

NZQA Panel Visit Agenda Outline (updated 11 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 Sessions Room: ND317 – ND Building, 3rd floor, room 317

[Please note: The joint sessions, with NCNZ, are shown in green]

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
8:30am – 9:15am	Panel time, pre-meeting (<i>location TBC</i>)
9:15am – 9:45am	Travel to MIT Ōtara
9:45am – 10:00am	Meet with Te Pūkenga reps/walk to Pacific Centre
10:00am – 11:00am	Pōwhiri and kai (<i>MIT Pacific Centre</i>)
11:00am – 11:45am	Executive Leadership Team <ul style="list-style-type: none"> • Peter Winder, Chief Executive • Megan Gibbons, Deputy Chief Executive Academic and Learning Systems • Gus Gilmore, Deputy Chief Executive Ako Delivery • Paora Ammunson, Deputy Chief Executive Tiriti Outcomes • Michelle Teirney, Chief Financial Officer • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Kaikōkiri – Director Performance and Planning • Keri-Anne Tane, Chief People Officer
11:45am – 12:30pm	Senior Leadership Team <ul style="list-style-type: none"> • ██████████, National Ako Network Director – Mātauranga Māori • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Kaikōkiri – Tiriti Practice, Tiriti Outcomes • ██████████, Kaikōkiri – Director Academic Quality • ██████████, Kaikōkiri – Director Delivery Innovation • ██████████, Kaikōkiri – Director Learning Innovation and Insight • ██████████, Kaikōkiri – Director Performance and Planning • ██████████, Kaikōkiri – Director Learner Strategy and Experience
12:30pm – 1:00pm	Lunch and panel confer – panel only
1:00pm – 2:30pm	Unified Nursing Programmes development team and support – all programmes <ul style="list-style-type: none"> • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Academic Change Programme Director • ██████████, Capability Co-Lead – Mātauranga Māori • ██████████, Learning Design Partner
2:30pm – 3:30pm	Implementation support team – all programmes

	<ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Subject Matter Expert / Curriculum Writer • [REDACTED], Subject Matter Expert / Curriculum Writer • [REDACTED], Subject Matter Expert • [REDACTED], National Ako Network Director – Mātauranga Māori • [REDACTED], Kaikōkiri – Director Delivery Innovation • [REDACTED], Kaikōkiri – Director Learning Innovation and Insight • [REDACTED], Executive Director- Learning Design & Development, Open Polytechnic
3:30pm – 4:00pm	Afternoon tea
4:00pm – 4:30pm	Call backs
4:30pm – 5:00pm	Panel time
5:00pm – 5:30pm	Catch-up with NCNZ (<i>ND307- ND Building, 3rd floor, room 307</i>)
5:30pm – 6:00pm	Catch-up with Te Pūkenga reps <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Kaikōkiri – Director Academic Quality • [REDACTED], Kaikōkiri – Tiriti Practice, Tiriti Outcomes
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 <ul style="list-style-type: none"> • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Programme Leader for BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Nursing Lecturer, Clinical Coordinator, Clinical tutor – Te Pūkenga Northtec • [REDACTED], Kaiako – Te Pūkenga Whitireia & Weltec
10:15am – 10:45am	Morning tea
10:45am – 11:30am	Teaching staff - Bachelor of Nursing Pacific <ul style="list-style-type: none"> • [REDACTED], Subject Matter Expert / Curriculum Writer – Te Pūkenga Whitireia and WelTec • [REDACTED], Academic Lecturer – Te Pūkenga MIT • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Head of Department Health Practice Te Pūkenga Ara
11:30am – 12:15pm	Teaching staff - Bachelor of Nursing <ul style="list-style-type: none"> • [REDACTED], Subject Matter Expert / Curriculum Writer – Te Pūkenga MIT • [REDACTED], Principal Academic Staff Member – Te Pūkenga Ara • [REDACTED], Senior Academic Staff Member – Te Pūkenga Ara • [REDACTED], Nursing lecturer – Te Pūkenga Northtec • [REDACTED], Principal Academic Staff Member – Te Pūkenga Whitireia and WelTec

