of rangahau and research involving *kaiuru*<sup>1</sup> (participants). The framework comprises three levels of consideration.

- The first level, ‘*Waeture*’,<sup>2</sup> (regulation) focuses on the existential and regulatory/ statutory context for rangahau and research undertaken under the auspices of Te Pūkenga; in particular Te Tiriti o Waitangi and Te Pūkenga Charter.
- The second level ‘*Mātāpono*’<sup>3</sup> (principles) focusses on the core ethical principles underpinning all rangahau and research undertaken under the auspices of Te Pūkenga, drawn from Te Ara Tika<sup>4</sup>.
- The third level ‘*Rangahau*’ focusses on the ethical considerations required for a specific rangahau or research project.

Figure 1: Matatika Rangahau<sup>1</sup>



These three levels of consideration are interdependent and have been separated to facilitate ethical consideration. Each level is discussed briefly below:

### Ngā Waeture

All rangahau and research undertaken under the auspices of Te Pūkenga, must be undertaken having regard to the regulatory and statutory context within which Te Pūkenga operates. Te Matarau Whānui exists within the context of two founding documents: Te Tiriti o Waitangi and Te Pūkenga Charter (as per the Education and Training Act 2020<sup>5</sup>).

### Te Tiriti o Waitangi<sup>6</sup>

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<sup>1</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

Te Matarau Whānui requires Tiriti-aligned ethical consideration. Alignment with Te Tiriti o Waitangi is applicable to all rangahau and research undertaken under the auspices of Te Pūkenga. By formally taking Te Tiriti o Waitangi as a foundation, Te Pūkenga seeks, through rangahau and research, to foster equitable outcomes for all tāngata,<sup>7</sup> both tāngata whenua and taiwi; and affirms, values and protects mātauranga Māori.

### **Te Pūkenga Charter**

Te Pūkenga Charter (refer Appendix One) requires Te Pūkenga to be responsive to the needs of all regions of New Zealand and their learners, industries, employers, and communities. Te Pūkenga must achieve this by developing meaningful partnerships with industry across the country and communities including hapū and iwi, and Pacific communities. Te Pūkenga must reflect Māori-Crown partnerships in order to give effect to Te Tiriti o Waitangi and recognise Māori are key actors in regional social, environmental, and economic development. Te Pūkenga must hold inclusivity and equity as core principles.

It is intended that this Framework will be able to indicate to researchers how appropriate their particular project is to enacting Te Tiriti o Waitangi, and Te Pūkenga Charter and promote pathways that encourage participative, community-centred projects that maximise outcomes for Te Pūkenga 'priority populations' – of Māori, Pasifika and disabled people(s) and their communities.

### **Ngā Mātāpono**

Te Pūkenga has adopted the four principles of Te Ara Tika<sup>8</sup>, as the mātāpono (principles) for ethical consideration of all rangahau and research projects.<sup>9</sup> The adoption of Te Ara Tika principles provides a basis for a broad consideration of rangahau and research ethics in Te Pūkenga. Whilst Hudson<sup>10</sup> has noted "Maori ethics are based on tikanga but have not yet been well articulated in the context of ethical review", it is considered that the four principles on which Te Ara Tika are based provide a comprehensive, inclusive and widely applicable basis for the ethical consideration of all rangahau and research projects undertaken under the auspices of Te Pūkenga.

Māori values are being integrated into ethical standards and ethical codes of practice.<sup>11</sup> All research that includes Māori is of paramount importance to Māori, in fact all research in New Zealand is of interest to Māori, and Māori centred research is of increasing importance to national life.

Importantly, the principles are not categorical imperatives.<sup>12</sup> In broad terms these principles, within the context of Te Matarau Whānui are broadly consequentialist<sup>13</sup> (situated and focusing on outcomes of actions) rather than deontological (absolute focuses on the activity per se); the focus is on the ethical implications of the process of deriving the outcomes of the proposed rangahau or research project<sup>14</sup>

#### *Te Ara Tika principles*

Te Matarau Whānui references the four Te Ara Tika tikanga based principles (mātāpono). Te Ara Tika draws on tikanga Māori (ways of doing things) and its related philosophical base of mātauranga Māori (unique Māori knowledge) as well as integrating understandings from Te Tiriti o Waitangi, Indigenous values and Western ethical principles.<sup>15</sup>



For Māori, ethical concerns relate to certain tikanga that reflect Māori values, beliefs and worldviews.<sup>16</sup> **Tikanga**, (tika - the correct/ appropriate way of behaving), aims to enhance the **whakapapa** (system of relationships) between kairangahau/researchers, research participants and communities (broadly defined) and ensure the preservation of **mana** (justice, equity and authority) by keeping the application of **manaakitanga** (compassionate caring) at the fore throughout the research process while also addressing issues of risk/harm, informed consent and maintaining integrity and respect within the research process. Tikanga also provides a framework through which Māori can actively engage with ethical issues and consider the effect research may have on their values or relationships. Tikanga are flexible enough to provide context-specific responses to environmental changes or new situations.

As stated in Te Ara Tika<sup>17</sup>: “The principles are drawn from tikanga Māori and its philosophical base of mātauranga Māori (traditional knowledge), but also integrate understandings from the Treaty of Waitangi, indigenous values and Western ethical principles”. In addition, Te Matarau Whānui “considers that both the research design and the cultural and social responsibility of the researchers have an immediate influence on the likely outcomes of the research project and should be considered during ethical deliberations”.

The mā tāpono align to four key questions that should inform the rangahau and research process:

- |  |   |
|--|---|
| 1. <i>He aha te <b>whakapapa</b> o te kaupapa?</i>       | What is the basis/purpose of this project?                  |
| 2. <i>Kei a wai te <b>mana</b> o te kaupapa?</i>         | Who is in control of this project?                          |
| 3. <i>Me pehea e <b>tika</b> ai tēnei kaupapa?</i>       | How will the project be done correctly?                     |
| 4. <i>Kai a wai te <b>manaakitanga</b> o te tangata?</i> | Who will look after the participants and their communities? |

The strength of Te Ara Tika is that it is both holistic and tikanga Māori-based, and therefore provides a means for researchers to develop research that responds to the fundamental challenge of how to do ethical research and rangahau in Aotearoa<sup>18</sup>.

All research undertaken under the auspices of Te Pūkenga must be tested against these principles. In making application for ethical review, kairangahau and researchers will be required to review their proposed study against each mā tāpono to ensure the study affirms Te Tiriti o Waitangi, Te Pūkenga Charter and each mā tāpono.

### **Tika**

- Tika refers to what is right and what is good for any particular situation. Importantly, in the context of ethics it relates to the design of a study, and whether the research achieves proposed outcomes, benefits participants and communities and brings about positive change.
- Tika requires respectful relationships with kaiuru in all studies, regardless of the research design and methods.
- Researchers should engage with communities about which research questions are important and reflect on the ethical issues associated with their study.

### **Manaakitanga**

- Manaakitanga refers to caring for others, nurturing relationships and being careful in the way we treat others. *Aroha* (respect, love), generosity, sharing and hosting are essential parts of manaakitanga, as is upholding the mana of all parties.
- Manaakitanga relates to cultural and social responsibility and respect for people. This value ensures an enabling voice and requires an understanding of the appropriateness of privacy and confidentiality, to prevent harmful effects from disclosure of information, prioritise collective participation in establishing the goals and benefits of a research proposal, and empower research partnerships.
- As well as gathering data, researchers should learn to collaborate with and to give back to the community (e.g., through *koha* (gifts) and sharing ideas).

### **Whakapapa**

- Whakapapa refers to relationships; the term encompasses the quality of those relationships, the reasons for their formation and the structures or processes that have been established to support them.
- Whakapapa in the context of ethics relates to the quality of consultation or engagement process with Māori and the monitoring of the progression of relationships through various stages of the research.
- The relationship between researchers and participants (and New Zealand communities) must involve trust, respect and integrity.
- Whakapapa reminds us that an individual is part of a *whānau* (family group) or wider collective. Often this can infer collective decision-making, collective information sharing, collective participation in consent processes, collective support for research data collection, collective analysis of results and participation in dissemination of results. Researchers need to assess an individual's preferences and to involve their collective support networks.

### **Mana**

- Mana refers to power, prestige, leadership or authority bestowed, gained or inherited individually or collectively. It infers that each individual has the right to determine their own destiny upon their own authority. Mana is an influencing factor in leadership and interpersonal and inter-group relationships, including those entailed in research. Shared knowledge upholds the mana of research participants
- Mana relates to equity and distributive justice in terms of the potential or actual risks, benefits and outcomes of research. In that context it also concerns issues of power and authority in relation to who holds roles, rights and responsibilities. Finally, the principle of mana requires that the research process upholds appropriate aspects of tikanga Māori and respects local protocols

### **Rangahau**

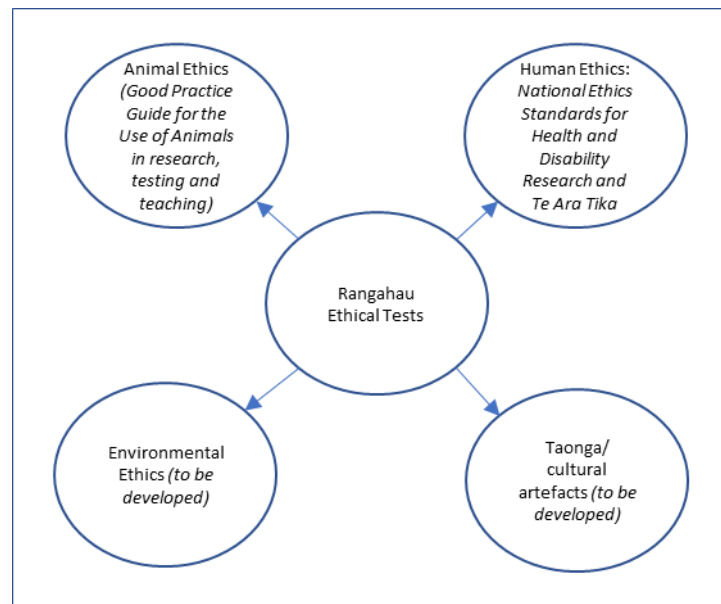
Waeture and mātāpono apply to all rangahau and research undertaken under the auspices of Te Pūkenga.

In addition to these levels of consideration, individual research projects will also require specific consideration relevant to the proposed study. Te Pūkenga is formally adopting nationally accepted and mandated participant specific ethical frameworks.

In a contemporary context a research ethics framework must encompass four broad areas of ethical consideration:

- Human ethics (any rangahau or research project involving humans, whether directly or involving non-anonymised data)
- Animal ethics (where animals are used in research, teaching and/or testing)
- Environmental ethics (particularly for protected and environmentally sensitive areas<sup>19</sup>)
- Taonga ethics

Figure 2: Rangahau Research Codes<sup>2</sup>



Te Pūkenga will formally adopt the Royal Society Te Apārangi *Code of Professional Standards and Ethics in Science, Technology, and the Humanities*<sup>20</sup> as an umbrella code. This code supports Members of the Royal Society Te Apārangi to follow exemplary ethical behaviour and world class research and scholarly practices in Aotearoa New Zealand.

In addition, Te Pūkenga will adopt the following ethical codes:

- Research involving human participants:
  - The National Ethics Advisory Committee (NEAC) *National Ethics Standards for Health and Disability Research*<sup>21</sup> issued in line with its statutory functions under the [New Zealand Public Health and Disability Act 2000](#).
  - The Royal Society Code of Professional Standards and Ethics in Science, Technology, and the Humanities.
  - For rangahau or research involving Māori, Te Ara Tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members
- Research involving animal participants:
  - The National Animal Ethics Advisory Committee (Animal Welfare Act 1999 Part 6). *Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching*<sup>22</sup> and Te

<sup>2</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

Pūkenga approved code of ethical conduct, which sets out the policies and procedures that must be followed.

- Research involving the environment:
  - Further consideration is required to specify ethical codes for research involving the environment
- Research involving taonga:
  - Further consideration is required to specify ethical codes for research involving taonga

When undertaking a rangahau or research project which spans more than one group of participants (for example animals and humans), reference may be required to multiple frameworks<sup>3</sup>.

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<sup>3</sup> Note: It is stressed that the adoption of a Te Ao Māori ontological stance, articulated through a Kaupapa Māori lens is not an (other) claim on Māori intellectual sovereignty nor an attempt to colonise unique Māori knowledge. As Pihama<sup>3</sup> notes in reference to Nepe<sup>3</sup> in her discussion of Kaupapa Māori: “*kaupapa Māori knowledge is distinctive to Māori society*”<sup>3</sup>.

# Part Two : Te Matarau Whānui in Te Pūkenga

Part Two provides additional detail about the rationale for Te Matarau Whānui. This detail is intended primarily for members and prospective members of research ethics committees, but may also be of interest to researchers when presenting to a research ethics committee.

## Why develop a new Research Ethics Framework?

Te Pūkenga unites New Zealand's Institutes of Technology and Polytechnics (ITPs) and the transition Industry Training Organisations (ITOs) into a single institution. As the largest tertiary organisation in New Zealand, Te Pūkenga will, through its reach, support the development of regions, communities and businesses in delivering quality, fit for purpose education and applied research.

With the establishment of Te Pūkenga a new research ethics regime is required to enable ethical consideration of rangahau and research undertaken under the auspices of the new tertiary organisation. The new Te Pūkenga rangahau and research regime will supersede individual ITP subsidiary human research ethics frameworks and processes. This involves the adoption of a shared research ethics framework as the foundation for consideration of issues relating to rangahau and research ethics in the new organisation.

Te Pūkenga is adopting a kaupapa<sup>23</sup> Māori approach to the development of Te Matarau Whānui. The kaupapa is grounded in connectedness<sup>24</sup> and is enacted through the four principles which underpin Te Ara Tika guidelines for Māori Research Ethics<sup>25</sup>.

It is intended that Te Matarau Whānui be future focussed and enabling, focussing on the promotion of positive outcomes from research, whilst continuing to ensure research related risks are identified and mitigated.

The objective of the work to date has been to develop a research ethics framework for Te Pūkenga to reflect the Māori-Crown partnerships in order to, (i) ensure that research governance, management, and operations give effect to [Te Tiriti o Waitangi](#); and (ii) recognise that Māori are key actors in regional social, environmental, and economic development” as written into Te Pūkenga Charter<sup>26</sup>. As per Te Pae Tawhiti (2020 to 2025)<sup>27</sup>, the ethical framework should recognise and respect the established rights and interests of Māori, Hapū and Iwi, Pasifika communities and Decile 9/10 communities, including obtaining necessary permissions to use existing mātauranga and giving effect to any established right of participating or affected community, hapū or iwi, to ownership of new knowledge created during the activity.

A further objective in developing Te Pūkenga rangahau and research ethics framework is to normalise kaupapa Māori approaches, Māori worldviews and practices within which research is conceptualised and operationalised within Te Pūkenga. This will help address one of the main concerns for many indigenous peoples in research regarding; respect for their indigenous rights, control over research processes and reciprocity within research relationships to ensure that equitable benefits are realised within indigenous groups<sup>28</sup>. Applying a tikanga-based, Māori ethical framework will not only be of benefit to Māori, but also benefit Pacifica communities and other vulnerable communities.

## Te Matarau Whānui: General Context

Te Matarau Whānui enunciates the moral principles that govern how researchers and rangahau working in or with Te Pūkenga should carry out their research work.<sup>29</sup> The development of a formal code of research ethics and peer ethical review are widely accepted as fundamental components of the research process.<sup>30</sup> and there are international codes which outline the key elements of the research ethics process.<sup>31</sup> A robust and transparent ethics approval process supports credibility, trust, and integrity between researchers, participants and communities, and facilitates researchers in ongoing reflection, self-awareness and vigilance to issues of privilege, power, authority and control.<sup>32</sup>

Ethical review comprises two fundamental components:

1. Ensuring research does not lead to adverse outcomes or experiences for researchers and/or participants.
2. Ensuring research increases 'the good of society'.<sup>33</sup>

Te Matarau Whānui outlines the framework of ethical considerations that researchers need to address in a systematic and structured manner prior to commencing their research activities. It enables research to be undertaken in a manner consistent with existing national and international ethical standards, and our intent to normalise Te Ao Māori and encourage collaborative and participatory research approaches (inspired by kaupapa Māori) across Te Pūkenga research ecosystem.

Te Pūkenga has established a sub-committee (Te Ohu Whakahaere) of the Academic Board (Te Poari Akoranga) to oversee, *inter alia*, the development and implementation of a research ethics regime for ākonga and kaimahi rangahau, and research studies undertaken within Te Pūkenga.

To support the continuation of research, two independent ethics committees are being established: An Animal Ethics Committee to oversee the use of animals in teaching and research under the Animal Welfare Act 1999, and a Research Ethics Committee to oversee all research, other than rangahau and research undertaken under the auspices of the Animal Ethics Committee. It is expected this committee will be HRC (Health Research Council) approved.

The scope of applied rangahau and research undertaken under the auspices of Te Pūkenga is broad and spans inquiry involving humans (in a range of contexts); inquiry involving animals; inquiry involving *taonga* (prized objects); inquiry involving creative arts, and inquiry involving the environment.

Rangahau and research projects spanning each of these areas of inquiry require ethical consideration, grounded in the unique regulatory and legislative context within which Te Pūkenga undertakes rangahau and research and statute as it relates to research.<sup>34</sup>

Te Pūkenga intends to adopt a common framework (Te Matarau Whānui) to underpin the consideration of issues relating to rangahau and research ethics. This framework is intended to be holistic. It is important to note that Te Matarau Whānui does not replace ethical consideration appropriate for specific areas of enquiry. Rather it provides a primary lens through which all rangahau and research undertaken under the auspices of Te Pūkenga must be considered.

Te Matarau Whānui | Te Pūkenga Ethical Framework for Rangahau and Research applies to all research projects, whether desk, studio or field-based, undertaken under the auspices of Te Pūkenga. The Ethics Framework applies to all academic staff, non-academic staff, students or trainees, or researchers from other organisations who may work with us on one of our projects.

## Te Matarau Whānui: Ontological Context

Te Pūkenga has incorporated Te Ao Māori, articulated through a kaupapa Māori lens as the ontological basis for the consideration of rangahau and research ethics in Te Pūkenga.

Te Ao Māori “acknowledges the interconnectedness and interrelationship of all living and non-living things”.<sup>35</sup> In Māori knowledge, as in many cultures, everything in the world is believed to be related. People, birds, fish, trees, weather patterns – they are all members of a common family.<sup>36</sup> There is a natural order to the universe, and an overarching principle of balance.<sup>37</sup>

This approach is holistic and seeks to use a broad lens to ground ethical consideration, rather than solely considering the specific (and typically human centred)<sup>38</sup> context of the proposed rangahau or research study.

Within this context, when applied to rangahau and research undertaken under the auspices of Te Pūkenga, it is not sufficient to focus ethical consideration solely within the ethical conventions which may be required for a specific area of inquiry (for example animal welfare legislation,<sup>39</sup> or national health and disability research standards.<sup>40</sup>) Whilst these standards must form a key component of ethical consideration, the wider context within which the study is being undertaken must first be carefully considered.

Whilst acknowledging that ethical consideration (particularly in the context of applied research) is situated and particular, rather than abstract,<sup>41</sup> ethical judgements provide a broader guide to practice.<sup>42</sup> **The purpose of Te Matarau Whānui is to provide a holistic context within which specific ethical consideration can be undertaken.**

This approach to the consideration of ethical issues is relevant to the specific research environment within which rangahau and research is undertaken within Te Pūkenga; and the socio-cultural context of Aotearoa; it is also consistent with emergent international practice, for example One Welfare,<sup>43</sup> environmental ethics,<sup>44</sup> health and social work ethics<sup>45</sup> and, in the wider context, paradigms utilised by indigenous researchers undertaking inquiry within a range of indigenous contexts.<sup>46,47</sup> Holistic ethics is grounded in the “underlying concept of the unity and integral wholeness of all people and of all nature”.<sup>48</sup>

The use of a kaupapa Māori approach to research ethics through this Framework will move our rangahau, research and researchers towards a focus that requires an explicit consideration of the benefits of the research as well as the risks.

## Te Matarau Whānui: Scope

In developing the Framework (see Appendix 1 for the development methodology), the following definitions of rangahau and research have been developed by Te Pūkenga Research Ethics



working group. It should be noted that the definitions remain a work-in-progress and will be referenced to the Performance Based Research Fund definitions once finalised and published.

### Definition of Rangahau

Rangahau [ranga (*to bring about*) and hau (*vital essence*)] is a process of finding out or seeking, often in a reflective or psychic sense. It is a pursuit of learning or investigation. Its basis is often sourced from the narratives of old with the application of those lessons to the present day. It is grounded in a cultural perspective, tikanga Māori and *āhuatanga* (aspects of things) Māori, in accordance with its experiences and truths.<sup>49</sup> The word is often used as a Māori translation of research - it is both more and less than that and, like 'kaupapa Māori' before it, will change over time and will develop different definitions for different pursuits.

Rangahau has been defined as the 'seeking of knowledge whereby the process of seeking, the nature of the knowledge and the outcomes are grounded in Te Ao Māori and its associated tikanga Māori'. In this sense rangahau upholds a Māori perspective, is undertaken by Māori people, often scopes different experiences and different truths, and can be, like research, transformative.

Rangahau may or may not be, "*original, of a critical nature, open to public scrutiny or capable of rigorous assessment by experts in a given discipline.*" But it is subject to scrutiny which may be more rigorous or whose rigour maybe bounded by parochial, tribal, or community-derived demands. The 'experts' are community leaders, possessors of mātauranga or those influenced by the outcomes of the pursuit. Rangahau as an exercise is also subject to tikanga – 'ethics-like' rules which, for this exercise, should be considered as one and the same.

### Definition of Research

Research underpins our understanding of the nature of reality and how we come to know and do things. For a formal process of research, Te Pūkenga has adopted the Performance-Based Research Fund (PBRF) definition of research as noted below:<sup>50</sup>

- Research is original, independent investigation undertaken to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.
- Research typically involves inquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline.
- Research includes work of direct relevance to the specific needs of iwi, communities, government, industry and commerce. In some disciplines, research may be embodied in the form of artistic works, performances or designs that lead to new or substantially improved insights.

Research may include:

- contributions to the intellectual underpinning of subjects and disciplines (for example, dictionaries and scholarly editions)
- the creation of new artefacts

- the use of existing knowledge in experimental development to produce new or substantially improved, materials, devices, products, communications or processes
- the synthesis and analysis of previous research to the extent that it is new and creative.

Research findings must be open to scrutiny or formal evaluation by experts within the field. This may be achieved through various forms of dissemination including, but not limited to, publication, manufacture, construction, public presentation, or provision of confidential reports. Activities that are part of routine standard practice and do not embody original research are excluded, such as:

- routine testing
- data collection
- preparation for teaching
- the legal and administrative aspects of intellectual property protection and commercialisation activities.

### Rangahau/Research Covered by Te Pūkenga Research Ethics Framework

All rangahau and research undertaken which meets one or more of the criteria for research specified in the PBRF definition is covered by this Framework.

Te Pūkenga Research Ethics Framework applies to all rangahau and research work, whether desk, studio or field-based, across all disciplines undertaken under the guidance of Te Pūkenga. This Ethics Framework applies to all Te Pūkenga *kaimahi* (workers), rangahau/researchers and *ākonga* (learners), and *kaimahi*/staff from other organisations who may work with us on our projects or are seeking ethics approval as a parented organisation.

Our principles have been specifically developed to encompass all forms of rangahau and research undertaken by Te Pūkenga, whether technical/scientific, practical or critical/emancipatory.

Te Pūkenga undertakes a broad range of activity that can be considered rangahau and research, involving a very broad array of participants. Some participants, when provided with appropriate knowledge about their potential participation in a project, can make an informed decision about whether or not they are willing to participate in the project.

Many participants however are not able to make an informed decision, for example children, the elderly, adults who may have difficulty understanding the technical language commonly used in research, our ancestors, animals, and the environment.

Our research ethics framework applies to all existing knowledge (both published and unpublished) used by researchers as part of the research project, all participants in the project, and how we publish our findings.

# Part Three: Implementation of Te Matarau Whānui

Part Three provides a high-level overview of the potential rangahau and research ecosystem in Te Pūkenga, and requirements for the implementation of the Framework.

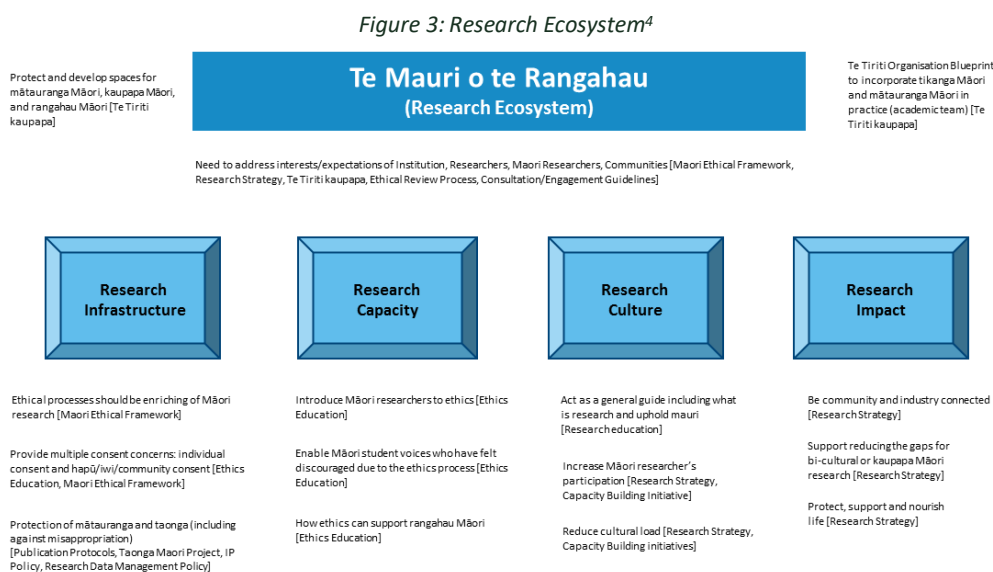
## Research Ecosystem

Governance of Te Pūkenga Research Ethics Framework will rest with the Rangahau, Research and Postgraduate Sub-Committee (Te Ohu Whakahaere) a sub-committee reporting to Te Pūkenga Academic Board (Te Poari Akoranga).

There will be an independent Te Pūkenga National Human Ethics Committee (Te Ohu Whakahaere Tikanga Matatika) reporting to Te Ohu Whakahaere. The purpose of the Human Ethics committee will be to ensure Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau Māori and research ethics ontology and related processes.

The National human ethics committee will be Health Research Council accredited and will have an external, independent chair and representative external and internal committee members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses. Te Pūkenga membership will cover the principal research foci/discipline areas of the institution with a whole-of-institution focus.

It is expected the following research ecosystem, developed with input from Professor Maui Hudson, following consultation with Te Pūkenga Rangahau Māori Forum, will be progressively implemented in Te Pūkenga (Figure 3):



## Implementation of the Framework

Following approval of the Framework, work will be required to develop the process, policies and guidelines for use of the new Te Pūkenga Ethics Framework and also the questions that should be addressed when putting together a research or teaching proposal where ethics approval is required. A Te Pūkenga Research Ethics Working group will need to continue to work through the application of the new Framework for consideration of research related to Environment and Taonga/Culture.

<sup>4</sup> Note: this diagram is conceptual and will need to be re-drawn in the final document

The following broad steps will be required to implement Te Matarau Whānui:

**Adoption of Te Matarau Whānui and National Codes:** Te Pūkenga (Te Poari Akoranga, Te Pūkenga Executive, and Te Pūkenga Council) formally adopts Te Matarau Whānui (as a 'living' document) in addition to the following National Codes as the basis for human ethics in Te Pūkenga:

- The National Ethics Advisory Committee National Ethical Standards for Health and Disability Research and Quality Improvement.
- The Royal Society Code of Professional Standards and Ethics in Science, Technology, and the Humanities.
- The Health Research Council Te Ara Tika framework for addressing Māori ethical issues within the context of decision-making by ethics committee members.

**Socialisation:** Once a framework has been approved socialisation can begin through working with existing research ethics committees in the network. This will ensure that the new kaupapa is understood, staff development is underway and everything is in place ready for the start of 2023.

**Establishment of Committees:** The new Te Pūkenga Human Ethics Committee will be appointed and process of ethics harmonisation can commence. The Human Research Ethics Committee will seek HRC accreditation. As part of the process, the composition of regional ethics committees, including the proposed HRC approved Ethics Committee will need to be considered by the Oho.

**Initial Implementation:** Implement the new Framework for all research involving Human Ethics considerations. This will require the implementation of appropriate application screening and escalation protocols.

**Ongoing Development.** Te Matarau Whānui is a living document. Ongoing development of the holistic research ethics environment for Te Pūkenga, grounded in kaupapa Māori will be required.

**Ongoing Implementation.** Adopt the new holistic research ethics approach to include consideration of research areas other than those involving humans.

The implementation model briefly described above will also require implementation of ongoing professional development and training of staff across Te Pūkenga, along with development and implementation of the research ecosystem.

# Appendix 1: Development Methodology

## Development Methodology

The following methodology was used to develop Te Matarau Whānui:

### **Stage 1: Development of a Māori Ethics framework to guide research and research processes, as well as the use of animals in teaching across Te Pūkenga.**

*This initial consultation stage involved members from the Rangahau Māori Forum, experts at Waikato University and EIT researchers.*

1. Kohikohi whakaaro: Review existing Māori frameworks<sup>51</sup> and bring commonalities of these together;
2. Hui tuatahi: workshop with Rangahau Research Forum on Māori frameworks, Māori ontology, and key elements of a Te Pūkenga ethical framework;
3. He kōwhiringa: Draft options for a Te Pūkenga ethical framework;
4. Hui tuarua: Workshop the options with Rangahau Research Forum and key stakeholders; and
5. Prepare a draft Te Pūkenga Ethics framework to guide research and research processes in preparation for Stage 2.

### **Stage 2: Test and Modify the proposed Working Framework**

*This mahi involved Te Pūkenga Research Directors and Managers and focussed on developing training material and application processes and forms for the trial phase. Testing was coordinated through research directors/centre, and the Chairs/members of five Research Ethics Committees with the help of a number of rangahau/researchers within Te Pūkenga.*

1. Test the new framework using a number of varied ethics applications to understand how it operates and consider any modifications that need to be made.
2. Consult existing Ethics Committees and members to gain valuable feedback regarding operation of the framework
3. Test the new Framework in relation Human Ethics as well as additional areas where up to now there has not been a process for consideration of Research Ethics (eg Research involving the Environment and Taonga/Culture)
4. Make any modifications necessary following feedback, and prepare final version Framework for consideration and approval as the new Kaupapa Māori Te Pūkenga Ethics Framework via Poari Akoranga and then Te Pūkenga Council.

### **Stage 3: Develop the Operational Processes required for use of the Framework for Decisions regarding Research Ethics**

*Work yet to be allocated but refer Implementation.*

# Notes

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- <sup>1</sup> Participant: <https://maori.english-dictionary.help/maori-to-english-meaning-kaiuru>. In the context of the mātaṭāpiro (principles), participant is defined holistically as any and all actors engaged in a research study; human and non-human, animate and inanimate.
- <sup>2</sup> <https://www.legalmaori.net/dictionary?omni=waeture>. Defined in English as ‘regulation’
- <sup>3</sup> <https://www.legalmaori.net/dictionary?omni=matapono>. Defined in English as ‘principles’
- <sup>4</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>5</sup> <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS170676.html>
- <sup>6</sup> Museum of New Zealand Te Papa Tongarewa “The full text of Te Tiriti o Waitangi | The Treaty of Waitangi” (9 November 2020) Museum of New Zealand Te Papa Tongarewa, Wellington, NZ
- <sup>7</sup> <https://www.legalmaori.net/dictionary?omni=people>
- <sup>8</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>9</sup> Consideration was also given to the adoption of the Community-Up Model (Refer : Smith, L. and Cram, F, 2001 : <http://www.rangahau.co.nz/ethics/166/> and, in a broader context : Pippi and Colleagues (2004). A Research Ethic for Studying Māori and Iwi Provider Success. *Social Policy Journal of New Zealand*, Issue 23, December 2004). The Community-Up Model has seven elements: Whanaungatanga; Manaakitanga; Aroha; Mahaki; Mana; Titiro, whakarongo, korero; Kia Tupato. These elements are focussed on research involving people and their communities, whereas Te Ara Tika principles can be applied in a broad range of contexts. The adoption of Te Ara Tika principles does not, of course, preclude the use of the Community-Up principles in relevant rangahau and research projects. As rangahau develops and the articulation in academic contexts of Māori ethical philosophy further frameworks are likely to develop, in which case the current principals will need to be revisited.
- <sup>10</sup> Maui Hudson, 2004. “A Maori Perspective on Ethical review in (Health) Research”. In *Tikanga Rangahau, Matauranga Tuku Iho*. P 57
- <sup>11</sup> RSNZ “Code of Professional Standards and Ethics in Science, Technology, and the Humanities” (2022) Royal Society Te Apārangi <<https://www.royalsociety.org.nz/who-we-are/our-rules-and-codes/code-of-professional-standards-and-ethics/code-of-professional-standards-and-ethics-in-science-technology-and-the-humanities/>>.
- <sup>12</sup> Refer Kant’s concept of Categorical(moral) Imperative (<https://plato.stanford.edu/entries/kant-moral/>)
- <sup>13</sup> For a general overview refer: <https://plato.stanford.edu/entries/consequentialism/>.
- <sup>14</sup> Note, whilst the lens is consequentialist, it is not utilitarian (refer for example: Bentham, *The Principles of Morals and Legislation*, Mill, *Utilitarianism*, Singer, *Writings on an Ethical Life*). The objective of the consequentialist lens is to consider the likely consequences of the proposed study, not to determine general or specific utility
- <sup>15</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3.
- <sup>16</sup> Te Puni Kōkiri and Ministry of Health *Health sector ethics* (Ministry of Māori Development, Wellington, NZ, 1994).
- <sup>17</sup> Refer Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010) at 3. PP 3-4.
- <sup>18</sup> HA Came “Doing research in Aotearoa: a Pākehā exemplar of applying Te Ara Tika ethical framework” (2013) 8 Kōtuitui: New Zealand Journal of Social Sciences Online 64 at 71.
- <sup>19</sup> Refer: “Environmental research Ethics – National Principles and Guidelines”. (1998). *Australian Journal of Environmental Management*, V5; Gunn, A.S. (2007). Environmental ethics in a New Zealand context. *New Zealand Journal of Forestry*, 51(4), 7-12.
- <sup>20</sup> Royal Society of New Zealand Te Apārangi “Code of Professional Standards and Ethics” Royal Society Te Apārangi <<https://www.royalsociety.org.nz/who-we-are/our-rules-and-codes/code-of-professional-standards-and-ethics/>>.
- <sup>21</sup> National Ethics Advisory Committee *National Ethical Standards for Health and Disability Research and Quality Improvement* (Ministry of Health, 2019).

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<sup>22</sup> National Animal Ethics Advisory Committee *Good Practice Guide for the use of animals in research, testing and teaching* (Ministry of Primary Industries | Manatū Ahu Matua, 2021)  
<<https://www.mpi.govt.nz/dmsdocument/33585-Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching>>.

<sup>23</sup> Defined for this document as: principles and ideas which act as a base or foundation for action. A kaupapa is a set of values, principles and plans which people have agreed on as a foundation for their actions (refer: <https://teara.govt.nz/en/papatuanuku-the-land/page-8#:~:text=Kaupapa%20means%20principles%20and%20ideas,a%20foundation%20for%20their%20actions.>)

<sup>24</sup> Te Ahukaramū Charles Royal, 'Te Ao Mārama – the natural world - An interconnected world', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/te-ao-marama-the-natural-world/page-2> (accessed 20 September 2022) (<https://teara.govt.nz/en/te-ao-marama-the-natural-world/page-2>).

<sup>25</sup> Maui Hudson and others *Te ara tika: guidelines for Māori research ethics: a framework for researchers and ethics committee members* (Health Research Council of New Zealand on behalf of the Pūtaiora Writing Group, Auckland, NZ, 2010)

<sup>26</sup> Education and Training Act 2020, Schedule 13, s 4(d) (Te Pūkenga—New Zealand Institute of Skills and Technology's charter) Refer also Appendix 1.

<sup>27</sup> <https://www.xn--tepkenga-szb.ac.nz/news/te-pae-tawhiti-comes-alive/>

<sup>28</sup> Hudson, M.L. & Russell, K. (2009). The Treaty of Waitangi and Research Ethics in Aotearoa. *Journal of Bioethical Inquiry*, 6(1), 61-68.

<sup>29</sup> Wellcome Trust *Ensuring your research is ethical: A guide for Extended Project Qualification students* (2014).

<sup>30</sup> Hedgecoe, A (2009), "A form of Practical Machinery: The origins of Research Ethics Committees in the UK: 1967-1972" *Medical History*, Volume 53, Issue 3, Pp 331-350

<sup>31</sup> The international codes include, for example, the Nuremberg Code (1949), the Helsinki Declaration (1964), The Belmont Report (1979) and, more recently, the UNESCO Universal Declaration on Bioethics and Human Rights (2005).

<sup>32</sup> HA Came "Doing research in Aotearoa: a Pākehā exemplar of applying Te Ara Tika ethical framework" (2013) 8 *Kōtuitui: New Zealand Journal of Social Sciences Online* 64 at 71.

<sup>33</sup> Refer Principal 2 of the Nuremberg Code (1949)

<sup>34</sup> Refer: Dawson, J. And Peart, N. (eds.) (2003). *The Law of Research: A guide*. University of Otago Press, Dunedin

<sup>35</sup> <https://ourlandandwater.nz/about-us/te-ao-maori/>. Refer also Tauri Stewart, G. (2021) *Māori Philosophy: Indigenous Thinking from Aotearoa*, pp55-57. Bloomsbury, London

<sup>36</sup> <https://teara.govt.nz/en/te-ao-marama-the-natural-world/page-2>. Te Ahukaramū Charles Royal, 'Te Ao Mārama – the natural world - An interconnected world', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/te-ao-marama-the-natural-world/page-2> (accessed 5 September 2022). Refer also Ministry of Justice (2001) *He Hinātore ki te Ao Māori* (A Glimpse into the Māori World), Wellington.

<sup>37</sup> Garth Harmsworth (2010) respecting Māori World Views.

[https://icm.landcareresearch.co.nz/knowledgebase/publications/public/Maori\\_world\\_view\\_ICM\\_2010.pdf](https://icm.landcareresearch.co.nz/knowledgebase/publications/public/Maori_world_view_ICM_2010.pdf)

<sup>38</sup> Refer for example Levinas, E. (1969) *Totality and Infinity: An essay on exteriority*, XanEdu, Livonia, USA, and (1998) *Otherwise than Being or Beyond Essence*, XanEdu, Livonia, USA for ethical discussions which appear to limit ethical consideration (and therefore rights) to the human ('responsibility for the other'), and to exclude ethical consideration of non-human species, the environment, or artifacts. Several commentators have, however, noted a broader ecological reading of Levinas extends consideration of 'the other' to embrace the wider ecosystem.

<sup>39</sup> National Animal Ethics Advisory Committee *Good Practice Guide for the use of animals in research, testing and teaching* (Ministry of Primary Industries | Manatū Ahu Matua, 2021)  
<<https://www.mpi.govt.nz/dmsdocument/33585-Good-Practice-Guide-for-the-use-of-animals-in-research-testing-and-teaching>>.