	<ul style="list-style-type: none"> • [REDACTED], Senior Academic Staff Member – Te Pūkenga Toi Ohomai • [REDACTED], Academic Staff Member– Te Pūkenga Wintec • [REDACTED], Senior Lecturer – Te Pūkenga UCOL
12:15pm – 1:00pm	Lunch and panel confer – panel only
1:00pm – 2:00pm	Ākonga <ul style="list-style-type: none"> • [REDACTED], Te Pūkenga Ara • [REDACTED], Te Pūkenga Ara • [REDACTED], Te Pūkenga MIT • [REDACTED], Te Pūkenga MIT • [REDACTED], Te Pūkenga Whitireia & Weltec • [REDACTED], Te Pūkenga Whitireia & Weltec • [REDACTED], Te Pūkenga Northtec • [REDACTED], Te Pūkenga Northtec
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Academic Lead Quality – Te Pūkenga MIT • [REDACTED], Programme Leader BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Programme Manager for BN Māori – Te Pūkenga Whitireia & Weltec
2:45pm – 3:15pm	Afternoon tea
3:15pm – 4:00pm	Bachelor of Nursing Pacific - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Associate Head of School – Te Pūkenga MIT
4:00pm – 4:45pm	Bachelor of Nursing - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Programme Leader for BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Head of Nursing, School of Nursing – Te Pūkenga EIT • [REDACTED], Director, School of Nursing, Health & Wellness – Te Pūkenga WITT • [REDACTED], Academic Manager & Head of Nursing – Te Pūkenga Ara
4:45pm – 5:15pm	Panel time
5:15pm – 5:45pm	Catch-up with NCNZ (ND307- ND Building, 3rd floor, room 307)
5:45pm – 6:15pm	Catch-up with Te Pūkenga reps <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional

	<ul style="list-style-type: none"> • [REDACTED], Kaikōkiri – Director Academic Quality • [REDACTED], Kaikōkiri – Tiriti Practice, Tiriti Outcomes
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) <ul style="list-style-type: none"> • [REDACTED], Māori Cultural Advisor • [REDACTED], Pacific Cultural Advisor • [REDACTED], Te Aka Whai Ora – Māori Health Authority • [REDACTED], Hauora Hokianga • [REDACTED], Waitaha Canterbury • [REDACTED] – Auckland District Health Board • [REDACTED] – Waikato University <i>Apologies</i> <ul style="list-style-type: none"> • [REDACTED], K’aute Pasifika Trust - Hamilton
10:15am – 10:45am	Morning tea
10:45am – 11:45am	Ākonga Support – all programmes <ul style="list-style-type: none"> • [REDACTED], Kaikōkiri – Director Learner Insights and Evaluation • [REDACTED], Kaikōkiri – Director Learner Strategy and Experience • [REDACTED], Kaikōkiri – Director Learning Innovation and Insight • [REDACTED], National Ako Network Director – Mātauranga Māori • [REDACTED], Pacific Support Services, MIT • [REDACTED], Director Learner Success, Unitec • [REDACTED], Library Managers Representative • [REDACTED], Registrar – Te Pūkenga Whitireia & Weltec
11:45am – 1.00pm	Research <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Associate Professor – Te Pūkenga Unitec • [REDACTED], National Ako Network Director – Community, Health, Education and Social Services • [REDACTED], Chair Te Ohu Whakahaere – Research • [REDACTED], Professor (One Welfare) and Executive Dean, Faculty of Education, Humanities and Health Science – Te Pūkenga EIT • [REDACTED], Research Fellow, Interprofessional student assisted Clinic – Te Pūkenga Wintec
1:00pm – 1:30pm	Lunch and panel confer – panel only
1:30pm – 2:30pm	Panel time / call-backs