<sup>40</sup> National Ethics Advisory Committee *National Ethical Standards for Health and Disability Research and Quality Improvement* (Ministry of Health, 2019).

<sup>41</sup> Beshty, W. (2015) "Toward an Aesthetics of Ethics" p19, in Beshty (ed.) *Ethics*, Whitechapel Gallery and The MIT Press, London. (Series: *Documents of Contemporary Art*). In a wider context, for a discussion of situated ethics (albeit polemical), refer Badiou, A. 2001) *Ethics, An Essay on the Understanding of Evil*. (trans. Peter Hallward). Verso, London.

<sup>42</sup> Singer, P. (1988) *Writings on an Ethical Life*. P8-13. Fourth Estate, London.

<sup>43</sup> <https://www.onewelfareworld.org/>



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<sup>44</sup> Refer for example: Schrader-Freschette, K. (1996). Individualism, Holism and Environmental Ethics. *Ethics and the Environment*. 1(1) pp55-69. Cochrane, A. 'Environment Ethics', in: *The Internet Encyclopaedia of Philosophy*, <https://iep.utm.edu/envi-eth/>. Accessed 7 September 2022.

<sup>45</sup> Refer for example: Keegan L, Keegan GT. (1992) A concept of holistic ethics for the health professional. *Journal of Holistic Nursing*. Sep;10(3):205-17:

<https://pubmed.ncbi.nlm.nih.gov/1301426/#:~:text=Holistic%20ethics%20involves%20a%20basic,and%20wholeness%20within%20the%20self>; Abramson M. (1996) Toward a more holistic understanding of ethics in social work. *Soc Work Health Care*. 23(2):1-14.: <https://pubmed.ncbi.nlm.nih.gov/8858779/>

<sup>46</sup> Refer for example: George, L., Tauri, J. & Te Ata o Tu McDonald, L., (2020) *Indigenous Research Ethics: Claiming Research Sovereignty beyond Deficit and the Colonial Legacy*. *Advances in Research Ethics and Integrity* (Volume 6). Emerald Insight: <https://www.emerald.com/insight/publication/doi/10.1108/S2398-6018202006>; The University of British Columbia: <https://opentextbc.ca/indigenizationresearchers/chapter/indigenous-ethics-and-mindset/#:~:text=While%20there%20is%20much%20diversity,respectful%20relationship%20with%20the%20land>; The University of Melbourne: <https://unimelb.libguides.com/c.php?g=932536&p=6741081>;

<sup>47</sup> Refer for example: Wilson, S. (2008). *Research as Ceremony: Indigenous Research Methods*. Fernwood Publishing, Halifax & Winnipeg. Pp73-77; Kovach, M. (2010). *Indigenous Methodologies: Characteristics, Conversations and Contexts*. University of Toronto Press, Toronto

<sup>48</sup> Keegan L, Keegan GT. (1992) A concept of holistic ethics for the health professional. *Journal of Holistic Nursing*. Sep;10(3):205-17:

<sup>49</sup> "Understanding rangahau" (2022) Te Wānanga o Aotearoa <<https://www.twoa.ac.nz/hononga-stay-connected/news-events/2017/11/21/understanding%20rangahau>>.

<sup>50</sup> The Tertiary Education Commission *Performance-Based Research Fund Guidelines for tertiary education organisations participating in the 2018 Quality Evaluation* (2018) at 14.

<sup>51</sup> Frameworks including but not limited to those referenced alongside (Came, 2013; Citation: National Ethics Advisory Committee – Kāhui Matatika o te Motu, 2012; Cram, 2003, 2007; M. Hudson et al., 2010; National Ethics Advisory Committee., 2019; Simmonds, 2020)

# Te Ohu Whakahaere: Rangahau Māori, Research and Postgraduate Terms of Reference

<b>Current Version</b> 1 August 2023	<b>Previous Reviews</b> 1 May 2022	<b>Next Review</b> 1 July 2024
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## 1. Ngā Tikanga | Purpose

- 1.1 To provide leadership in rangahau, research and innovation, and postgraduate activity, by having oversight of rangahau and research planning, policy, funding and ethics determine and support the strategic directions and approaches.

## 2. Ngā Mahi | Role

- 2.1 Te Poari Akoranga delegates Te Ohu Whakahaere: Rangahau, Research and Postgraduate to:
  - 2.1.1 Oversee the development of, and make recommendations to Te Poari Akoranga:
    - 2.1.1.1 a pro-equity strategy for research and innovation for Te Pūkenga, including staff research activities, research-based learning programmes, the support and development of rangahau and the creation, and protection of, works of taonga/cultural artefacts/cultural production.
    - 2.1.1.2 policy frameworks for rangahau, research and postgraduate education in Te Pūkenga.
- 2.2 Review and monitor:
  - 2.2.1 the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.
  - 2.2.2 rangahau and research capacity and capability across Te Pūkenga to ensure the operationalisation of a pro-equity strategy for research and innovation.
  - 2.2.3 Rangahau and Research funding processes and contract management within Te Pūkenga and make suggestions for improvement
  - 2.2.4 the performance of Te Pūkenga in relation to national rangahau i, research and postgraduate strategies ensuring a culture of continuous improvement throughout
- 2.3 Foster the development of regional rangahau and research programmes (including PG research programmes), which where relevant or possible have national connections, to leverage current Te Pūkenga research capability, enhance research capability, and support the development of rangahau and research partnerships.
- 2.4 Identify, promote and enhance best practice rangahau, research, research capability and innovation, and postgraduate programme delivery including that relating to research ethics across Te Pūkenga.
- 2.5 Receives and monitors national ethics committee minutes and annual research and postgraduate reports from regional centres and work-based learning providers, where appropriate.

### 3. Mematanga | Membership

- 3.1 Te Ohu Whakahaere: Rangahau, Research and Postgraduate 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 appropriate geographical spread of diverse representation. All Chair appointments will be made by Te Poari Akoranga.
- 3.2 Membership will represent a broad range of interests through the contribution of their expertise, experience and perspectives. Appointments will comprise the following:
  - 3.2.1 Te Ohu Whakahaere: Rangahau, Research and Postgraduate (Chair)
  - 3.2.2 Kaiārahi/Director Māori or equivalent (co-Chair)
  - 3.2.3 Seven (7) research active staff members including emerging and early career researchers (drawn from both ITPs and ITOs as appropriate)
  - 3.2.4 Three (3) staff members from postgraduate programmes
  - 3.2.5 One (1) Pacific staff member
  - 3.2.6 Two (2) learner members nominated by the Interim Learner Advisory Committee for Te Pūkenga

(Total – 14)
- 3.3 At the discretion of Te Ohu Whakahaere: Rangahau, Research and Postgraduate further members may be co-opted or seconded with a focus on capability development.
- 3.4 Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Ohu Whakahaere: Rangahau, Research and Postgraduate retains the right to determine whether this is with or without speaking rights.

### 4. Whakaingoaia | Representation

- 4.1 The designated appointed members are selected on the basis of the following criteria:
  - 4.1.1 commitment to rangahau and research quality with significant experience at the management of staff and student research functions at a senior management/executive level
  - 4.1.2 ability to apply both a local and global view to rangahau and research needs and strategic direction
  - 4.1.3 authoritative and specialist knowledge, skills, and experience in the areas of applied and technological rangahau and research, with a demonstrable track record in industry/community partnered research and Kaupapa Māori research, a strong publication record in the areas of focus and the related methodologies Te Pūkenga is seeking to develop.
  - 4.1.4 members will be selected on the basis of commitment to rangahau and mātauranga Māori;
- 4.2 The appointment of new members will be on the basis of gaining a balanced and broad representation.
- 4.3 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: Rangahau, Research and Postgraduate may be revoked by either Te Poari Akoranga (on the basis of an appropriate process), or the appointed member at any time by giving four weeks' written notice in writing.

## **5. Tikanga | Protocol**

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

## **6. Tuku mana | Delegations**

- 6.1 From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to Te Ohu Whakahaere: Rangahau, Research and Postgraduate. In doing so, it requires:
  - 6.1.1 Any policies related to the responsibilities are formally approved by Te Poari Akoranga
  - 6.1.2 Minor changes to procedures, within appropriate policy, are delegated to the Chair, Te Ohu Whakahaere: Quality
  - 6.1.3 Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.
- 6.2 All formal delegations are included in the Academic Delegations Register which is updated at least annually.

## **7. Kōrama | Quorum**

- 7.1 Half the membership plus one member constitutes a quorum.
- 7.2 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.

## **8. Hui | Meetings**

- 8.1 Te Ohu Whakahaere: Rangahau, Research and Postgraduate will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Te Poari Akoranga. Hui will be conducted according to the schedule agreed on by Te Poari Akoranga, appropriate to its tasks and delegations.

## **9. Pūrongo | Reporting**

- 9.1 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.

## **10. Independent National Human Ethics Committee (Ohu Whakahaere Tikanga Matatika)**

- 10.1 The national human ethics committee will report to Te Ohu Whakahaere: Rangahau, Research and Postgraduate. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau and research ethics ontology and related processes.
- 10.2 The national human ethics committee will be Health Research Council accredited and will have an external, independent chair and several external committee members to ensure independence and transparency and to ensure consistency of oversight of ethics

processes at Te Pūkenga campuses, with Te Pūkenga researcher membership covering the principal research foci/discipline areas of the institution.

- 10.3 The national human ethics committee will have balanced representation of Māori and Pasifika members.

#### **11. Independent National Animal Ethics Committee (Ohu Whakahaere Tikanga Matatika Kararehe)**

- 11.1 The national animal ethics committee will report to Te Ohu Whakahaere: Rangahau, Research and Postgraduate. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for animal ethics.
- 11.2 The national animal ethics committee will be accredited by the Ministry of Primary Industries National Animal Ethics Advisory Committee (NAEAC). In addition to balanced internal membership, the committee will comprise at least three mandated external members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses.
- 11.3 The Animal Ethics Committee will have balanced representation of Māori and Pasifika members.

**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** FW: NZQA panel member for the BN Pacific Programme  
**Date:** Friday, 7 July 2023 4:26:08 PM  
**Attachments:** [image001.png](#)  
[image002.jpg](#)  
[image003.png](#)  
[image004.png](#)  
[REDACTED] [Resume 2023.docx](#)

Withheld under section 9(2)(a)

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Hi Sarah

Can you let me know if she is suitable for Nursing?

Of course, Te Pūkenga know that they have to submit first, but they just are talking to ppl now.

She is in replacement of [REDACTED] Rest will be the same, most likely.

Withheld under  
section 9(2)(a)

Cheers  
Nuzhat

---

**From:** Fionna Moyer <[Fionna.Moyer@tepukenga.ac.nz](mailto:Fionna.Moyer@tepukenga.ac.nz)>  
**Sent:** Friday, July 7, 2023 4:24 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** FW: NZQA panel member for the BN Pacific Programme

Kia ora Nuzhat,

Please find attached, [REDACTED] CV. She has expressed interest in participating in the NZQA panel for our Nursing degrees. Please advise at your earliest convenience if she is eligible to participate and thanks in advance.

Withheld under  
section 9(2)(a)

Ngā mihi,

**Fionna Moyer**  
Kaikōkiri Director Quality  
Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
[tepukenga.ac.nz](http://tepukenga.ac.nz)

---

**From:** Stephen Neville  
**Sent:** Thursday, July 6, 2023 6:07 PM

Kia ora Fiona

Please see the attached CV for [REDACTED] currently working for [REDACTED] in Christchurch as [REDACTED]. I have spoken with [REDACTED] who is interested in being a NZQA panel member for the Bachelor of Nursing (Pacific). [REDACTED] Fiona is our Te Pūkenga quality lead and is the key contact point for NZQA.

Withheld under section 9(2)(a)

Ngā mihi nui

Stephen

**Stephen Neville RN, Ph.D, FCNA(NZ) (he/him/ia)**

Professor and National Head of Nursing



M [REDACTED]  
[tepukenga.ac.nz](http://tepukenga.ac.nz)



Adjunct Professor, Western Sydney University, Australia

Adjunct Professor, University of Canberra, Australia

Adjunct Professor, Edith Cowan University, Australia

Editor: Journal of Clinical Nursing <https://onlinelibrary.wiley.com/journal/13652702>

Withheld under section 9(2)(a)

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From: [Nuzhat Sohail](mailto:Nuzhat.Sohail@nzqa.govt.nz)  
 To: [Deborah Young](mailto:Deborah.Young@tepukenka.ac.nz)  
 Cc: [Xitao Fu](mailto:Xitao.Fu@nzqa.govt.nz); [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)  
 Subject: FW: Panellists  
 Date: Tuesday, 24 October 2023 11:41:00 AM  
 Attachments: [image001.png](#)  
[FW Bachelor of Nursing suite - panel nominees - FYI.com.mq](#)

Kia ora Deborah

Here is the list. I've not included the list of the panel members from the Nursing Council side since I understood they have informed you directly.

Panel composition	Bachelor of Social Work	Panel composition	Bachelor of Nursing, Māori and Pacifica
		Panel Chair	Dr. Clive Conford [Redacted] Withheld under section 9(2)(a)
		NZQA Evaluator	Dr Sarah Cozens Dr. Moroata Tauroa
		Provider Rep	Dr Yaden Croft Priscilla Davis-Ngātai
		Academic and Māori Rep	Prof. Nicolette Sheridan
		Industry and Māori Rep	[Redacted] Withheld under section 9(2)(a)
		Academic and Pasifika Rep	[Redacted] Withheld under section 9(2)(a)
		Industry and Pasifika Rep	Doana Fatuleai

Out of scope

Out of scope

Ngā mihi  
Nuzhat

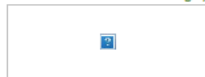
From: Deborah Young <[Deborah.Young@tepukenka.ac.nz](mailto:Deborah.Young@tepukenka.ac.nz)>  
 Sent: Tuesday, October 24, 2023 10:59 AM  
 To: Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
 Cc: Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Xitao Fu <[Xitao.Fu@nzqa.govt.nz](mailto:Xitao.Fu@nzqa.govt.nz)>  
 Subject: Panellists

Kia ora koutou

I'm just working through panel organisation – can you please send us a list of the confirmed panellists for both the BN and BSW. With the exchanges going back and forward I don't recall us receiving a final list.

Ngā mihi  
Deb

Deborah Young  
Quality Lead  
Academic Centre and Learning Systems



[tepukenka.ac.nz](http://tepukenka.ac.nz)

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**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** Fwd: Nursing Panel Nominees  
**Date:** Thursday, 21 September 2023 5:29:30 PM  
**Attachments:** [image001.png](#)  
[NZQA Nursing Panel Nominees 15 Aug 2023.docx](#)  
[\[REDACTED\].Resume 2023.docx](#) Withheld under section 9(2)(a)  
[Curriculum Vitae - \[REDACTED\].doc](#)  
[\[REDACTED\].Curriculum Vitae 2023 final.docx](#)  
[Resume - \[REDACTED\].Aug2023.pdf](#)

---

Hi Sarah

You would know better as who was previously on the panel and who is new.

I leave it with you to decide and reply to Fiona.

Cheers  
Nuzhat

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---

**From:** Fiona Moyer <Fiona.Moyer@tepukenka.ac.nz>  
**Sent:** Thursday, September 21, 2023 5:19:14 PM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Subject:** Nursing Panel Nominees

Kia ora Nuzhat,

As discussed, here's the panel for the Nursing degrees. Where a previous panel member has confirmed their availability, we have noted them as CONFIRMED. I have reattached the CVs for our Pacific nominees and Internal nominees.

Ngā mihi,

**Fionna Moyer**  
Kaikōkiri Director Quality  
Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
[tepukenka.ac.nz](http://tepukenka.ac.nz)

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**From:** [Nuzhat Sohail](#)  
**To:** [Angela Beaton](#)  
**Cc:** [Catherine Byrne](#); [Annette Huntington](#); [Fionna Moyer](#); [Sarah Cozens](#); [Stephen Neville](#); [Merrin Neilson](#)  
**Subject:** Nursing panel  
**Date:** Wednesday, 26 July 2023 3:41:40 PM

---

Kia ora Angela

NZQA and the Nursing Council (NCNZ) met to discuss a possible date for the three Nursing degrees that Te Pūkenga intends to submit by the end of August.

We discussed that if the quality of the application is good and there are no significant areas of weakness, then NZQA and the Nursing Council can undertake the panel in the last week of November.

Based on your suggestion, we plan to include a few joint/common panel sessions. Therefore, the logistics need to be considered to allow space for holding joint sessions and for both parties to hold separate sessions accordingly.

NZQA and NCNZ will first work on the panel agenda to determine the common sessions and will accordingly engage with Te Pūkenga to finalise the agenda.

Please let me know if you have any questions.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kounga  
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)

*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

**From:** [Maggie Wells](#)  
**To:** [Sarah Cozens](#)  
**Subject:** RE: GPOs - Nursing programmes  
**Date:** Monday, 31 July 2023 9:54:57 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

---

Thanks Sarah. Totally and we understand that this is general feedback. I am trying to work out how to work with the team and relook at some of the GPOs given this feedback (number of GPOs as the rest we really should have picked up!).

Maggie

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Monday, July 31, 2023 9:50 AM  
**To:** Maggie Wells <[Maggie.Wells@op.ac.nz](mailto:Maggie.Wells@op.ac.nz)>  
**Subject:** Re: GPOs - Nursing programmes

### EXTERNAL EMAIL WARNING

Kia ora Maggie

As long as you emphasise that this was not an evaluation, but a quick look and very general feedback. We cannot evaluate the gpos or any other aspect in isolation from the entire redeveloped programme.

Sarah

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---

**From:** Maggie Wells <[Maggie.Wells@op.ac.nz](mailto:Maggie.Wells@op.ac.nz)>  
**Sent:** Monday, July 31, 2023 8:29:10 AM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** RE: GPOs - Nursing programmes

Kia ora Sarah,

Apologies but I forgot to ask in my previous email. Are you happy for me to let the team know we have had some feedback from NZQA?

Ngā mihi  
Maggie

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Friday, July 28, 2023 11:58 AM  
**To:** Maggie Wells <[Maggie.Wells@op.ac.nz](mailto:Maggie.Wells@op.ac.nz)>  
**Subject:** RE: GPOs - Nursing programmes

### EXTERNAL EMAIL WARNING

---

Kia ora Maggie,

Thank you very much for the opportunity to look at the new GPOs. As mentioned earlier, we are not in a position to evaluate them at this stage, but from a technical perspective I feel that each set of GPOs individuates the three degrees to a greater extent, rather than suggesting a context only.

A couple of suggestions:

- BN Māori puts the ability to meet NCNZ requirements at the end, which is nice because this is what all the knowledge, skills, and attributes stated earlier culminate in.
- Should the level of leadership differ among the three degrees?
- An optics thing – BN has 9, BN Pacific 8. BN Māori 5 GPOs. Suggest you consider whether the other degrees could be more concise, or if there is any other reason for this. This is not an exercise in comparing and contrasting GPO numbers – just ensuring that the knowledge, skills, and attributes in each are neither over- nor under-stated.

I hope this helps a little, Maggie, and we are looking forward to receiving the full applications.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA



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---

**From:** Maggie Wells <[Maggie.Wells@op.ac.nz](mailto:Maggie.Wells@op.ac.nz)>  
**Sent:** Wednesday, July 26, 2023 9:30 AM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** GPOs - Nursing programmes

Kia ora Sarah,

As always, thank you so much for all your advice and guidance. I hope you had a good journey home and didn't have any delays.

I have attached updated GPOs for each of the programmes. They are quite different to the previous versions, especially for the BN Māori. Any advice would be appreciated.

Please feel free to share with Miriata Tauroa as I assume she will also be evaluating the new programme documents.

Ngā mihi

**Maggie Wells**

**Academic Excellence | Academic Advisor**

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Forth Street, Private Bag 1910, Dunedin 9054, New Zealand  
DDI +64 3 471 5790 | Room F319 – F Block | [www.op.ac.nz](http://www.op.ac.nz)



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**From:** [Sarah Cozens](#)  
**To:** [Ceallaigh Rodway-Searle](#)  
**Subject:** Bachelor of Nursing  
**Date:** Tuesday, 5 September 2023 3:33:00 PM  
**Attachments:** [DAA Preliminary Evaluation .docx](#)  
[image001.png](#)

---

Kia ora Ceallaigh

That was a marathon! Attached is the BN evaluation to date. If you can just comment on Approval Criterion 2, it will be helpful. I have stated in Accreditation Criterion 2 my serious concerns about the capability aspect, which I think makes a panel untenable until we have a clearer picture of what is going to happen in the political arena – which cannot be viewed entirely in separation from the incomplete state of the institution as it is now.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA



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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** Bachelor of Nursing  
**Date:** Tuesday, 5 September 2023 3:28:00 PM  
**Attachments:** [DAA Preliminary Evaluation .docx](#)  
[image001.png](#)

---

Kia ora Miriata,  
Hoping that now I have navigated my way around the BN generic that the BN Pacific will be a little easier. This is just FYI, and will welcome your feedback.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** BN and BN Pacific initial RFI evaluation  
**Date:** Wednesday, 18 October 2023 10:02:00 AM  
**Attachments:** [image001.png](#)  
[Nursing Degrees Approval and Accreditation RFI C57810 RFI Evaluation.docx](#)

---

Kia ora Miriata,  
Please feel free to critique and guide - particularly regarding engagement with mana whenua.  
Feels very shaky.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** BN Suite - bullet points re RFI response  
**Date:** Saturday, 21 October 2023 2:32:00 PM  
**Attachments:** [image001.png](#)  
[Full synopsis of BNP and BN RFI response.docx](#)

---

Kia ora Miriata

Am sending this to you first off as I have not covered off specifically on the BN Māori response, though I think there are many overlaps with the BNP and BN. I need to send this version to Nuzhat

now, but invite you to add anything you want to the document as Te Pūkenga needs insight into the three degrees.

My feeling at this stage is that going to panel continues to be a significant risk as there are still corrections to be made, information missing, and too much remains a work in progress. We cannot gain clarification on all these points at panel, as there are too many of them, and these are without all the feedback that will come from our subject experts. The date for the panel just does not allow time for all the gaps to be filled, or for us to reasonably evaluate the information before a panel receives it. My understanding is that they were to be given one go at the RFI. I sincerely hope that, for the sake of everyone concerned we can get them to put it on ice in the meantime and get things in place first.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

 Withheld under section 9(2)(a)



**From:** [Sarah Cozens](#)  
**To:** [Miriana Tauroa](#)  
**Subject:** BN Suite  
**Date:** Tuesday, 24 October 2023 6:05:00 PM  
**Attachments:** [Full synopsis of BNP and BN RFI response compiled - non-negotiables.docx](#)  
[image001.png](#)

---

Kia ora e hoa,

We have been asked to pick out in the synopsis the items we could discuss at panel. I have highlighted in yellow the non-negotiables from my perspective, but would appreciate your opinion – am I being too tough? In my evaluation of the RFI response, there are more items that didn't make it to the bullet points, that have been marked for discussion if it goes to panel.

Reading over the consolidated evaluation for the first panel, it is amazing how many of the items remain unanswered. Very concerning..

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

 Withheld under section 9(2)(a)







**From:** [Sarah Cozens](#)  
**To:** [Nuzhat Sohail](#); [Miriata Tauroa](#); [Merrin Neilson](#)  
**Subject:** C57801, C57811, C57812 - Bachelor of Nursing suite  
**Date:** Thursday, 28 September 2023 1:39:00 PM  
**Attachments:** [image001.png](#)  
[Degree Approval and Accreditation RFI draft C57810 \(1\).docx](#)

---

Kia ora tatou

Please find attached the consolidated RFI document for the above suite of programmes. I intend to send this to Fionna today, so that we are well in advance of our agreed deadline.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Nuzhat Sohail](#)  
**To:** [Xitao Fu](#); [Sarah Cozens](#)  
**Subject:** evaluation of response  
**Date:** Wednesday, 18 October 2023 5:06:05 PM  
**Attachments:** [image001.jpg](#)

---

Kia ora

Thank you, Sarah, for giving me the initial document outlining the outstanding issues from your evaluation so far – that was very helpful when I was talking to TPK today.

I request that by next week or whenever you complete the evaluation, let me know so I can share the response evaluation with Merrin.

She has requested to see it as well so she can provide an update to Eve and let her know of the outstanding issues.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kounga

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**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** FW: Further thoughts - Te Pūkenga nursing degrees  
**Date:** Monday, 30 October 2023 1:42:35 PM  
**Attachments:** [QA review MT comments BN degrees Te Pūkenga.docx](#)

---

FYI –

Eve will be sending an email to Grant with the recommendation that we push the panel date for Nursing.

In the meantime, TPK to give us remaining response and documents.

---

**From:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Sent:** Monday, October 30, 2023 1:38 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** FW: Further thoughts - Te Pūkenga nursing degrees

FYI – from Miriata to support.

---

**From:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Sent:** Sunday, October 29, 2023 10:36 PM  
**To:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** Further thoughts - Te Pūkenga nursing degrees

Kia ora kōrua,

Did a little more thinking over the weekend regarding the evaluative report. I hope that this articulates my position more clearly. I'll be on leave over the next three days but available if either of you need to discuss this further.

Ngā mihi,  
Miriata

**From:** [Nuzhat Sohail](#)  
**To:** [Merrin Neilson](#)  
**Cc:** [Sarah Cozens](#); [Miriata Tauroa](#)  
**Subject:** FW: minor tweaks  
**Date:** Friday, 27 October 2023 11:33:55 AM  
**Attachments:** [image001.png](#)  
[Synopsis of further information required post-RFI for the Bachelor of Nursing suite.docx](#)

---

Kia ora Merrin

I've just fixed the formatting – the rest is all good!

Thank you, Sarah, for such a speedy response.

Some things are common to Social Work so I am keen to know the direction on that.

Ngā mihi  
Nuzhat

---

**From:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>  
**Sent:** Friday, October 27, 2023 11:08 AM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Cc:** Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Merrin Neilson <Merrin.Neilson@nzqa.govt.nz>  
**Subject:** RE: minor tweaks

Kia ora Nuzhat,

(Merrin, I have CCd you in to keep you updated with progress.) I have put some introductory wording around the bullet point lists to make it clear what we need, what is likely to be discussed. There is also an appendix with work needing to be done on LOs for their guidance. Can you check it over – I think it is tactfully worded and is intended to be helpful.

Looking at the RFI response analysis, which I will not send you as it is so blindingly colour coded, there are still many themes that have been left to gain clarity about at panel.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

 Withheld under section 9(2)(a)



---

**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Friday, October 27, 2023 8:32 AM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** minor tweaks

Morning

We can remove the LMS statement or rephrase it in way that does not appear to be a big ask. Also please see some other comments.

Merrin is asking Eve to have the meeting on Monday instead of today but we have to give the attached feedback today.

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] **Withheld under section 9(2)(a)**  
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Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** minor tweaks  
**Date:** Friday, 27 October 2023 8:31:51 AM  
**Attachments:** [Full synopsis of BNP and BN RFI response.docx](#)

---

Morning

We can remove the LMS statement or rephrase it in way that does not appear to be a big ask. Also please see some other comments.

Merrin is asking Eve to have the meeting on Monday instead of today but we have to give the attached feedback today.

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] Withheld under section 9(2)(a)  
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**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

*Manā pango, mā whero, ka oti ai te māhi – Many hands make light work*

**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** Prelim evaluation for the BN suite  
**Date:** Saturday, 23 September 2023 8:16:00 PM  
**Attachments:** [image001.png](#)  
[Bachelor of Nursing suite Preliminary evaluation consolidated.docx](#)

---

Kia ora e hoa

Attached is my consolidation of our evaluations. Some of your comments were highly relevant to all three degrees, so have put them in black with the general comments for each criterion rather than in red. Sooo this was not me plagiarising but acknowledging that points made have a wider application. Please let me know if you are comfortable with that.

I am sending it to Nursing Council as a heads up, as I feel that sharing information at this stage could prevent unnecessary double ups and the like. So far, feedback from them has been that the BN is more on track as a nursing degree, so I hope we are going to be in a better space this time.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

 Withheld under section 9(2)(a)



**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** RE: BNP and BN RFI analysis  
**Date:** Monday, 23 October 2023 4:29:00 PM  
**Attachments:** [image001.png](#)

---

Superstar, you. This is great!

Your point re CRT is valid – think it would be best to include at this stage, so will add it. It all still feels like a let's-make-it-up-as-we-go-along affair. I just don't get how little is decided given that they have some amazing knowledge to tap into.

After last week's panel, the thought of this one going to panel scares me because there are too many issues.

Re the LOs, still not sure how well they scaffold as I feel that some of it will come down to discipline knowledge, but certainly good to have it there if the applications go any further.

Btw, we may be having a chairs and evaluators hui on 13 November if we go to panel. I am campaigning for it to be face to face (the nursing council people will be), but I am not sure that NZQA will agree to us being flown down. Just letting you know so you can add that to a calendar already out of control

Ngā mihi

S

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**From:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Sent:** Monday, October 23, 2023 12:18 PM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** RE: BNP and BN RFI analysis

Anei e hoa. You've done a wonderful job capturing our views across all three degrees. Have added commentary to the Programme review criteria. Please amend if you need to – I'm not precious btw!

I have a couple of queries of which I should have but didn't ask about:

- CRT across all three degrees. This appears to be a case-by-case approach rather than clear mapping, is that your understanding?
- I haven't done an in-depth analysis of the LO's across all years – do you think I could do that now and perhaps include as part of the panel RFI? Could leverage off your statement under criterion 2, but better make sure it's explicit via panel RFI.
- Anything else you think I might have missed?

m

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Saturday, October 21, 2023 2:37 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>

**Cc:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>

**Subject:** BNP and BN RFI analysis

Kia ora Nuzhat,

I have added to the in initial synopsis document sent to you last week bullet points against the criteria of information lacking or unsatisfactory. This is simply too much to address and evaluate in a second RFI and too much to seek clarification about at panel, particularly bearing in mind that panellists as subject experts will have their own queries.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA



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**From:** [Sarah Cozens](#)  
**To:** [Fionna Moyer](#); [Nuzhat Sohail](#); [Miriata Tauroa](#)  
**Subject:** RE: Nursing Course descriptors reference correction  
**Date:** Friday, 22 September 2023 10:18:00 AM  
**Attachments:** [image002.png](#)  
[image003.png](#)

---


Kia ora Fionna

Thank you for the update. As long as the correct information is in the documentation sent to the panel, all will be well.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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---

**From:** Fionna Moyer <Fionna.Moyer@tepukenka.ac.nz>  
**Sent:** Friday, September 22, 2023 10:12 AM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>;  
Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>  
**Subject:** Nursing Course descriptors reference correction

Kia ora koutou,

For your information, our eagle eye librarians have picked up a couple of incorrect resource references in our course descriptors for Nursing. These are:

- Replace the citation “Clinical Key Nursing. (2016). Elsevier, Inc.” with a correct APA citation: “Elsevier. (n.d.). *ClinicalKey student nursing* [Database]. <https://www.clinicalkey.com/student/nursing/login>”
- Remove the citation “Clinical Skills for Nursing. (2017). Elsevier, Inc.” as this is not a current resource [*recognising that it may become so in the future but for right now, it is not available to all learners, hence it’s removal*]

We have agreed with Nuzhat that we won’t send updated documents for all programmes but did

want to advise that this is a minor change that has been made.

Ngā mihi,

**Fionna Moyer**

Kaikōkiri Director Quality

Academic Centre and Learning Systems



Level 2, Wintec House

Cnr Anglesea & Nisbet Streets

Hamilton 3204

[tepūkenga.ac.nz](http://tepūkenga.ac.nz)

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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** RE: Prelim evaluation for the BN suite  
**Date:** Monday, 25 September 2023 7:59:00 AM  
**Attachments:** [image001.png](#)

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Mōrena Miriata

This is great about the structure – ka nui te mihi. I had been wracking my brain on this one. Soooo that will be incorporated into the RFI under accreditation. Xitao will peer review and if it is decided to proceed hopefully the RFI can go out tomorrow.


Nursing Council is looking to have a more integrated panel with us this time. I will have a good look at the agenda this week to see what we can realistically have as joint sessions, and where we need to go our own way. Perhaps later in the week we can have a bit of a catch up if you have time, as I feel it will be easier to organise this panel if we, as the people who will be there, make the calls on various things.

Kia pai tō ra!

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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---

**From:** Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>  
**Sent:** Sunday, September 24, 2023 10:57 AM  
**To:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>  
**Subject:** Re: Prelim evaluation for the BN suite

Mōrena e hoa,

Yes, no problem at all to apply points across the other two degrees :)

I had one other point that on reflection could have been elevated but I'm not sure if it's too late:

1. Unconfirmed structure. NZQA requires a detailed plan of the phased implementation of each tier. This includes timeframes for administration, support, teaching and management staff structure confirmed appointment timeframes, dates when the structure will be in place before 2024 delivery. Provide a Risk management plan if timeframes and appointments are not met.

I think I touched on this but wasn't specific enough?

My views – if this can not be provided within the RFI response, we shouldn't go to panel. If we still go to panel anyway, this will have to be a condition of the approval. Not sure if NZQA has done that before where conditional approval is granted whereby the provider must give NZQA assurances that the structure and resourcing are in place before delivery??

Btw, I actually had two points to make but I can't remember the second one!

Let me know your thoughts.

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---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>

**Sent:** Saturday, September 23, 2023 8:16:05 PM

**To:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>

**Subject:** Prelim evaluation for the BN suite

Kia ora e hoa

Attached is my consolidation of our evaluations. Some of your comments were highly relevant to all three degrees, so have put them in black with the general comments for each criterion rather than in red. Sooo this was not me plagiarising but acknowledging that points made have a wider application. Please let me know if you are comfortable with that.

I am sending it to Nursing Council as a heads up, as I feel that sharing information at this stage could prevent unnecessary double ups and the like. So far, feedback from them has been that the BN is more on track as a nursing degree, so I hope we are going to be in a better space this time.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Eve McMahon](#)  
**To:** [Sarah Cozens](#); [Nuzhat Sohail](#); [Merrin Neilson](#); [Miriata Tauroa](#)  
**Subject:** RE: Te Pukenga nursing degrees  
**Date:** Friday, 27 October 2023 8:32:32 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Thanks Sarah, and probably best to have the inhouse conversation first – then with them. I'll send an appointment for soon and see who can participate.

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Thursday, October 26, 2023 8:24 PM  
**To:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Subject:** RE: Te Pukenga nursing degrees

Kia ora Eve,


I would be available most of the day but will need leave at 2.30 to pick up grandchildren.

Miriata and I have prepared a list of bullet points that highlights the main showstoppers, so that can be a starting point for the conversation.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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---

**From:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>  
**Sent:** Thursday, October 26, 2023 6:15 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Cc:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>

**Subject:** Te Pukenga nursing degrees

Evening

Ive just spoken with Megan and Angela about the nursing degrees and information needed. I offered to set up a conversation with Nuzhat, Sarah and myself with Megan and Angela – preferably tomorrow some time. They have been thinking about their range of options for panel and delivery. [REDACTED]

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They do want to hear where the “show stopper” gaps are – and this is something I think we should discuss with them – I think you may have done that before Sarah? We may be able to agree solutions in this conversation.

Please let me know who would be available for such a conversation – and when tomorrow.

Many thanks





Eve

**Eve McMahon**

Deputy Chief Executive Quality Assurance  
Pou Whakahaere Tuarua Whakaū Kounga

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



 (04) 463 4374 / [REDACTED]  
 [eve.mcmahon@nzqa.govt.nz](mailto:eve.mcmahon@nzqa.govt.nz)  
 [www.nzqa.govt.nz](http://www.nzqa.govt.nz)  
 125 The Terrace, PO Box 160, Wellington, 6140

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Ko te manu ka kai i te miro, nōna te ngahere. Ko te manu ka kai i te mātauranga, nōna te ao.  
The bird that partakes of the berry, theirs is the forest. The bird that partakes of knowledge, theirs is the world.



**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** Statement re BN suite and the decision to go to panel in November 2023  
**Date:** Wednesday, 25 October 2023 8:38:00 AM  
**Attachments:** [image001.png](#)

---

Mōrena Miriata

I didn't wake up with any inspiration at 3am after last night's thoughts. This is last night's ideas thrown together, but obviously is nothing but a suggestion. Absolutely feel free to pull this apart.

*We wish to acknowledge the commitment and input of kaimahi who were responsible for redeveloping the three programmes. However, several of the issues the panel identified in the last round appear to be at a similar impasse or not markedly advanced in the intervening months. While acknowledging technical improvements in some aspects of the programme's design, there remain many gaps. Addressing these via an RFI with a quick turnaround has compounded the issue by providing superficial and often aspirational responses which raise additional and concerns as to the quality of the programmes and the institution's readiness to deliver them. The number and scope of questions resulting from this RFI response are such that seek answers to them all in the duration of the panel would be problematic, if not impossible. The volume of identified issues at this stage is on a par with that identified by the evaluators in May 2023 before the feedback of the remaining panellists was received. Further subject-expert feedback from panellists inevitably will add to the volume of themes to be investigated. We respectfully remind those making the decision to go to panel that this is a three-day even during which time three separate degrees must be considered for approval and accreditation. During this time, the panel event must do full justice to the criteria and standards of the two regulatory bodies who will make up the panel. We do not believe that this can be achieved within the timeframes stipulated and a late-November panel and that therefore it constitutes a reputational risk both to Te Pūkenga and, by proxy, NZQA and the NCNZ.*

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Date:** Sunday, 15 October 2023 5:20:00 PM  
**Attachments:** [Nursing Degrees Approval and Accreditation RFI C57810 FINAL.docx](#)  
[image001.png](#)

---

Kia ora Miriata

Sorry, I have not gotten very far, but Criterion 2 to date is NOT looking great. I intend to go offline all tomorrow to try and get the majority out of my hair.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Miriata Tauroa](#)  
**To:** [Megan Gibbons](#)  
**Subject:** Accepted: Te Pūkenga / NZQA hui re: Nursing Degrees next steps.

---

**From:** [Miriata Tauroa](#)  
**To:** [Eve McMahon](#); [Merrin Neilson](#)  
**Subject:** Further thoughts - Te Pūkenga nursing degrees  
**Date:** Sunday, 29 October 2023 10:36:00 PM  
**Attachments:** [QA review MT comments BN degrees Te Pūkenga.docx](#)

---

Kia ora kōrua,

Did a little more thinking over the weekend regarding the evaluative report. I hope that this articulates my position more clearly. I'll be on leave over the next three days but available if either of you need to discuss this further.

Ngā mihi,  
Miriata

**From:** [Eve McMahon](#)  
**To:** [deborah.young@tepukenga.ac.nz](mailto:deborah.young@tepukenga.ac.nz); [Angela Beaton](#)  
**Cc:** [Megan Gibbons](#); [Miriata Tauroa](#); [Merrin Neilson](#)  
**Subject:** FW: Further thoughts - Te Pūkenga nursing degrees  
**Date:** Tuesday, 31 October 2023 8:30:22 AM  
**Attachments:** [QA review MT comments BN degrees Te Pūkenga.docx](#)

---

Mōrena koutou

I attach Miriata's notes outlining her thoughts on the BN degrees. She has discussed these with Layelin but I don't think they've been sent to him as yet.