2:30pm – 3:00pm	Panel Feedback
3:00pm	Karakia whakamutunga / Close of panel

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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 Visits add in nc and nzqa logos

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NCNZ: Activity/Session	NZQA: Activity/Session
9:00am – 10:00am	Pōwhiri and kai	Pōwhiri and kai
10:00am – 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 <u>prog dev team plus the guidance</u> <u>the prog developers only more than 8 people is poor quality</u>
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) <u>programme leaders</u>	Te Pūkenga Unified-Nursing Programmes development team and support teams (including programme management and quality management) — all programmes <u>programme leadership – heads of programmes from each programme and site.</u>
2:30pm – 3:30pm	<u>Transitional Head of Nursing</u> <u>transitional heads of nursing here</u>	Implementation support team — all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)
3:30pm – 4:30pm	<u>Afternoon tea / panel time</u> <u>call backs – I reckon we will need this space</u>	Afternoon tea / panel time
4:30pm – 5:30pm	Joint de-brief	Joint de-brief
4:30pm – 5:30pm	<u>nzqa chair and evaluator day 1 review and day 2 confirmation with provider</u> <u>Close of day 1 / panel time</u>	Close of day 1 / panel time

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Commented [2]: I like to add column and place in the focus guidance eg this is a session to hear about the strategic relevance to te pukenga from senior leadership and to hear of the institutions ability to provide appropriate supports to the programme across delivery sites.

I like to guide the sessions with this so they stay in the areas we need for our criteria.

Panel Day 2 – Tuesday 16 May 2023

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
8:30-9:15am – 9:30am	Teaching staff - BNM	Panel time
9:30am – 10:15am	Teaching staff - BNP	Teaching staff - BNM
10:30am – 11:15am	Teaching staff - BN	Teaching staff - BNP

Commented [3]: If the room cd have tea coffee and kai in it we can graze in the 15 minute breaks for those that wd like morning tea etc/toilet stop etc.

10:30am —11:00am	Morning tea / panel time	Morning tea / panel time
11:00am —11:30am	Panel time	Teaching staff – BN
11:30am – 12:15 30pm	Bachelor of Nursing Māori - programme management	Ākonga <u>6-8</u>
12:15 30pm – 1:00pm	Lunch	Lunch
1:00pm – 1.45 2:00pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
2:00pm – 2.45 3:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
2.45 -3.15	afternoon tea and panel time	
3:15 30pm – 4:00pm	Panel time <u>call backs if reqd</u>	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief	Joint de-brief
4:30pm- 5pm	<u>nzqa feedbk and check in for day 3 with provider</u> Close of day 2	Close of day 2

Panel Day 3 – Wednesday 17 May 2023

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Time	NCNZ: Activity/Session	NZQA: Activity/Session
8.30-9.30 9:00am – 10:00am	Research	Research
10:00am —10:30am	Morning tea / panel time	Morning tea / panel time
9.30- 10.30am 10:30am – 11:00am	Te Pūkenga Ākonga Support – all programmes	Te Pūkenga Ākonga Support – all programmes
10.30- 11.15	morning tea and panel time	
11: 15 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 (tentative)	Panel Feedback	Close of panel
3:30pm	Close of panel	

NCNZ / NZQA Panel Visits

Bachelor of Nursing Māori - Te Pūkenga
Bachelor of Nursing Pacific - Te Pūkenga
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Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	Transitional Head of Nursing	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	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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 Visits

Bachelor of Nursing Māori - Te Pūkenga
Bachelor of Nursing Pacific - Te Pūkenga
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Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	Transitional Head of Nursing	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	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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 Visits