Ngā mihi

EVe

**From:** [Fionna Moyer](#)  
**To:** [Sarah Cozens](#); [Miriata Tauroa](#)  
**Cc:** [Nuzhat Sohail](#); [Stephen Neville](#); [Angela Beaton](#); [Tony Harrison](#)  
**Subject:** FW: NZAQ panellist for new Te Pukenga BNP curriculum  
**Date:** Monday, 9 October 2023 10:18:46 AM  
**Attachments:** [image001.jpg](#)  
[image006.png](#)  
[image007.png](#)  
[image008.png](#)  
[image009.png](#)  
[image010.jpg](#)  
[image002.png](#)  
[image003.jpg](#)  
[image004.png](#)  
[DOANA FATULEAI CV.pdf](#)

---

Kia ora kōrua, we have a new nominee for Pacific panel member for our Nursing programmes. Her CV is attached. We are very satisfied with her expertise and time in practice and we can confirm that she has not been involved in the development. Thanks in advance.

Ngā mihi,

**Fionna Moyer**

Kaikōkiri Director Quality  
Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
[tepukenka.ac.nz](http://tepukenka.ac.nz)

---

**From:** Stephen Neville <Stephen.Neville@tepukenka.ac.nz>  
**Sent:** Monday, 9 October 2023 10:10 am  
**To:** Fionna Moyer <Fionna.Moyer@tepukenka.ac.nz>  
**Cc:** Angela Beaton <Angela.Beaton@tepukenka.ac.nz>  
**Subject:** FW: NZAQ panellist for new Te Pukenga BNP curriculum

Morena Fionna  
Here is Doana's CV to be sent to NZQA as our Pacific Industry representative.  
Nga mihi nui  
Stephen

**Stephen Neville RN, Ph.D, FCNA(NZ)** (he/him/ia)  
Professor and National Head of Nursing



M 021 995 689  
[tepukenka.ac.nz](http://tepukenka.ac.nz)



Adjunct Professor, Western Sydney University, Australia  
Adjunct Professor, University of Canberra, Australia  
Adjunct Professor, Edith Cowan University, Australia

---

**From:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>  
**Sent:** Monday, October 9, 2023 10:06 AM  
**To:** Stephen Neville <[Stephen.Neville@tepukenka.ac.nz](mailto:Stephen.Neville@tepukenka.ac.nz)>; Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>  
**Cc:** Fionna Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>  
**Subject:** RE: NZAQ panellist for new Te Pukenga BNP curriculum

Talofa lava Stephen,

Thank you again for our phone discussion and clarity on the opportunity to be a NZQA panel member for the BN Pacific programme. As request I have attached my CV. I look forward to working together with the team on the panel.

**la manuia**

**Doana Fatuleai**

**Tumu Whakahaere General Manager | Pacific Health Development**

**Counties Manukau**

waea pūkoro: [REDACTED] | Īmēra: [Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)

100 Hospital Road, Otahuhu | Private Bag 93311, Auckland 1640

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---

**From:** Stephen Neville <[Stephen.Neville@tepukenka.ac.nz](mailto:Stephen.Neville@tepukenka.ac.nz)>  
**Sent:** Friday, 06 October 2023 3:45 pm  
**To:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>; Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>  
**Cc:** Fionna Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>  
**Subject:** RE: NZAQ panellist for new Te Pukenga BNP curriculum

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Kia ora Doana

Thanks for taking the time to talk with me about being a NZQA panel member for our BN Pacific programme. I am delighted that you have agreed to help us. Would you be able to send me through your CV. The process will be, I will send it through to NZQA who will then have the final say and will be in contact with you re the contractual arrangements etc. I have copied Fionna Moyer our Te Pūkenga Director of Quality who is the key contact person for NZQA. Once again thank you so very much.

Naku noa na

Stephen

**Stephen Neville RN, Ph.D, FCNA(NZ) (he/him/ia)**

Professor and National Head of Nursing



M [REDACTED]

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[tepukenga.ac.nz](mailto:tepukenga.ac.nz)



Adjunct Professor, Western Sydney University, Australia

Adjunct Professor, University of Canberra, Australia

Adjunct Professor, Edith Cowan University, Australia

Editor: Journal of Clinical Nursing [https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?](https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?url=https%3a%2f%2fonlinelibrary.wiley.com%2fjournal%2f13652702&umid=c06225ef-e5e0-4210-8930-fc9ff4fe8e55&auth=92832370a92c0cff5ff7e7d2be25089679458981-c096000b99cf10211c960d506515b80780b59213)

[url=https%3a%2f%2fonlinelibrary.wiley.com%2fjournal%2f13652702&umid=c06225ef-e5e0-4210-8930-](https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?url=https%3a%2f%2fonlinelibrary.wiley.com%2fjournal%2f13652702&umid=c06225ef-e5e0-4210-8930-fc9ff4fe8e55&auth=92832370a92c0cff5ff7e7d2be25089679458981-c096000b99cf10211c960d506515b80780b59213)

[fc9ff4fe8e55&auth=92832370a92c0cff5ff7e7d2be25089679458981-c096000b99cf10211c960d506515b80780b59213](https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?url=https%3a%2f%2fonlinelibrary.wiley.com%2fjournal%2f13652702&umid=c06225ef-e5e0-4210-8930-fc9ff4fe8e55&auth=92832370a92c0cff5ff7e7d2be25089679458981-c096000b99cf10211c960d506515b80780b59213)

---

**From:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>

**Sent:** Friday, October 6, 2023 2:07 PM

**To:** Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>

**Subject:** RE: NZAQ panellist for new Te Pukenga BNP curriculum

Talofa Tania and Stephen,

Could you provide me a bit of insight what the responsibilities and expectations are, then I can let you know if I'm the right person for what is needed or I could recommend an appropriate other. Happy to discuss further with Stephen if that helps.

**Ia manuia**

**Doana Fatuleai**

**Tumu Whakahaere General Manager | Pacific Health Development**

**Counties Manukau**

waea pūkoro: [REDACTED] | īmēra: [Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)

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100 Hospital Road, Otahuhu | Private Bag 93311, Auckland 1640



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---

**From:** Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>

**Sent:** Friday, 06 October 2023 10:03 am

**To:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>

**Subject:** FW: NZAQ panellist for new Te Pukenga BNP curriculum

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Talofa Doana

Are you still interested in being put forward as the Pacific rep on the NZQA panel for the new BNP (end of November)?

If so, Stephen is happy to talk to you further about this.

Nga mihi

Tania

---

**From:** Tania Mullane

**Sent:** Monday, 24 July 2023 10:10 am

**To:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>

**Subject:** RE: NZAQ panellist for new Te Pukenga BNP curriculum

Vinaka Doana for your support for this a GDNP teaching options, I have been in touch with [REDACTED] (who sounds great).

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---

**From:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>

**Sent:** Monday, 24 July 2023 9:30 am

**To:** Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>

**Subject:** RE: NZAQ panellist for new Te Pukenga BNP curriculum

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Wow, it'll be my privilege

la manuia

**Doana Fatuleai**

**Tumu Whakahaere General Manager | Pacific Health Development**

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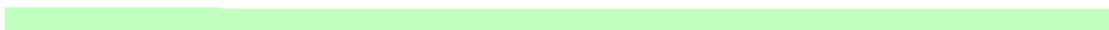
---

**From:** Tania Mullane <[tania.mullane@whitireia.ac.nz](mailto:tania.mullane@whitireia.ac.nz)>

**Sent:** Wednesday, 19 July 2023 9:21 am

**To:** Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>

**Subject:** NZAQ panellist for new Te Pukenga BNP curriculum



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Talofa Doana

Reaching out to you to see if you would be open to a conversation about being the Pacific rep on the NZQA accreditation panel for the new BNP curriculum?

If you are happy to have a conversation Te Pukenga Head of Nursing Stephen Neville [Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz) will contact you to discuss further.

Ngā mihi

**Tania Mullane**

Adv Cert Adult Teaching, Plunket Cert, NCOM L3, RN,  
M.Arts – Maori Development, PhD.  
Programme Manager

**Bachelor of Nursing Pacific**  
**Centre for Pacific Health & Social Practice**

DDI: +64 4 830 2231

CELL: [REDACTED]

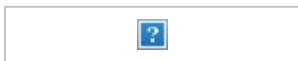
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[Tania.Mullane@whitireia.ac.nz](mailto:Tania.Mullane@whitireia.ac.nz)



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Te Whare Wānanga o te Awakairangi  
0800 935 832

<https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?url=www.whitireiaweltec.ac.nz&umid=3d945e87-008e-4a93-b334-50590176f6ae&auth=ae5df323da80597a92aaa0a8b5168c30a6db536c-d338190112ae58fe8c2cf2fb0518d1e04af313b8>



<https://smex12-5-en-ctp.trendmicro.com:443/wis/clicktime/v1/query?url=www.tep%c5%abkenga.ac.nz&umid=3d945e87-008e-4a93-b334-50590176f6ae&auth=ae5df323da80597a92aaa0a8b5168c30a6db536c-3762fbc443fea9bb1b432890fe8a4fc215a76a67>

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**From:** [Pam Doole](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** Qualification approval nursing  
**Date:** Friday, 27 October 2023 3:35:17 PM  
**Attachments:** [image001.png](#)

---

Kia ora Miriata

I'm in the Nursing team at Manatū Hauora.

We are monitoring from a distance the changes to nursing programmes at Te Pukenga as critical to our increasing grow your own and representative workforce aims.

We have heard that NZQA are perhaps not supportive of the BN Maori and BN Pacific?

Just wondering if you can share any insight or link me to the right person.

Ngā mihi

Pam

**Pam Doole**

Clinical Chief Advisor Nursing

Office of the Chief Nursing Officer | Te Tari o te Tapuhi Rangatira

[Redacted]

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[Pam.Doole@health.govt.nz](mailto:Pam.Doole@health.govt.nz)

Manatū Hauora, 133 Molesworth Street Thorndon, Wellington 6011



\*\*\*\*\*

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**From:** [Eve McMahon](#)  
**To:** [Angela Beaton](#); [Megan Gibbons](#)  
**Cc:** [Merrin Neilson](#); [Miriata Tauroa](#)  
**Subject:** re Nursing degrees  
**Date:** Friday, 27 October 2023 9:40:20 AM  
**Attachments:** [image001.png](#)

---

Mōrena,

Ive talked with the team. Miriata, Merrin and myself would be available to discuss the issues and next steps either between 11.30 and 1pm or 3 – 4pm.

Can either time suit you both?

Ngā mihi

Eve

**Eve McMahon**

Deputy Chief Executive Quality Assurance  
Pou Whakahaere Tuarua Whakaū Kounga

[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)



(04) 463 4374 / [REDACTED]

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[eve.mcmahon@nzqa.govt.nz](mailto:eve.mcmahon@nzqa.govt.nz)



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125 The Terrace, PO Box 160, Wellington, 6140

Ko te manu ka kai i te miro, nōna te ngahere. Ko te manu ka kai i te mātauranga, nōna te ao.

The bird that partakes of the berry, theirs is the forest. The bird that partakes of knowledge, theirs is the world.

**From:** [Miriata Tauroa](#)  
**To:** [REDACTED]  
**Subject:** RE: [REDACTED] - Te Pūkenga Nursing Degree panels  
**Date:** Wednesday, 26 July 2023 3:10:00 PM  
**Attachments:** [image001.png](#)

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Kia ora [REDACTED]

We absolutely understand that thank her for considering our requests. Please pass on our regards.

Ngā mihi,  
Miriata

---

**From:** [REDACTED]  
**Sent:** Wednesday, July 26, 2023 2:10 PM  
**To:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Subject:** Re: [REDACTED] - Te Pūkenga Nursing Degree panels

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Kia ora Miriata

I was chasing [REDACTED] up about your earlier request so this email was timely! I wanted to get this sorted.

Unfortunately though, while [REDACTED] would very much like to be able to do this mahi, she really doesn't have the capacity at present. She has taken on an [REDACTED] at the [REDACTED] for [REDACTED], which, along with her original role and her external commitments, means she has very little time to commit to anything extra. So sadly, she is going to have to decline the request to chair the [REDACTED], along with these three Nursing degrees this year as well.

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Please accept our apologies for any inconvenience this may cause. Hopefully by 2025 [REDACTED] will be back to one job here so may have more capacity then.

Ngā mihi  
[REDACTED]

---

**From:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Sent:** Wednesday, 26 July 2023 12:34 pm  
**To:** [REDACTED]  
**Subject:** [REDACTED] - Te Pūkenga Nursing Degree panels

You don't often get email from [miriata.tauroa@nzqa.govt.nz](mailto:miriata.tauroa@nzqa.govt.nz). [Learn why this is important](#)

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Kia ora anō [REDACTED]

I contacted you last week regarding [REDACTED] availability to chair a [REDACTED] [REDACTED]. There is no urgency at this stage regarding a response, so please take your time with that

request.

This week, I'm asking if [REDACTED] would be available to chair the three Nursing degrees for Te Pūkenga scheduled for the last week of November or first week of December. This is an extremely busy time of the year, but we would deeply appreciate it, if she is available as an independent chair.

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As you could imagine, these degrees are critical not only to the health profession in general, but our Māori nurses and those receiving nursing healthcare services.

I look forward to your response and happy to send through more information if required.

Ngā mihi,

**Miriata Tauroa**  
**Ngāti Koroki Kahukura**

Manager Quality Assurance  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



☎ (04) 463-3166 | [REDACTED]  
@ [Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)  
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**From:** [Deborah Young](#)  
**To:** [Nuzhat Sohail](#); [Merrin Neilson](#); [Miriata Tauroa](#)  
**Cc:** [Megan Gibbons](#); [Layelin Stewart](#)  
**Subject:** RE: Te Pūkenga hui with NZQA  
**Date:** Thursday, 16 November 2023 3:30:52 PM  
**Attachments:** [image001.png](#)

---

Kia ora Nuzhat

Thanks for your response. We've had a kōrero and decided that Layelin and I will meet face to face with Miriata on Thursday at a time between 11-1pm (once I confirm my flight times I'll be able to sort a time) and Megan and yourselves can join online. Layelin will sort a room at Wintec House for the hui.

Can you please confirm this will be OK.

Ngā mihi

Deb

---

**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Thursday, November 16, 2023 12:58 PM  
**To:** Deborah Young <[Deborah.Young@tepukenga.ac.nz](mailto:Deborah.Young@tepukenga.ac.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Cc:** Megan Gibbons <[Megan.Gibbons@tepukenga.ac.nz](mailto:Megan.Gibbons@tepukenga.ac.nz)>; Layelin Stewart <[Layelin.Stewart@tepukenga.ac.nz](mailto:Layelin.Stewart@tepukenga.ac.nz)>  
**Subject:** RE: Te Pūkenga hui with NZQA

Kia ora Deb

The 23<sup>rd</sup> Nov date is partially working for us. Here are a couple of options for your consideration:

- We meet in Wellington in the week of 11 – 15 Dec.
- In the week of 27 – 30 Nov, Miriata can meet with you in person in Hamilton while Merrin and I are online, or we can all meet online.

Please let us know.

Nga mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
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*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

---

**From:** Deborah Young <[Deborah.Young@tepukenga.ac.nz](mailto:Deborah.Young@tepukenga.ac.nz)>  
**Sent:** Thursday, November 16, 2023 9:01 AM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Cc:** Megan Gibbons <[Megan.Gibbons@tepukenga.ac.nz](mailto:Megan.Gibbons@tepukenga.ac.nz)>; Layelin Stewart



<[Layelin.Stewart@tepukena.ac.nz](mailto:Layelin.Stewart@tepukena.ac.nz)>

**Subject:** Te Pūkenga hui with NZQA

Kia ora koutou

As we work through our next stages for degree development we would like to meet with you to discuss our way forward specifically in relation to hapu/iwi consultation. We would also like to affirm our decision to submit three nursing degrees rather than look into one degree with specialisations. Having this korero will assist with our resubmission of the Nursing and Social degrees, and the upcoming Midwifery and Sports, Exercise ones.

Megan Gibbons, Layelin Stewart and myself are available to meet in Wellington on Thursday 23<sup>rd</sup> in the morning sometime if that works for you all. I look forward to hearing back from you to confirm or suggest an alternative time.

Ngā mihi

Deb

**Deborah Young**

Quality Lead

Academic Centre and Learning Systems



[tepukena.ac.nz](http://tepukena.ac.nz)

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**From:** [Miriata Tauroa](#)  
**To:** [Fionna Moyer](#)  
**Cc:** [Nuzhat Sohail](#)  
**Subject:** Te Pūkenga Nursing degree applications  
**Date:** Wednesday, 30 August 2023 9:44:00 AM  
**Attachments:** [image001.png](#)

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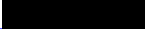



Mōrena Fiona,

I hope you're well e hoa. I'm just wanting to touch back briefly with you today via phone to discuss the Māori evaluative approach to the BN Māori degree and the mātauranga Māori components within the other degrees. Are you available today to catch up for 5 minutes?

Ngā mihi,  
Miriata

**Miriata Tauroa**  
Manager Quality Assurance Māori  
**Quality Assurance Division | Te Wāhanga Whakaū Kounga**  
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



 (04) 463-3166 |   
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 [www.nzqa.govt.nz](http://www.nzqa.govt.nz)  
 125 The Terrace, PO Box 160, Wellington, 6140

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**From:** [Eve McMahon](#)  
**To:** [Nuzhat Sohail](#); [Merrin Neilson](#); [Miriata Tauroa](#)  
**Cc:** [Sarah Cozens](#)  
**Subject:** Te Pukenga nursing degrees  
**Date:** Thursday, 26 October 2023 6:14:37 PM  
**Attachments:** [image001.png](#)

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Evening

Ive just spoken with Megan and Angela about the nursing degrees and information needed. I offered to set up a conversation with Nuzhat, Sarah and myself with Megan and Angela – preferably tomorrow some time. They have been thinking about their range of options for panel and delivery. And also about their approaches on some of the issues they had thought might be able to be tabled eg each business unit has very similar research policies and the same 3 research priorities, the same with clinical placement plans which meet Nursing Council requirements and are region specific – and will have to be because placements are managed locally.

They do want to hear where the “show stopper” gaps are – and this is something I think we should discuss with them – I think you may have done that before Sarah?  
We may be able to agree solutions in this conversation.

Please let me know who would be available for such a conversation – and when tomorrow.

Many thanks

Eve

**Eve McMahon**

Deputy Chief Executive Quality Assurance  
Pou Whakahaere Tuarua Whakaū Kounga

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**From:** [Sarah Cozens](#)  
**To:** [Miriata Tauroa](#)  
**Subject:** FW: NCNZ-NZQA accreditation  
**Date:** Wednesday, 30 August 2023 8:13:00 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Kia ora Miriata,


Keeping you in the loop re timing of the Nursing panel, though I note we are still up in the air about a venue...

You and I will need to have a korero at some stage about the agenda, and how we can have more joint sessions than were scheduled for last time round. I know you are madly busy, so I am happy to have a shot at it once I have the BN evaluation out of the way.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Monday, August 28, 2023 2:30 PM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** FW: NCNZ-NZQA accreditation

FYI

---

**From:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Sent:** Monday, August 28, 2023 2:19 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Catherine Byrne <[catherine@nursingcouncil.org.nz](mailto:catherine@nursingcouncil.org.nz)>  
**Subject:** RE: NCNZ-NZQA accreditation

Kia ora Angela

I hope you had a pleasant weekend too.

I've put the responses to the questions below in red, let me know if there is further clarification or information required.

Hope all is progressing well with the mahi.

Ngā mihi

Annette

**Dr Annette Huntington | Principal Advisor Education**

Te Kaunihera Tapuhi o Aotearoa | Nursing Council of New Zealand  
PO Box 9644, Wellington 6141 | Level 5, 22 Willeston St, Wellington 6011

**Phonel:** +64 4 3859589 |

**Email:** [annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz) | **Website:** [www.nursingcouncil.org.nz](http://www.nursingcouncil.org.nz)

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**From:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>

**Sent:** Monday, August 28, 2023 1:46 PM

**To:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>

**Cc:** Fionna Moyer <[Fionna.Moyer@tepukenga.ac.nz](mailto:Fionna.Moyer@tepukenga.ac.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>

**Subject:** NCNZ-NZQA accreditation

**Importance:** High

Kia ora Annette,

I hope you had a lovely weekend.