Bachelor of Nursing Māori - Te Pūkenga
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Time	NZQA: Activity/Session
9:00am – 10:30am	Pōwhiri and kai
10:30am – 11:00am	Panel time
10:45am – 11:30am	Panel time
11:30am – 12:30pm	Executive and Senior Leadership Team <i>names pls and designations</i>
12:30pm – 1:15pm	Lunch / panel time
1: 15pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes <i>we only want 8 people, any more and its unmanageable and does not allow a quality oriented evaluation to be done the intros alone for more than 8 take half our time</i> <i>needs names and designations</i>
2:30pm – 3: 45pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions) <i>names and no more than 8</i>
3: 45pm – 4:00pm	Afternoon tea / panel time
4:00pm – 4:30pm	nzqa team debrief <i>Joint de brief</i>
4:30pm – 5pm <i>nzqa chair nd evaluator debrief with nc</i>	Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	NZQA Panel: Activity/Session
9:00am – 9:30am	Panel time
9:30am – 10:00am	Teaching staff - BNM
10:00am – 10:30am	Teaching staff - BNP
10:30am – 11:00am	Morning tea / panel time
11:00am – 11:30am	Teaching staff - BN

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Commented [2]: Each degree needs 45 minutes with teaching staff per degree the provider needs to find a way to achieve this 30 minutes is not enough for 1 degree staffing team. Its about an independent quality evaluation that can stand up to interrogation.

Commented [3R2]: Need names for sessions except students session, and no more than 8 people per session, need to stress this as time is short,

11:30am – 12:30pm	Ākonga
12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Bachelor of Nursing Māori - programme management
2:00pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 4:00pm	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief
4:30pm	Close of day 2

Commented [4]: 8 akonga or 3 per prog max

Commented [5]: A better structure to flow logically and to triangulate is exec. Prog management, staff students, stakeholders, research, students, I wd prefer prog management appear after exec.

Commented [6]: The nzqa panel must debrief as an nzqa panel first, then the panel can go except for chair and eval who can do a joint debrief and then nzqa needs to meet with provider, we have our process and must maintain our process, nc can follow theres as they see fit but we cant compromise ours.

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Commented [7]: No way, 1 hr, for 3 degrees, its usually 1 hour for 1 degree, 30 minutes - no way.

Commented [8]: No sessions will ever be 30 minutes, ever. Minimum wd be 45, but for a professional degree with 3 progs across 3 ethnic philosophies etc 1.15 wd be minimum, we are looking at 3 distinct degrees and 3 apporvals. They will be evaluated in their own light and will have 3 report backs. Undoubtedly their will be different outcomes.

Commented [9]: Who are these people??

Commented [10]: Panel needs 1 hour minute to deliberate, consider outcome of panel visit.

Panel Day 3 – Wednesday 17 May 2023

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

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Commented [1]: Nzqa logo here too?

Panel Day 1 – Monday 15 May 2023

Time	NZQA: Activity/Session
9:00am – 10:30am	Pōwhiri and kai
10:30am – 11:00am 10:45am	Panel time
10:45am – 11:30am	Panel time
11:30am – 12:30pm	Executive and Senior Leadership Team <u>names pls and designations</u>
12:30pm – 1:15pm 1:15pm	Lunch / panel time
1:15pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes <u>we only want 8 people, any more and its unmanageable and does not allow a quality oriented evaluation to be done the intros alone for more than 8 take half our time</u> <u>needs names and designations</u>
2:30pm – 3: 45 4:30pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions) <u>names and no more than 8</u>
3: 45 4:00pm – 4:00pm	Afternoon tea / panel time
4:00pm – 4:30pm	<u>nzqa team debrief</u> Joint de brief
4:30pm-5pm	<u>nzqa chair and evaluator debrief</u> <u>with nc</u> Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	NZQA Panel: Activity/Session
9:00am – 9:30am	Panel time
9:30am – 10:00am	Teaching staff - <u>BNM</u>
10:00am – 10:30am	Teaching staff - <u>BNP</u>
10:30am – 11:00am	Morning tea / panel time
11:00am – 11:30am	Teaching staff - <u>BN</u>
11:30am – 12:30pm	<u>Ākonga</u>

Commented [2]: Each degree needs 45 minutes with teaching staff per degree - 30 minutes is not enough for 1 degree staffing team.