In preparation for the NZQA-NCNZ panel visit, please could you confirm the following as soon as possible?

1. Confirmed date – Tuesday 28 to Thursday 30 November 2023 **Yes**
2. Confirmed panel composition – joint panel with some separate sessions  
**the Council meets regularly with NZQA and we will be continuing to work on processes for the panel visit in terms of when the Panels are combined and when separate sessions are required. We are waiting to finalise the Panel members.**
3. Panel agenda  
**as above we will work on this with NZQA.**
4. Confirmed role of NCNZ members – should we expect/cater for an observer (i.e. no speaking rights)?  
**We did have an observer at the previous visit and would like to do so again, however, this can be negotiated if the combined numbers start to get a bit out of proportion.**
5. Is there scope to include a Te Pūkenga observer?  
**This would have to be agreed on by NZQA as well, maybe we can confirm nearer the**

visit.

6. Confirmed date for submission of NCNZ documents – we'd like to suggest Friday 15 September, does that work for you?

Yes that's good as long as Council and the panel are kept up to date on any changes resulting from the NZQA panel iteration process.

7. Confirmed format for NCNZ submission – there was some earlier discussion that NCNZ wanted paper copies rather than electronic copies, please could you confirm the requirements?

I can check with the panel – the documentation is usually electronic as long as the panel are able to easily navigate the various documents.

Many thanks in advance.

Ngā mihi mahana

Angela

**Angela Beaton PhD**

Pounuku Ako ā-Motu - Hapori, Hauora, Mātauranga me ngā Ratonga Pāpori  
Kāhui Mātauranga me ngā Pūnaha Ako

National Director - Community, Health, Education and Social Services  
Academic Centre and Learning Systems



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**From:** [Sarah Cozens](#)  
**To:** [Miriana Tauroa](#)  
**Subject:** FW: Nursing degree panel - Quick update  
**Date:** Wednesday, 30 August 2023 5:15:00 PM  
**Attachments:** [image001.png](#)

---

FYI

---

**From:** Sarah Cozens  
**Sent:** Wednesday, August 30, 2023 5:14 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Nuzhat,

There seems to be a bit of a misunderstanding here on Angela's part. While this is not a site visit as such (ie, accrediting the programme to a new site), it is a panel visit to conduct approval and accreditation of three new programmes, and our criteria and our process make provision for site/facilities inspections in accordance with Accreditation Criterion 2.

Even where an inspection per se is not scheduled, the panel visit invariably happens at a site at which the programme is approved. [REDACTED] are the only ones to fit the bill for the three programmes in question, so there really are no other options.

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under section  
9(2)(b)(ii)

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

[REDACTED] Withheld under section 9(2)(a)



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**From:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Sent:** Wednesday, August 30, 2023 3:40 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen



Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington  
<[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Lauren Bennett <[Lauren.Bennett@tepukenga.ac.nz](mailto:Lauren.Bennett@tepukenga.ac.nz)>  
**Subject:** Re: Nursing degree panel - Quick update

Kia ora Nuzhat

We have been looking at options and logistics following the request from NCNZ/NZQA to hold the panel at either Whitireia or MIT.

This has not been straightforward given the demands on the spaces and teaching still occurring in some cases.

Are you open to other locations within the network given this is not a site visit as such? At this stage we could get space in Hamilton, so would like to test that as an option with you, please.

Ngā mihi mahana  
Angela

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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Wednesday, August 30, 2023 3:34:41 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Angela

I'm wondering if you can confirm the location for the Nursing panel.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

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*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

---

**From:** Nuzhat Sohail

**Sent:** Wednesday, August 16, 2023 4:36 PM

**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>

**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>

**Subject:** Nursing degree panel - Quick update

Kia ora Angela

I hope all is good on your side.

During our regular catch-up, NZQA and the Nursing Council (NZNC) discussed the panel location, agenda, dates, and nominations.

Considering that MIT, Weltec and Whitieria are the only three divisions (sites) currently delivering similar programmes, NZQA and NZNC would like the panel to be undertaken on either. Please, can you discuss this internally and let us know?

We confirmed that if the quality of the application is good and there are no significant areas of weakness, then NZQA and the Nursing Council can undertake the panel in the last week of November (28 -30 November).

Te Pūkenga had indicated that the applications would be submitted by 25 August (next week); therefore, we request that we get the panel nominations with the applications. Also, please check their availability before submitting their nomination.

I am happy to discuss this further.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kounga

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**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

---

**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Wednesday, July 26, 2023 3:42 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Catherine Byrne <[catherine@nursingcouncil.org.nz](mailto:catherine@nursingcouncil.org.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Fiona Moyer <[Fionna.Moyer@tepukenga.ac.nz](mailto:Fionna.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** Nursing panel

Kia ora Angela

NZQA and the Nursing Council (NCNZ) met to discuss a possible date for the three Nursing degrees that Te Pūkenga intends to submit by the end of August.

We discussed that if the quality of the application is good and there are no significant areas of weakness, then NZQA and the Nursing Council can undertake the panel in the last week of November.

Based on your suggestion, we plan to include a few joint/common panel sessions. Therefore, the logistics need to be considered to allow space for holding joint sessions and for both parties to hold separate sessions accordingly.

NZQA and NCNZ will first work on the panel agenda to determine the common sessions and will accordingly engage with Te Pūkenga to finalise the agenda.

Please let me know if you have any questions.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | ██████████  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

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*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

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**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Cc:** [Miriata Tauroa](#)  
**Subject:** RE: BN Draft Panel Agenda  
**Date:** Monday, 23 October 2023 4:41:13 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)

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Much appreciate it! While part of me wants to say please don't work on a holiday, but I know when the work gets piled, then it's better to sort it out at that time and take the time off later.

Sarah, please put all those hours as TOIL...they are adding up pretty fast.

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Monday, October 23, 2023 4:35 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Cc:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Subject:** RE: BN Draft Panel Agenda


Kia ora Nuzhat

Miriata and I have been going through the whole thing this afternoon (that's why it is called Labour Day), please find attached. There were significant areas of cross-over between the three degrees.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

 Withheld under section 9(2)(a)



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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Monday, October 23, 2023 3:25 PM  
**To:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** RE: BN Draft Panel Agenda

Kia ora Miriata

Your response to the RFI, including the BNM would be good since, in that way, you will not only finish the evaluation of the response but will also have an overall idea of whether it is good enough.

Once I have that, any red flags you both raised could be discussed to determine our next step.

We don't have much time so whatever direction we intend to go should be decided by Wednesday.

By Wednesday, we have to indicate to Merrin where we are heading so she can also let Eve know.

Ngā mihi  
Nuzhat

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**From:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Sent:** Monday, October 23, 2023 10:36 AM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Cc:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** RE: BN Draft Panel Agenda

Mōrena e hoa,

Sorry to email on Labour day. I just wanted to let you know that I support all your responses regarding the agenda. Have just come off the Awanuiārangi Nursing panel (albeit a lot less small and dramatic lol), your responses make absolute sense re splitting out of the stakeholder sessions. Given the magnitude of this panel/application, it would be a nightmare to manage a mixed stakeholder group in the same session whilst we're trying to gather info across a range of critical areas. It's also better for the panel to triangulate e.g., practicum arrangements via ākonga, teaching staff, placement coordinators and placement providers; asking iwi/hapū reps where and how they have contributed to the degrees etc.

As well as validating stakeholder, it would also be interesting to know what improvements could be made, given Te Pūkenga have overtly leveraged off their legacy programmes to inform the application. Keen to seek your views here Sarah because it formed a natural part of the discussions held with Awanuiārangi placement providers which led to valuable feedback and recommendations.

Anyway, will have my feedback from the responses to the RFI responses lol later today. Just to confirm, I can provide comments/amendments to the Full synopsis response doc rather than responding directly into TP RFI response doc? If so, there won't be extensive changes/additions given you've taken on board BNM comments to date. I do note that you've asked me to comment on the Programme review criteria – will get that done shortly.

So grateful for your experience and mahi e hoa.

Ngā mihi,  
Miriata

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Saturday, October 21, 2023 12:11 PM  
**To:** Deborah Young <[Deborah.Young@tepukenka.ac.nz](mailto:Deborah.Young@tepukenka.ac.nz)>  
**Cc:** Fiona Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** RE: BN Draft Panel Agenda

Kia ora Deb and Fiona,  
Thank you for your feedback on the agenda. NZQA and the Nursing Council have discussed the points raised – please see the comments in blue below.

I hope this will help – please do not hesitate to seek further clarification.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** Deborah Young <[Deborah.Young@tepukenka.ac.nz](mailto:Deborah.Young@tepukenka.ac.nz)>  
**Sent:** Friday, October 13, 2023 8:51 AM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Cc:** Fiona Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>  
**Subject:** BN Draft Panel Agenda

Kia ora Sarah

Thanks for ending this through. I have some feedback from the team below:

- It looks like the suggestion is to split the stakeholder/industry hui given there are two sessions at the same time – the team would prefer this to be together or staggered so partners can meet both panels. Both organisations have discussed at length the purpose of the stakeholder meeting and identified that we take quite different angles. NCNZ's focus is on those stakeholders who are placement hosts to fully investigate the mechanics of placement and the relationships supporting the placements. NZQA focuses on stakeholders' input into the programme, the acceptability of the programmes and their content, sector perspectives, and ways they will continue to support programme delivery, evaluation and review. In light of these differences, we believe that separate sessions are necessary to make the lines of questioning more pertinent to each of our organisations. Blending this session with a longer time frame would still be unwieldy, and we were unconfident that it would yield the best results. Te Pūkenga has asked about the possibility of staggered sessions to allow partners to meet both panels. We suggest that to some extent our stakeholders may differ because of the differing foci of both organisations on stakeholders. There is nothing to say that the NZQA group could not include some who also support placements; however, our questioning in that respect will not be as in-depth as that of NCNZ.
- 
- A little unclear as to what the green shading is denoting. Originally denoting sessions that didn't involve interviews – will clean this up once we have a more definite agenda.
- We are taking it that the majority of sessions are joint which is great. Confirming that all but the stakeholder sessions would be joint, and therefore ask for your understanding in separating out just the one session.
- The start time – we would prefer for this to remain at 9am – given the teams will be based in Wellington city we need to allow time for travel at a busy time of the day. Of course, that is understandable. Please note that both panels would need to be in Wellington the previous day to meet both separately and jointly.
- We wonder if the Exec and senior leadership session could be a combined – will be almost the same people included from Te Pūkenga and this would also allow the panel to have a break rather than going through to 1pm. Thank you for your consideration regarding the break; panels expect to operate under time pressure. For the first panel, we mindfully separated out the two sessions as we see the sessions as having differing purposes. The Exec provide an holistic and strategic perspective of the programmes, whereas the SMT are asked more about their implementation. A principal purpose of our various meetings is triangulation, and this is best achieved when we separate out the meetings. I would also suggest here that, while almost the same people could be included, Te Pūkenga consider for the purposes of the panel visit who best to provide each perspective and have them in the separate meetings, rather than having overlaps.
- 
- Development/Implementation/programme management – there were some queries last time as to the focus/differences for each of these sessions so we wonder if the purpose of each could be a little clearer so we can better determine the participants for each session. Sorry, this was not as clear as it could have been. The 11.30-1pm session on the first day is programme focussed, so here we would want to talk primarily with the programme developers, as this session comes down to the programme itself, seeking clarification in relation to the programme, its aims, GPOs, content, LOs, assessment, delivery, and



consultation. With implementation and management, we would wish to see the quality people involved in its roll-out and delivery, and of course, HoDs/PLs.

- We note that last time there were some concerns raised by NZQA re the minimum session times being 45minutes ( we see some are now only 30mins) and the maximum number of participants in a session – NZQA said 8 vs NZNC requested for all Heads of Nursing to be included – possibly we have reps for the implementation session then all for the programme management session? Acknowledge your point regarding length of some sessions; and would like to extend the delivery staff session for the BN out to 45-60 minutes because of the multiplicity of delivery sites and therefore staff for this programme. Because the BNM and BNP currently have only 2 sites and therefore smaller bodies of staff, we feel 30-45 minutes would work. We also are happy to keep the programme management sessions for each of the three degrees at 45 minutes. Regarding numbers in terms of programme management, we have agreed that a representative cross-section would work well – this should incorporate all regions and types of business division (ie, metro and regional).

Happy to discuss these further with you.

Ngā mihi

Deb

**Deborah Young**

Quality Lead

Academic Centre and Learning Systems



[tepūkenga.ac.nz](http://tepūkenga.ac.nz)

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**From:** [Sarah Cozens](#)  
**To:** [Fionna Moyer](#); [Miriata Tauroa](#)  
**Subject:** Re: Nursing Programmes Submitted to NZQA  
**Date:** Wednesday, 30 August 2023 10:52:19 AM  
**Attachments:** [image001.png](#)  
[Outlook-a3khkh3y.png](#)

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Kia ora Fionna,

Thank you for the additional information - it's great to have it at this stage, so no apologies needed.

Hope all is well with you, and that things are a little less fraught. Look forward to seeing you later in the year.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA



Withheld under section 9(2)(a)



<!--[if !vml]--><!--[endif]-->

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**From:** Fionna Moyer <Fionna.Moyer@tepukenka.ac.nz>  
**Sent:** Wednesday, 30 August 2023 10:27  
**To:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>  
**Subject:** FW: Nursing Programmes Submitted to NZQA

Kia ora kōrua,

Apologies for sending updated documents so soon after submission but we have received updated kaiako lists and research outputs for our Nursing programmes and I have attached them here for your information. Happy to discuss if you have any questions and many thanks.

Ngā mihi,

**Fionna Moyer**  
Kaikōkiri Director Quality

## Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
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**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#); [Annette Huntington](#)  
**Subject:** RE: R Te P chairs meeting  
**Date:** Monday, 23 October 2023 3:33:59 PM  
**Attachments:** [image001.png](#)

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Kia ora

Yes, we definitely want Miriata to be there.

Since the meeting and travel are for the applications, any time that Clive spends will be charged to Te Pūkenga; therefore, I think it would be good for him and NZQA to do it online at this stage. Our travel will need to be added to the client's (Te Pūkenga) invoice, so overall, it may seem too much.

Let me know if you have any other thoughts.....happy to take any suggestions to make this work for everyone and the client.

Ngā mihi  
Nuzhat

---

**From:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>  
**Sent:** Sunday, October 22, 2023 7:22 PM  
**To:** Annette Huntington <annette@nursingcouncil.org.nz>  
**Cc:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Subject:** RE: R Te P chairs meeting

Kia ora Annette,

A two-hour meeting would be a good starting point – there is a lot to consider. Fortunately, Clive and Cathy are both experienced chairs! 10.30am is a sensible start time.

I am unsure what NZQA will agree to in terms of my travelling to Wellington; although face-to-face is by far the best way to go, particularly with such an unusual panel set-up. Clive lives in Levin, but I understand he is frequently in Wellington, and may be able to time our meeting around his other work.

Nuzhat, have you any idea whether I will be able to attend in person?

Another thing – it would make sense to involve Miriata at this stage, as she will need to talk us through the various protocols, etc. Clive is from the UK so he will need support for the whakatau. As a combined panel, we will also need to do some planning around the whakatau and be briefed around the tikanga of the campus we will be on.

I will let you know from the NZQA end as soon as a decision regarding my attendance at the meeting is made.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA



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---

**From:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Sent:** Sunday, October 22, 2023 5:03 PM  
**To:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Cc:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** R Te P chairs meeting

Kia ora Sarah

I hope you are having a pleasant long weekend.

Just tidying up some work matters! So we have Cathy and Clive meeting 13 November, do you think a couple of hours would be sufficient for the discussion, or do we need to allow longer? I was thinking maybe starting at 10.30am, is face-to-face possible for you and Clive? I can always book a meeting room here at the Nursing Council if that would be a good idea. We could provide some lunch. Otherwise fine to do online.

Let me know what suits.

Annette

**Dr Annette Huntington | Principal Advisor Education**

Te Kaunihera Tapuhi o Aotearoa | Nursing Council of New Zealand  
PO Box 9644, Wellington 6141 | Level 5, 22 Willeston St, Wellington 6011

**Phone:** +64 4 3859589 |

**Email:** [annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz) | **Website:** [www.nursingcouncil.org.nz](http://www.nursingcouncil.org.nz)

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**Institution  
Programme  
Monitoring Agenda  
Date**

<b>Time frame</b>	<b>Meeting/Purpose</b>	<b>Participants</b>
30 minutes	Meet and greet, high-level overview of programme	Monitors and SMT
30 minutes	Monitor Time (factor this in for the first visit where a monitor is accompanied by an NZQA person. Thereafter this will not be necessary)	Monitor and NZQA evaluator
60 minutes	Programme structure, delivery and evaluation overview	Programme leader(s), Academic/Quality Manager
45 minutes	Teaching perspective	Monitor and programme delivery staff (should exclude programme leader(s) and academic/quality manager)
60 minutes	Lunch and discussion with Industry Advisory Group and external stakeholders	Monitor, external Industry Advisory Group members and placement hosts (if applicable)
30 minutes	Research Plans and outputs that support this programme	Monitor and research leader
30 minutes	Pastoral, academic and operational support	Monitor and support staff
30 - minutes	Student perspective	Monitor and current students on programme [the monitor will select names from a nominal roll]
45- minutes	Monitor time	Monitor only
30	Report back to TEO and farewell	Monitor, programme management, senior management as TEO elects

**Note:** all of these meetings are mandatory to enable the monitor to triangulate information to ensure the programme is being delivered as approved and that it is being reviewed to meet the needs of key stakeholders, the community and learners.