Commented [3R2]: Need names for sessions except students' session, and no more than 8 people per session

Commented [4]: 8 akonga or 3 per prog max

12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Bachelor of Nursing Māori - programme management
2:00pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 4:00pm	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief
4:30pm	Close of day 2

Commented [5]: A better structure to flow logically and to triangulate is exec. Prog management, staff students, stakeholders, research, students, I wd prefer prog management appear after exec.

Commented [6]: The nzqa panel must debrief as an nzqa panel first, then the panel can go except for chair and eval who can do a joint debrief and then nzqa needs to meet with provider as per process

Commented [7]: 1 hr for 3 degrees is too short. It's usually 1 hour for 1 degree

Commented [8]: No sessions involving meetings should be 30 minutes. Minimum would be 45, but for a professional degree with 3 progs across 3 ethnic philosophies etc 1.15 would be minimum.

Commented [9]: Panel needs 1 hour minute to deliberate, consider outcome of panel visit.

Panel Day 3 – Wednesday 17 May 2023

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

NZQA Panel Visit

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
10:00am – 11:00am	Pōwhiri and kai
11:00am – 11:45am	Panel time
11:45am – 12:15pm	Executive Leadership Team
12:15pm – 1:00pm	Senior Leadership Team
1:00pm – 1:30pm	Lunch / panel time
1:30pm – 3:00pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes
3:00pm – 4:00pm	Implementation support team – all programmes
4:00pm – 4:30pm	Afternoon tea Panel time / call-backs
4:30pm – 5:00pm	Catch-up with NCNZ
5:00pm	Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga
2:00pm – 2:30pm	Bachelor of Nursing Māori - programme management
2:30pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 3:30pm	Bachelor of Nursing Pacific - programme management
3:30pm – 4:00pm	Panel time / call-backs
4:00pm – 4:30pm	Catch-up with NCNZ
4:30pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry)
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes
11:30am – 12:30pm	Research
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:00pm	Panel Feedback
3:00pm	Close of panel

NZQA Panel Visit

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
10:00am – 11:00am	Pōwhiri and kai
11:00am – 11:45am 12pm	Panel time
11:45am 12:00pm – 12:15pm 12:45pm	Executive Leadership Team
12:15pm 12:45pm – 1:00pm 30pm	Senior Leadership Team
1:00pm 30pm – 1:30pm 2:00pm	Lunch / panel time
1:30pm 2:00pm – 3:00pm 3:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes
3.30-4:00	Panel time/afternoon tea
3:00pm – 4:00pm 4:00-5:00pm	Implementation support team – all programmes
4:00pm – 4:30pm	Afternoon tea Panel time / call backs
4:30pm – 5:00pm – 5.30pm	Catch up with NCNZ Panel time
5:00pm 5:30pm – 6:00pm ??	Close of day 1 / panel time Catch up with NCNZ
??	Catch up with Te Pūkenga reps

Commented [SC1]: 1 hr is light even as a bare minimum for panel only time, as no pre-meeting alternatives. Can Pōwhiri be put to 9.45 so we can claw back another 15 minutes? Seems anomalous that by lunchtime Day 1, we still haven't had any meetings

Commented [2]: The panel will be unable to cover the criteria in less than 45 mins, as a result approval will be challenged for TP until the panel is able to provide assurances required to stakeholders of the approval and accreditation process, 45 mins is min

Commented [3]: At 3pm the nzqa panel will take a break after 2 solid hours to go to toilet and have a cup of tea etc, we will reconvene at 3.15 and meet next grp until 4.30, at 4.30 nzqa panel will confer at 5pm we are happy to meet with nc, at 5.30 we will meet with tp reps as per nzqa process.

Commented [SC4R3]: Have suggested slight alternative - as a raft of gritty issues re programme itself, suggest .5 hr panel time after developer session to give panel chance to re-group and reflect in prep for implementation which is also gritty.