## NCNZ / NZQA Panel Visits

**Bachelor of Nursing Māori - Te Pūkenga**  
**Bachelor of Nursing Pacific - Te Pūkenga**  
**Bachelor of Nursing - Te Pūkenga**

**Dates:** Monday 15 May – Wednesday 17 May 2023

**Location:** MIT Otago Campus, Tāmaki Makaurau / Online via Teams

### **Panel Day 1 – Monday 15 May 2023**

<b>Time</b>	<b>NCNZ: Activity/Session</b>	<b>NZQA: Activity/Session</b>
9:00am – 10:30am	Pōwhiri and kai	Pōwhiri and kai
10:30am – 10:45am	Panel time	Panel time
10:45am – 11:30am	Executive and Senior Leadership Team	Panel time
11:30am – 12:30pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	Executive and Senior Leadership Team
12:30pm – 1:30pm	Lunch / panel time	Lunch / panel time
1:30pm – 2:30pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes
2:30pm – 3:30pm	Transitional Head of Nursing	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)
3:30pm – 4:00pm	Afternoon tea / panel time	Afternoon tea / panel time
4:00pm – 4:30pm	Joint de-brief	Joint de-brief
4:30pm	Close of day 1 / panel time	Close of day 1 / panel time

### **Panel Day 2 – Tuesday 16 May 2023**

<b>Time</b>	<b>NCNZ: Activity/Session</b>	<b>NZQA Panel: Activity/Session</b>
9:00am – 9:30am	Teaching staff - BNM	Panel time
9:30am – 10:00am	Teaching staff - BNP	Teaching staff - BNM
10:00am – 10:30am	Teaching staff - BN	Teaching staff - BNP
10:30am – 11:00am	Morning tea / panel time	Morning tea / panel time
11:00am – 11:30am	Panel time	Teaching staff - BN
11:30am – 12:30pm	Bachelor of Nursing Māori - programme management	Ākonga
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:00pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
2:00pm – 3:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
3:00pm – 4:00pm	Panel time	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief	Joint de-brief
4:30pm	Close of day 2	Close of day 2

**Panel Day 3 – Wednesday 17 May 2023**

<b>Time</b>	<b>NCNZ: Activity/Session</b>	<b>NZQA: Activity/Session</b>
9:00am – 10:00am	Research	Research
10:00am – 10:30am	Morning tea / panel time	Morning tea / panel time
10:30am – 11:00am	Te Pūkenga Ākonga Support – all programmes	Te Pūkenga Ākonga Support – all programmes
11:30am – 12.30pm	Curricula and clinical advisors/external stakeholders (industry)	Curricula and clinical advisors/external stakeholders (industry)
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:30pm	Panel time / call-backs	Panel time / call-backs Afternoon tea
2:30pm – 3:00pm	Afternoon tea	Panel Feedback
3:00pm – 3:30pm	Panel Feedback	Close of panel
3:30pm	Close of panel	



## NCNZ / NZQA Panel Visit

**Bachelor of Nursing Māori - Te Pūkenga**

**Bachelor of Nursing Pacific - Te Pūkenga**

**Bachelor of Nursing - Te Pūkenga**

**Dates:** Monday 27 November – Thursday 30 December 2023

**Location:** Whitireia Campus, Porirua

### Panel Day 0 – Monday 27 November

2 hrs	NCNZ: NZQA Panel only offsite meeting
1 hr	NCNZ: NZQA Chairs and evaluators only offsite meeting

### Panel Visit Day 1 – Tuesday 28 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
9:00am – 10:00am	Pōwhiri and kai	
10:00am – 10:45am	Executive and Senior Leadership Team	
10:45am – 11:30am	Senior Leadership Team	
11:30am – 01:00pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	
01:00pm – 02:00pm	Lunch / panel time	
02:00pm – 03:00pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)	
03:00pm – 04:00pm	(Transitional) Head of Nursing	
04:00pm – 04:30pm	Afternoon tea / NZQA panel time	Afternoon tea / NCNZ panel time
4.30pm – 5.00pm	Joint panel discussion	
5:00pm – 5.30pm	Chairs and evaluators catch up with Te Pūkenga	

### Panel Day 2 – Wednesday 29 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
8.30am – 9.00am	Panel time	
9:00am – 9:30am	Teaching staff - BNM	
9:30am – 10:00am	Teaching staff - BNP	
10:00am – 10:30am	Teaching staff - BN	
10:30am – 11:00am	Morning tea / panel time	
11:00am – 11.45am	Bachelor of Nursing Māori - programme management	Bachelor of Nursing Pacific - programme management
11:45am – 12:30pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
12:30pm – 1:15pm	Lunch	Lunch
1:15pm – 2:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
2:00pm – 2:45pm	Ākonga	

2:45pm – 3:15pm	NZQA Panel time	NCNZ Panel time
3:15pm – 3:45pm	Afternoon tea and Joint panel discussion	
3:45pm – 4:15pm	Call-backs if needed	
4:15pm - 4:45pm	Chairs and evaluators catch up with Te Pūkenga	
4:45pm	Close of day 2	

**Panel Day 3 – Thursday 30 November 2023**

Time	NCNZ: Activity/Session	Split Activity/Session
8:30am-9:00am	Panel only	
9:00am – 10:00am	Research	
10:00am – 10:30am	Te Pūkenga Ākonga Support – all programmes	
10:30am – 11:00am	Morning tea / panel time	
11:30am – 12.30pm	NZQA external stakeholders (industry)	NCNZ Curricula and clinical advisors/external stakeholders (industry)
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:00 pm	Call-backs	
2:00 – 2:30pm	NZQA Panel discussion	NCNZ Panel discussion
2:30pm – 3:00pm	Afternoon tea and Joint Panel discussion	
3:00pm – 3:30pm	Joint Panel Feedback by the respective chairs	
3:30pm	Close of Panel	

## NCNZ / NZQA Panel Visit

Bachelor of Nursing Māori - Te Pūkenga

Bachelor of Nursing Pacific - Te Pūkenga

Bachelor of Nursing - Te Pūkenga

**Dates:** Monday 27 November – Thursday 30 December 2023

**Location:** Whitireia Campus, Porirua

### Panel Day 0 – Monday 27 November

2 hrs	NCNZ: NZQA Panel only offsite meeting
1 hr	NCNZ: NZQA Chairs and evaluators only offsite meeting

### Panel Visit Day 1 – Tuesday 28 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
9:00am – 10:00am	Pōwhiri and kai	
10:00am – 10:45am	Executive <b>Clive</b>	
10:45am – 11:30am	Senior Leadership Team <b>Cathy</b>	
11:30am – 01:00pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes <b>Clive</b>	
01:00pm – 02:00pm	Lunch / panel time	
02:00pm – 03:00pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions) <b>Cathy</b>	
03:00pm – 04:00pm	(Transitional) Head of Nursing <b>Cathy</b>	
04:00pm – 04:30pm	Afternoon tea / NZQA panel time <b>Clive</b>	Afternoon tea / NCNZ panel time <b>Cathy</b>
4.30pm – 5.00pm	Joint panel discussion <b>Both</b>	
5:00pm – 5.30pm	Chairs and evaluators catch up with Te Pūkenga <b>Both</b>	

### Panel Day 2 – Wednesday 29 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
8.30am – 9.00am	Panel time	
9:00am – 9:30am	Teaching staff – BNM <b>Clive</b>	
9:30am – 10:00am	Teaching staff - BNP <b>Clive</b>	
10:00am – 10:30am	Teaching staff - BN <b>Clive</b>	
10:30am – 11:00am	Morning tea / panel time	
11:00am – 11.45am	Bachelor of Nursing Māori - programme management <b>Cathy</b>	
11:45am – 12:30pm	Bachelor of Nursing - programme management <b>Cathy</b>	
12:30pm – 1:15pm	Lunch	Lunch
1:15pm – 2:00pm	Bachelor of Nursing Pacific - programme management <b>Cathy</b>	
2:00pm – 2:45pm	Ākonga <b>Clive</b>	

2:45pm – 3:15pm	NZQA Panel time <b>Clive</b>	NCNZ Panel time <b>Cathy</b>
3:15pm – 3:45pm	Afternoon tea and Joint panel discussion <b>Both</b>	
3:45pm – 4:15pm	Call-backs if needed <b>Depending on focus of the call-backs</b>	
4:15pm - 4:45pm	Chairs and evaluators catch up with Te Pūkenga <b>Both</b>	
4:45pm	Close of day 2	

**Panel Day 3 – Thursday 30 November 2023**

Time	NCNZ: Activity/Session	Split Activity/Session
8:30am-9:00am	Panel only	
9:00am – 10:00am	Research <b>Clive</b>	
10:00am – 10:30am	Te Pūkenga Ākonga Support – all programmes <b>Cathy</b>	
10:30am – 11:00am	Morning tea / panel time	
11:30am – 12.30pm	NZQA external stakeholders (industry) <b>Clive</b>	NCNZ Curricula and clinical advisors/external stakeholders (industry) <b>Cathy</b>
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:00 pm	Call-backs <b>Depending on focus of the call-backs</b>	
2:00 – 2:30pm	NZQA Panel discussion <b>Clive</b>	NCNZ Panel discussion <b>Cathy</b>
2:30pm – 3:00pm	Afternoon tea and Joint Panel discussion <b>Both</b>	
3:00pm – 3:30pm	Joint Panel Feedback by the respective chairs <b>Both</b>	
3:30pm	Close of Panel	

## NCNZ / NZQA Panel Visit

**Bachelor of Nursing Māori - Te Pūkenga**

**Bachelor of Nursing Pacific - Te Pūkenga**

**Bachelor of Nursing - Te Pūkenga**

**Dates:** Monday 27 November – Thursday 30 December 2023

**Location:** Whitireia Campus, Porirua

### Panel Day 0 – Monday 27 November

2 hrs	NCNZ: NZQA Panel only offsite meeting
1 hr	NCNZ: NZQA Chairs and evaluators only offsite meeting

### Panel Visit Day 1 – Tuesday 28 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
9:00am – 10:00am	Pōwhiri and kai	
10:00am – 10:45am	Executive and Senior Leadership Team	
10:45am – 11:30am	Senior Leadership Team	
11:30am – 01:00pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	
01:00pm – 02:00pm	Lunch / panel time	
02:00pm – 03:00pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)	
03:00pm – 04:00pm	(Transitional) Head of Nursing	
04:00pm – 04:30pm	Afternoon tea / NZQA panel time	Afternoon tea / NCNZ panel time
4.30pm – 5.00pm	Joint panel discussion	
5:00pm – 5.30pm	Chairs and evaluators catch up with Te Pūkenga	

### Panel Day 2 – Wednesday 29 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
8.30am – 9.00am	Panel time	
9:00am – 9:30am	Teaching staff - BNM	
9:30am – 10:00am	Teaching staff - BNP	
10:00am – 10:30am	Teaching staff - BN	
10:30am – 11:00am	Morning tea / panel time	
11:00am – 11.45am	Bachelor of Nursing Māori - programme management	Bachelor of Nursing Pacific - programme management
11:45am – 12:30pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
12:30pm – 1:15pm	Lunch	Lunch
1:15pm – 2:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
2:00pm – 2:45pm	Ākonga	

2:45pm – 3:15pm	NZQA Panel time	NCNZ Panel time
3:15pm – 3:45pm	Afternoon tea and Joint panel discussion	
3:45pm – 4:15pm	Call-backs if needed	
4:15pm - 4:45pm	Chairs and evaluators catch up with Te Pūkenga	
4:45pm	Close of day 2	

**Panel Day 3 – Thursday 30 November 2023**

Time	NCNZ: Activity/Session	Split Activity/Session
8:30am-9:00am	Panel only	
9:00am – 10:00am	Research	
10:00am – 10:30am	Te Pūkenga Ākonga Support – all programmes	
10:30am – 11:00am	Morning tea / panel time	
11:30am – 12.30pm	NZQA external stakeholders (industry)	NCNZ Curricula and clinical advisors/external stakeholders (industry)
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:00 pm	Call-backs	
2:00 – 2:30pm	NZQA Panel discussion	NCNZ Panel discussion
2:30pm – 3:00pm	Afternoon tea and Joint Panel discussion	
3:00pm – 3:30pm	Joint Panel Feedback by the respective chairs	
3:30pm	Close of Panel	

## NCNZ / NZQA Panel Visit

**Bachelor of Nursing Māori - Te Pūkenga**

**Bachelor of Nursing Pacific - Te Pūkenga**

**Bachelor of Nursing - Te Pūkenga**

**Dates:** Monday 27 November – Thursday 30 December 2023

**Location:** Whitireia Campus, Porirua

### Panel Day 0 – Monday 27 November

2 hrs	NCNZ: NZQA Panel only offsite meeting
1 hr	NCNZ: NZQA Chairs and evaluators only offsite meeting

### Panel Visit Day 1 – Tuesday 28 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
9:00am – 10:00am	Pōwhiri and kai	
10:00am – 10:45am	Executive and Senior Leadership Team	
10:45am – 11:30am	Senior Leadership Team	
11:30am – 01:00pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	
01:00pm – 02:00pm	Lunch / panel time	
02:00pm – 03:00pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)	
03:00pm – 04:00pm	(Transitional) Head of Nursing	
04:00pm – 04:30pm	Afternoon tea / NZQA panel time	Afternoon tea / NCNZ panel time
4.30pm – 5.00pm	Joint panel discussion	
5:00pm – 5.30pm	Chairs and evaluators catch up with Te Pūkenga	

### Panel Day 2 – Wednesday 29 November 2023

Time	NCNZ: NZQA Activity/Session	Split Activity/Session
8.30am – 9.00am	Panel time	
9:00am – 9:30am	Teaching staff - BNM	
9:30am – 10:00am	Teaching staff - BNP	
10:00am – 10:30am	Teaching staff - BN	
10:30am – 11:00am	Morning tea / panel time	
11:00am – 11.45am	Bachelor of Nursing Māori - programme management	Bachelor of Nursing Pacific - programme management
11:45am – 12:30pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
12:30pm – 1:15pm	Lunch	Lunch
1:15pm – 2:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
2:00pm – 2:45pm	Ākonga	

2:45pm – 3:15pm	NZQA Panel time	NCNZ Panel time
3:15pm – 3:45pm	Afternoon tea and Joint panel discussion	
3:45pm – 4:15pm	Call-backs if needed	
4:15pm - 4:45pm	Chairs and evaluators catch up with Te Pūkenga	
4:45pm	Close of day 2	

**Panel Day 3 – Thursday 30 November 2023**

Time	NCNZ: Activity/Session	Split Activity/Session
8:30am-9:00am	Panel only	
9:00am – 10:00am	Research	
10:00am – 10:30am	Te Pūkenga Ākonga Support – all programmes	
10:30am – 11:00am	Morning tea / panel time	
11:30am – 12.30pm	NZQA external stakeholders (industry)	NCNZ Curricula and clinical advisors/external stakeholders (industry)
12:30pm – 1:00pm	Lunch	Lunch
1:00pm – 2:00 pm	Call-backs	
2:00 – 2:30pm	NZQA Panel discussion	NCNZ Panel discussion
2:30pm – 3:00pm	Afternoon tea and Joint Panel discussion	
3:00pm – 3:30pm	Joint Panel Feedback by the respective chairs	
3:30pm	Close of Panel	



## NZQA Panel Visit Agenda Outline (updated 4 May)

Bachelor of Nursing Māori - Te Pūkenga

Bachelor of Nursing Pacific - Te Pūkenga

Bachelor of Nursing - Te Pūkenga

Dates: Monday 15 May – Wednesday 17 May 2023

Location: MIT Ōtara campus, 53 Ōtara Road, Ōtara, Manukau, Tāmaki Makaurau / Online via Teams

### **Panel Day 1 – Monday 15 May 2023**

Time	Activity/Session
8.30am – 9.45am	Panel time
10:00am – 11:00am	Pōwhiri and kai
11:00am – 11:45am	Executive Leadership Team
11:45am – 12:30pm	Senior Leadership Team
12:30pm – 1:00pm	Lunch/panel confer – panel only
1:00pm – 2:30pm	Unified Nursing Programmes development team and support – all programmes
2:30pm – 3:30pm	Implementation support team – all programmes
3:30pm – 4:00pm	Call backs
4:00pm – 4:30pm	Afternoon tea
4:30pm – 5:00pm	Panel time
5:00pm – 5:30pm	Catch-up with NCNZ
5:30pm – 6:00pm	Catch-up with Te Pūkenga reps
6:00pm	Close of day 1 / panel time

### **Panel Day 2 – Tuesday 16 May 2023**

Time	Activity/Session
9:00am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori
10:15am – 10:45am	Morning tea
10:45am – 11:30am	Teaching staff - Bachelor of Nursing Pacific
11:30am – 12:15am	Teaching staff - Bachelor of Nursing
12:15pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management
2:45pm – 3:15pm	Afternoon tea
3:15pm – 4:00pm	Bachelor of Nursing Pacific - programme management
4:00pm – 4:45pm	Bachelor of Nursing - programme management
4:45pm – 5:15pm	Panel time
5:15pm – 5:45pm	Catch-up with NCNZ
5:45pm – 6:15pm	Catch-up with Te Pūkenga reps
6:15pm	Close of day 2

### **Panel Day 3 – Wednesday 17 May 2023**

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry)
10:15am – 10:45am	Morning tea
10:45am – 11:45am	Ākonga Support – all programmes
11:45am – 1.00pm	Research
1:00pm – 1:30pm	Lunch and panel confer – panel only

1:30pm – 2:30pm	Panel time / call-backs
2:30pm – 3:00pm (tbc)	Panel Feedback and closing



## REQUEST TO GENERATE CONTRACTS FOR PANEL MEMBERS - DEGREES




NZQA Evaluator:

Name of Programme: Bachelor of Nursing Māori  
Bachelor of Nursing Pacific  
Bachelor of Nursing

Name of Te Pūkenga: NZ Institute of Skills and Technology

Date Panel commences: 15 May 2023

Case No: C53077  
C53078  
C53079

Name	Type
 Dr Clive Cornford	Chair
Dr Miriata Tauroa	NZQA Evaluator
Dr Sarah Cozens	NZQA Evaluator
Prof. Nicolette Sheridan	Academic and Māori Representative
	Industry and Māori Representative
	Academic and Pasifika Representative

Withheld under section 9(2)(a)

[REDACTED]	Industry and Pasifika Representative
Priscilla Davis-Ngātai	Te Pūkenga Representative
<del>Emma Hogg</del> Dr Hayden Croft	Te Pūkenga Representative

Withheld under section 9(2)(a)



## REQUEST TO GENERATE CONTRACTS FOR PANEL MEMBERS - DEGREES

NZQA Evaluator:

**Name of Programme:** Bachelor of Nursing Māori  
Bachelor of Nursing Pacific  
Bachelor of Nursing







**Name of Te Pūkenga:** NZ Institute of Skills and Technology

**Date Panel commences:** 15 May 2023

**Case No:** C53077  
C53078  
C53079

Name	Type	Address	Phone Work	Mobile	Email	Contract required?
██████████ Dr Clive Cornford	Chair		██████	██████	████████████████████	--
Dr Miriata Tauroa	NZQA Evaluator				Miriata.tauroa@nzqa.govt.nz	--
Dr Sarah Cozens	NZQA Evaluator		██████	██████	Sarah.cozens@nzqa.govt.nz	--
Prof. Nicolette Sheridan	Academic and Māori Representative		09 213 6346 ext 43346	██████	n.sheridan@massey.ac.nz	★
██████████	Industry and Māori Representative				████████████████████	★

Withheld under section 9(2)(a)

	Academic and Pasifika Representative					
	Industry and Pasifika Representative					
Priscilla Davis-Ngātai	Te Pūkenga Representative				priscilla.davis-ngatai@wintec.ac.nz	--
<del>Emma Hogg</del> Dr Hayden Croft	Te Pūkenga Representative				emma.hogg@op.ac.nz	--
Indicate the 'status – Renewal -  New - 						

Withheld under section 9(2)(a)

**From:** [Nuzhat Sohail](#)  
**To:** [Merrin Neilson](#)  
**Subject:** FW: BNP and BN RFI analysis  
**Date:** Monday, 23 October 2023 3:50:00 PM  
**Attachments:** [Full synopsis of BNP and BN RFI response.docx](#)  
[image001.png](#)

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Hi Merrin

Miriata is finishing her analysis and will share it with you once I have it.

Can you please prioritise this and read the comments that Sarah has made? I'm 50/50 on taking it to the panel - some issues, such as research policy, and others would be common to both (Social work and Nursing). The grand-parenting policy will cover that until TPK comes up with its research policy, each business division will follow its own. However, the panel will have at least 10 requirements or more – that's what I think.

The external moderation aspect can be addressed before the panel, as we have been telling TPK that they are not getting it! Before the panel, if we can sort that out, then that would work best moving forward.

I will also forward you the social work response analysis so you can compare.

But I request please put these two as Tuesday work so that we can give some direction to TPK within the coming week.

Thanks  
Nuzhat

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**From:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>  
**Sent:** Saturday, October 21, 2023 2:37 PM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Cc:** Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>  
**Subject:** BNP and BN RFI analysis

Kia ora Nuzhat,

I have added to the in initial synopsis document sent to you last week bullet points against the criteria of information lacking or unsatisfactory. This is simply too much to address and evaluate in a second RFI and too much to seek clarification about at panel, particularly bearing in mind that panellists as subject experts will have their own queries.

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance

NZQA



Withheld under section 9(2)(a)





**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** FW: Further thoughts - Te Pūkenga nursing degrees  
**Date:** Monday, 30 October 2023 1:42:35 PM  
**Attachments:** [QA review MT comments BN degrees Te Pūkenga.docx](#)

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FYI –

Eve will be sending an email to Grant with the recommendation that we push the panel date for Nursing.

In the meantime, TPK to give us remaining response and documents.

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**From:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Sent:** Monday, October 30, 2023 1:38 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** FW: Further thoughts - Te Pūkenga nursing degrees

FYI – from Miriata to support.