Commented [5]: It is inappropriate to have afternoon tea at 4pm in the afternoon, and to expect to hold call backs then, the nzqa panel

Commented [SC6]: Need to think about who will be there. NCNZ contemplating all their panel. Logistically our panel will also need to be apprised of NCNZ feedback - should be lengthen this session and have as working dinner?

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga – representative of all 3 degrees 3 students from each for coverage pls.
2:00pm – 2:30pm	Bachelor of Nursing Māori - programme management
2:30pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 3:30pm	Bachelor of Nursing Pacific - programme management
3:30pm – 4:00pm	Panel time / call-backs see previous day for how nzqa process is met and adjust accordingly.
4:00pm – 4:30pm	Catch-up with NCNZ
4:30pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) representing each distinct degree, at least 2 for each.
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes
11:30am – 12 30pm	Research
12:30pm – 2:30pm	Lunch 12.30-1pm 1.1.30 call backs 1.30-2.30 panel deliberations as per process Panel time / call-backs
2:30pm – 3:00pm	Panel Feedback
3:00pm	Close of panel

[I wish to see who is in each session before I am in a position to sign off on agenda pls, I want to get a sense of volume in person and online](#)

[All it is responsibility of te pukenga we wish to have people on individual devices and not grps as we cant identify etc pls ensure this is provided.](#)

NZQA Panel Visit

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
10:00am – 11:00am	Pōwhiri and kai
11:00am – 11:45am	Panel time
11:45am – 12:15pm	Executive Leadership Team
12:15pm – 1:00pm	Senior Leadership Team
1:00pm – 1:30pm	Lunch / panel time
1:30pm – 3:00pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes
3:00pm – 4:00pm	Implementation support team – all programmes
4:00pm – 4:30pm	Afternoon tea Panel time / call-backs
4:30pm – 5:00pm	Catch-up with NCNZ
5:00pm	Close of day 1 / panel time

Commented [1]: Panel cannot meet its obligations in 45 mins, this is not appropriate and anti-thesis to quality, 1 hour as a minimum or add another day to the visit

Commented [2]: The panel will be unable to cover the criteria in less than 45 mins, as a result approval will be challenged for TP until the panel is able to provide assurances required to stakeholders of the approval and accreditation process, 45 mins is min

Commented [3]: At 3pm the nzqa panel will take a break after 2 solid hours to go to toilet and have a cup of tea etc, we will reconvene at 3.15 and meet next grp until 4.30, at 4.30 nzqa panel will confer at 5pm we are happy to meet with nc, at 5.30 we will meet with tp reps as per nzqa process.

Commented [4]: It is inappropriate to have afternoon tea at 4pm in the afternoon, and to expect to hold call-backs then, the nzqa panel

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga – <u>representative of all 3 degrees, 3 students from each for coverage pls.</u>
2:00pm – 2:30pm	Bachelor of Nursing Māori - programme management
2:30pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 3:30pm	Bachelor of Nursing Pacific - programme management
3:30pm – 4:00pm	Panel time / call-backs <u>see previous day for how nzqa process is met and adjust accordingly.</u>
4:00pm – 4:30pm	Catch-up with NCNZ
4:30pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) <u>representing each distinct degree. at least 2 for each.</u>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes
11:30am – 12:30pm	Research
12:30pm – 2:30pm	Lunch <u>12.30-1pm</u> <u>1.1.30 call backs</u>

	<u>1.30-2.30 panel deliberations as per process</u> Panel time / call-backs
2:30pm – 3:00pm	Panel Feedback
3:00pm	Close of panel

I wish to see who is in each session before I am in a position to sign off on agenda pls, I want to get a sense of volume in person and online

All it is responsibility of te pukenga we wish to have people on individual devices and not grps as we cant identify etc pls ensure this is provided.