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**From:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>  
**Sent:** Sunday, October 29, 2023 10:36 PM  
**To:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** Further thoughts - Te Pūkenga nursing degrees

Kia ora kōrua,

Did a little more thinking over the weekend regarding the evaluative report. I hope that this articulates my position more clearly. I'll be on leave over the next three days but available if either of you need to discuss this further.

Ngā mihi,  
Miriata

**From:** [Nuzhat Sohail](#)  
**To:** [Xitao Fu](#); [Sarah Cozens](#); [Miriata Tauroa](#)  
**Subject:** FW: Letter regarding Nursing and Social Work panels  
**Date:** Wednesday, 1 November 2023 9:53:00 AM  
**Attachments:** [image001.png](#)  
[231031 Letter re Nursing and Social Work Panels.pdf](#)

---

Mōrena

Please attach this to the case and put them on hold.

Nuzhat

---

**From:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Sent:** Wednesday, November 1, 2023 9:40 AM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** FW: Letter regarding Nursing and Social Work panels

Received via Eve this morning.  
Merrin

---

**From:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>  
**Sent:** Wednesday, November 1, 2023 9:31 AM  
**To:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** FW: Letter regarding Nursing and Social Work panels

---

**From:** Lauren Bennett <[Lauren.Bennett@tepukenka.ac.nz](mailto:Lauren.Bennett@tepukenka.ac.nz)>  
**Sent:** Wednesday, November 1, 2023 9:08 AM  
**To:** Eve McMahon <[Eve.McMahon@nzqa.govt.nz](mailto:Eve.McMahon@nzqa.govt.nz)>  
**Cc:** Megan Gibbons <[Megan.Gibbons@tepukenka.ac.nz](mailto:Megan.Gibbons@tepukenka.ac.nz)>  
**Subject:** Letter regarding Nursing and Social Work panels

Kia ora Eve,

Please find attached letter from Megan regarding the Nursing and Social Work panels.

Ngā mihi,  
Lauren

**Lauren Bennett**

Kaiāwhina Mātāmua ki te Pourangi Kāhui Mātauranga me ngā Pūnaha Ako |  
Executive Assistant to DCE Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204

---

M [REDACTED]  
[tepukenka.ac.nz](http://tepukenka.ac.nz)

Withheld under section 9(2)(a)

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**From:** [Sarah Cozens](#)  
**To:** [Miriana Tauroa](#)  
**Subject:** FW: Nursing degree panel - Quick update  
**Date:** Wednesday, 30 August 2023 5:15:00 PM  
**Attachments:** [image001.png](#)

---

FYI

---

**From:** Sarah Cozens  
**Sent:** Wednesday, August 30, 2023 5:14 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Nuzhat,

There seems to be a bit of a misunderstanding here on Angela's part. While this is not a site visit as such (ie, accrediting the programme to a new site), it is a panel visit to conduct approval and accreditation of three new programmes, and our criteria and our process make provision for site/facilities inspections in accordance with Accreditation Criterion 2.

Even where an inspection per se is not scheduled, the panel visit invariably happens at a site at which the programme is approved. [REDACTED] are the only ones to fit the bill for the three programmes in question, so there really are no other options.

Withheld under section 9(2)(b)(ii)

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

[REDACTED]



---

**From:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Sent:** Wednesday, August 30, 2023 3:40 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen

Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington  
<[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Lauren Bennett <[Lauren.Bennett@tepukenga.ac.nz](mailto:Lauren.Bennett@tepukenga.ac.nz)>  
**Subject:** Re: Nursing degree panel - Quick update

Kia ora Nuzhat

We have been looking at options and logistics following the request from NCNZ/NZQA to hold the panel at either Whitireia or MIT.

This has not been straightforward given the demands on the spaces and teaching still occurring in some cases.

Are you open to other locations within the network given this is not a site visit as such? At this stage we could get space in Hamilton, so would like to test that as an option with you, please.

Ngā mihi mahana  
Angela

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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Wednesday, August 30, 2023 3:34:41 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Angela

I'm wondering if you can confirm the location for the Nursing panel.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] Withheld under section 9(2)(a)  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

---

**From:** Nuzhat Sohail

**Sent:** Wednesday, August 16, 2023 4:36 PM

**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>

**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>

**Subject:** Nursing degree panel - Quick update

Kia ora Angela

I hope all is good on your side.

During our regular catch-up, NZQA and the Nursing Council (NZNC) discussed the panel location, agenda, dates, and nominations.

Considering that MIT, Weltec and Whitieria are the only three divisions (sites) currently delivering similar programmes, NZQA and NZNC would like the panel to be undertaken on either. Please, can you discuss this internally and let us know?

We confirmed that if the quality of the application is good and there are no significant areas of weakness, then NZQA and the Nursing Council can undertake the panel in the last week of November (28 -30 November).

Te Pūkenga had indicated that the applications would be submitted by 25 August (next week); therefore, we request that we get the panel nominations with the applications. Also, please check their availability before submitting their nomination.

I am happy to discuss this further.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] Withheld under section 9(2)(a)  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
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**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Wednesday, July 26, 2023 3:42 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Catherine Byrne <[catherine@nursingcouncil.org.nz](mailto:catherine@nursingcouncil.org.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Fiona Moyer <[Fionna.Moyer@tepukenga.ac.nz](mailto:Fionna.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** Nursing panel

Kia ora Angela

NZQA and the Nursing Council (NCNZ) met to discuss a possible date for the three Nursing degrees that Te Pūkenga intends to submit by the end of August.

We discussed that if the quality of the application is good and there are no significant areas of weakness, then NZQA and the Nursing Council can undertake the panel in the last week of November.

Based on your suggestion, we plan to include a few joint/common panel sessions. Therefore, the logistics need to be considered to allow space for holding joint sessions and for both parties to hold separate sessions accordingly.

NZQA and NCNZ will first work on the panel agenda to determine the common sessions and will accordingly engage with Te Pūkenga to finalise the agenda.

Please let me know if you have any questions.

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | ██████████  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

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\*\*\*\*\*  
\*\*\*\*\*



**From:** [Nuzhat Sohail](#)  
**To:** [Sarah Cozens](#)  
**Subject:** minor tweaks  
**Date:** Friday, 27 October 2023 8:31:51 AM  
**Attachments:** [Full synopsis of BNP and BN RFI response.docx](#)

---

Morning

We can remove the LMS statement or rephrase it in way that does not appear to be a big ask. Also please see some other comments.

Merrin is asking Eve to have the meeting on Monday instead of today but we have to give the attached feedback today.

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED]  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kounga

Withheld under section 9(2)(a)

**New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa**

*Mana pango, mā whero, ka oti ai te māhi – Many hands make light work*

**From:** [Nuzhat Sohail](#)  
**To:** [Angela Beaton](#)  
**Cc:** [Merrin Neilson](#); [Fionna Moyer](#); [Sarah Cozens](#); [Stephen Neville](#); [Annette Huntington](#); [Lauren Bennett](#); [Kelly Hynes](#); [Tony Harrison](#); [Susannah Roddick](#)  
**Subject:** RE: Nursing degree panel - Quick update  
**Date:** Tuesday, 12 September 2023 12:12:00 PM

---

Kia ora Angela

Thank you for confirming the location. I'm glad that things are progressing well. We will work on the agenda with NZNC in the next couple of weeks so Whiteria can plan the rooms/arrangements.

Ngā mihi  
Nuzhat

---

**From:** Angela Beaton <Angela.Beaton@tepukenka.ac.nz>  
**Sent:** Monday, September 11, 2023 1:58 PM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Cc:** Merrin Neilson <Merrin.Neilson@nzqa.govt.nz>; Fionna Moyer <Fionna.Moyer@tepukenka.ac.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Stephen Neville <Stephen.Neville@tepukenka.ac.nz>; Annette Huntington <annette@nursingcouncil.org.nz>; Lauren Bennett <Lauren.Bennett@tepukenka.ac.nz>; Kelly Hynes <Kelly.Hynes@tepukenka.ac.nz>; Tony Harrison <Tony.Harrison@ara.ac.nz>; Susannah Roddick <Susannah.Roddick@nmit.ac.nz>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Nuzhat, Annette

I am now able to confirm that we can hold the nursing panel at Whitireia from Tuesday 28 November – Thursday 30 November, as requested by NZQA and NCNZ. We will make panel arrangements accordingly.

A couple of quick questions, please –

1. When can we expect to receive a draft panel agenda, please? This is crucial for this and the next stages of planning and logistics. We are working on the basis that wherever possible sessions will be joint, unless they specifically need not be.
2. Te Pūkenga is planning to organise flights and accommodation for NZQA panel members as usual. Will NCNZ organise their own flights and accommodation bookings for NCNZ panel members as they have in the past?

Thank you for your assistance with these questions.

Ngā mihi mahana

Angela

---

**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Thursday, August 31, 2023 12:57 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenka.ac.nz](mailto:Angela.Beaton@tepukenka.ac.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenka.ac.nz](mailto:Fiona.Moyer@tepukenka.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenka.ac.nz](mailto:Stephen.Neville@tepukenka.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Lauren Bennett <[Lauren.Bennett@tepukenka.ac.nz](mailto:Lauren.Bennett@tepukenka.ac.nz)>  
**Subject:** RE: Nursing degree panel - Quick update

Kia ora Angela

We understand the challenges of arranging meeting rooms, even for fewer people. However, travelling and accommodation for such a large panel (NCNZ and NZQA) is also challenging.

After an internal discussion and feedback from NCNZ, we request that Te Pūkenga look further into arranging space at MIT or Whitieria.

The panel for the social work degree is already confirmed for Hamilton, so we would like to ask for a venue in Auckland or Wellington.

I hope it's not too tricky at your end. Please let me know if you have any questions.

Ngā mihi  
Nuzhat

---

**From:** Angela Beaton <[Angela.Beaton@tepukenka.ac.nz](mailto:Angela.Beaton@tepukenka.ac.nz)>  
**Sent:** Wednesday, August 30, 2023 3:40 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Cc:** Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>; Fiona Moyer <[Fiona.Moyer@tepukenka.ac.nz](mailto:Fiona.Moyer@tepukenka.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenka.ac.nz](mailto:Stephen.Neville@tepukenka.ac.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Lauren Bennett <[Lauren.Bennett@tepukenka.ac.nz](mailto:Lauren.Bennett@tepukenka.ac.nz)>  
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Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] **Withheld under section 9(2)(a)**  
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[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)

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**Sent:** Wednesday, July 26, 2023 3:42 PM  
**To:** Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>  
**Cc:** Catherine Byrne <[catherine@nursingcouncil.org.nz](mailto:catherine@nursingcouncil.org.nz)>; Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>; Fiona Moyer <[Fionna.Moyer@tepukenga.ac.nz](mailto:Fionna.Moyer@tepukenga.ac.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>; Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Merrin Neilson <[Merrin.Neilson@nzqa.govt.nz](mailto:Merrin.Neilson@nzqa.govt.nz)>  
**Subject:** Nursing panel

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**From:** [Nuzhat Sohail](#)  
**To:** [Fionna Moyer](#)  
**Cc:** [Sarah Cozens](#)  
**Subject:** Re: Nursing Panel Nominees  
**Date:** Thursday, 21 September 2023 5:31:23 PM  
**Attachments:** [image001.png](#)

---

Kia ora Fionna,

I have shared these with Sarah.  
She will be in touch.

Ngā mihi  
Nuzhat

---

**From:** Fionna Moyer <Fionna.Moyer@tepukenka.ac.nz>  
**Sent:** Thursday, September 21, 2023 5:19:14 PM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Subject:** Nursing Panel Nominees

Kia ora Nuzhat,

As discussed, here's the panel for the Nursing degrees. Where a previous panel member has confirmed their availability, we have noted them as CONFIRMED. I have reattached the CVs for our Pacific nominees and Internal nominees.

Ngā mihi,

**Fionna Moyer**

Kaikōkiri Director Quality  
Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
[tepukenka.ac.nz](http://tepukenka.ac.nz)

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**From:** [Nuzhat Sohail](#)  
**To:** [Deborah Young](#); [Fionna Moyer](#)  
**Subject:** RE: Panel agenda  
**Date:** Monday, 9 October 2023 12:06:00 PM  
**Attachments:** [image001.png](#)

---

We don't have a copy yet but as we work through the agenda, we will be able to. However, the quickest would be to ask NZNC.

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**From:** Deborah Young <[Deborah.Young@tepukenka.ac.nz](mailto:Deborah.Young@tepukenka.ac.nz)>  
**Sent:** Monday, October 9, 2023 11:39 AM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Fionna Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>  
**Subject:** RE: Panel agenda

That's great thanks for that Nuzhat – do we have a copy of the NZNC panel members?

---

**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Monday, October 9, 2023 10:46 AM  
**To:** Fionna Moyer <[Fionna.Moyer@tepukenka.ac.nz](mailto:Fionna.Moyer@tepukenka.ac.nz)>; Deborah Young <[Deborah.Young@tepukenka.ac.nz](mailto:Deborah.Young@tepukenka.ac.nz)>  
**Subject:** FW: Panel agenda

Kia ora kōrua

Please see the email below.

Hopefully, we will share the draft agenda in a day or two.

Asking NZNC who would be on their side of the panel would help provide the clarity you are seeking.

Ngā mihi  
Nuzhat

---

**From:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Sent:** Sunday, October 8, 2023 1:57 PM  
**To:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Cc:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** Re: Panel agenda

Kia ora Nuzhat  
No observers from Council either.  
Talk soon, agenda looks good.  
Annette

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**From:** Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Sent:** Thursday, October 5, 2023 4:23:31 PM  
**To:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Cc:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>; Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Subject:** RE: Panel agenda

Kia ora Annette

In my meeting with Te Pūkenga yesterday, they asked whether we have anyone on the panel as observers.

I confirmed that from our side, there will be no observers.

Can you please confirm if there will be any from the NZNC side?

Ngā mihi

**Nuzhat Sohail** (she/her)

Team Leader – Te Pūkenga & Degrees | 04 463 3176 | [REDACTED] **Withheld under section 9(2)(a)**  
Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga  
Quality Assurance Division | Te Wāhanga Whakaū Kōunga  
[New Zealand Qualifications Authority](#) | [Mana Tohu Mātauranga o Aotearoa](#)

*Mā pango, mā whero, ka oti ai te māhi – Many hands make light work*

---

**From:** Sarah Cozens <[Sarah.Cozens@nzqa.govt.nz](mailto:Sarah.Cozens@nzqa.govt.nz)>  
**Sent:** Monday, October 2, 2023 3:31 PM  
**To:** Annette Huntington <[annette@nursingcouncil.org.nz](mailto:annette@nursingcouncil.org.nz)>  
**Cc:** Miriata Tauroa <[Miriata.Tauroa@nzqa.govt.nz](mailto:Miriata.Tauroa@nzqa.govt.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>  
**Subject:** Panel agenda

Kia ora koutou

Attached please find my first go at an agenda for the panel visit. I have not assigned chairs to sessions, because I want to get the time frames right first. Perhaps then we can involve the chairs in decisions as to who could chair which session; or I allocate them and request their feedback.

Just a couple of points:

- Programme management for each of the programmes involves split sessions because I think we have slightly different angles;
- While I have left teaching staff for each degree as joint sessions, we could just as easily split them if NCNZ felt it necessary;
- On the final day NZQA panel will see external stakeholders, while NCNZ can focus on clinical placements, etc.
- I have split afternoon panel-only sessions, so each organisation's panel can meet separately to discuss how what has been heard meets their respective standards/criteria; after which we do a joint session as an exchange of information to avoid overlaps or discrepancies.

Please feel free to add, delete, etc, as this is a mere starting point. Please can you return the draft agenda with your tracked changes by the end of this week, as I would like to be in a position to send an indicative document to Fiona early next week.

Thanks very much

Ngā mihi

Sarah

Sarah Cozens  
Senior Evaluator  
Approvals and Accreditation  
Quality Assurance  
NZQA

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**From:** [Nuzhat Sohail](#)  
**To:** [Deborah Young](#)  
**Cc:** [Fionna Moyer](#)  
**Subject:** RE: Review of docs  
**Date:** Wednesday, 25 October 2023 9:46:00 AM  
**Attachments:** [RE NZQA-NCNZ-Te Pūkenga agreed actions - hui 11723 .msg](#)  
  
[image001.png](#)

Out of scope

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Mōrena Deborah

As per our earlier discussions, Te Pūkenga was checking their availability after the panel?

Ngā mihi

Nuzhat

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**From:** Deborah Young <Deborah.Young@tepukenga.ac.nz>  
**Sent:** Wednesday, October 25, 2023 9:09 AM  
**To:** Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>  
**Cc:** Fionna Moyer <Fionna.Moyer@tepukenga.ac.nz>  
**Subject:** Review of docs

Kia ora Nuzhat

I'm sure we've already asked you this but I cant find a response – the BN team are just wanting confirmation that the panellists will be available the week of the 15-19<sup>th</sup> Jan as per the plan to review the documents that will come after the panel visit.

Ngā mihi

Deb

**Deborah Young**

Quality Lead

Academic Centre and Learning Systems



[tepukenga.ac.nz](http://tepukenga.ac.nz)

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**From:** [Nuzhat Sohail](#)  
**To:** [Flora Thompson](#)  
**Subject:** FW: Te Pūkenga Nursing Programme panel update  
**Date:** Thursday, 11 January 2024 3:40:33 PM  
**Attachments:** [image001.png](#)

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**From:** Nuzhat Sohail  
**Sent:** Monday, November 13, 2023 9:19 AM  
**To:** Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>  
**Subject:** FW: Te Pūkenga Nursing Programme panel update

FYI

**From:** Fiona Moyer <[Fiona.Moyer@tepukenga.ac.nz](mailto:Fiona.Moyer@tepukenga.ac.nz)>  
**Sent:** Friday, November 10, 2023 5:01 PM  
**To:** Hayden Croft <[Hayden.Croft@op.ac.nz](mailto:Hayden.Croft@op.ac.nz)>; Priscilla Davis-Ngatai <[priscilla.davis-ngatai@wintec.ac.nz](mailto:priscilla.davis-ngatai@wintec.ac.nz)>; [N.Sheridan@massey.ac.nz](mailto:N.Sheridan@massey.ac.nz); [REDACTED]  
[REDACTED] <[c.marsters@auckland.ac.nz](mailto:c.marsters@auckland.ac.nz)>; Doana Fatuleai (CMDHB) <[Doana.Fatuleai@middlemore.co.nz](mailto:Doana.Fatuleai@middlemore.co.nz)>  
**Cc:** Stephen Neville <[Stephen.Neville@tepukenga.ac.nz](mailto:Stephen.Neville@tepukenga.ac.nz)>; Angela Beaton <[Angela.Beaton@tepukenga.ac.nz](mailto:Angela.Beaton@tepukenga.ac.nz)>; Nuzhat Sohail <[Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz)>; Deborah Young <[Deborah.Young@tepukenga.ac.nz](mailto:Deborah.Young@tepukenga.ac.nz)>  
**Subject:** Te Pūkenga Nursing Programme panel update

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Tēnā koutou,

Thank you all for your willingness to support and participate in Te Pūkenga Nursing programmes NZQA panel that was scheduled to take place in late November this year. However, in discussion with NZQA and the Nursing Council, we have made the decision to not proceed with the panel in November but rather to take the time to ensure that the supports, frameworks, and structures that sit around our programmes are stood up and all in place before we take the degrees to panel in 2024. We appreciate your time and expertise on behalf of our programmes and our Nursing teams and apologise for the delayed notification. I am happy to answer any questions you may have and we hope that you may be available when the panel goes ahead in 2024.

Ngā mihi ki a koutou,

**Fionna Moyer**  
Kaikōkiri Director Quality  
Academic Centre and Learning Systems



Level 2, Wintec House  
Cnr Anglesea & Nisbet Streets  
Hamilton 3204  
[tepukenga.ac.nz](http://tepukenga.ac.nz)

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