NZQA Panel Visit

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 Otara Campus, 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 <i>[attendee names and positions required]</i>
11:45pm – 12:30pm	Senior Leadership Team <i>[attendee names and positions required]</i>
12:30pm – 1.00pm	Lunch / panel time
1:00pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes <i>[attendee names and positions required]</i>
2:30-3:30pm	Implementation support team – all programmes <i>[attendee names and positions required]</i>
3.30-4:00	Afternoon tea Panel time/call backs
4:00pm-4.30pm	Panel time
4.30pm-5:00pm	Catch up with NCNZ
5.00pm-5.30pm	Catch up with Te Pūkenga reps

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori <i>[attendee names and positions required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific <i>[attendee names and positions required]</i>
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing <i>[attendee names and positions required]</i>
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga <i>[attendee names, identified degree/year]</i>
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <i>[attendee names, positions and delivery site required]</i>
2.45pm – 3:00pm	Afternoon tea
3:00pm – 3.45pm	Bachelor of Nursing - programme management <i>[attendee names, positions and delivery site required]</i>
3:45pm – 4:30pm	Bachelor of Nursing Pacific - programme management <i>[attendee names, positions and delivery site required]</i>

4:30pm – 5:00pm	Panel time / call-backs
5:00pm – 5:30pm	Panel time
5.30pm – 6.00pm	Catch-up with NCNZ
6.00pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) <i>[attendee names, positions, organisation and degree/delivery site served required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes <i>[attendee names, positions, degree and delivery site]</i>
11:30am – 12.30pm	Research <i>[attendee names, positions, degree and delivery site]</i>
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:30pm	Panel time
3:45pm	Panel feedback
4.15pm	Karakia whakamutunga Close of panel

Notes to Te Pūkenga

- please ensure all attendees are named/positions included as requested above. It's critical that the panel is aware of who they are speaking with to maximise time. Please try to keep numbers to no more than eight per session.
- Please indicate if sessions will include online technology. It is better for the panel if they are speaking with individuals online rather than to a group of people in an board room online.

NZQA Panel Visit

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 Otara Campus, 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 <i>[attendee names and positions required]</i>
11:45pm – 12:30pm	Senior Leadership Team <i>[attendee names and positions required]</i>
12:30pm – 1.00pm	Lunch / panel time
1:00pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes <i>[attendee names and positions required]</i>
2:30-3:30pm	Implementation support team – all programmes <i>[attendee names and positions required]</i>
3.30-4:00	Afternoon tea Panel time/call backs
4:00pm-4.30pm	Panel time
4.30pm-5:00pm	Catch up with NCNZ
5.00pm-5.30pm	Catch up with Te Pūkenga reps

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori <i>[attendee names and positions required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific <i>[attendee names and positions required]</i>
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing <i>[attendee names and positions required]</i>
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga <i>[attendee names, identified degree/year]</i>
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <i>[attendee names, positions and delivery site required]</i>
2.45pm – 3:00pm	Afternoon tea
3:00pm – 3.45pm	Bachelor of Nursing - programme management <i>[attendee names, positions and delivery site required]</i>
3:45pm – 4:30pm	Bachelor of Nursing Pacific - programme management <i>[attendee names, positions and delivery site required]</i>

4:30pm – 5:00pm	Panel time / call-backs
5:00pm – 5:30pm	Panel time
5.30pm – 6.00pm	Catch-up with NCNZ
6.00pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) <i>[attendee names, positions, organisation and degree/delivery site served required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes <i>[attendee names, positions, degree and delivery site]</i>
11:30am – 12.30pm	Research <i>[attendee names, positions, degree and delivery site]</i>
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:30pm	Panel time
3:45pm	Panel feedback
4.15pm	Karakia whakamutunga Close of panel

Notes to Te Pūkenga

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NZQA Panel Visit

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 Otara Campus, 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 <i>[attendee names and positions required]</i>
11:45pm – 12:30pm	Senior Leadership Team <i>[attendee names and positions required]</i>
12:30pm – 1.00pm	Lunch / panel time
1:00pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes <i>[attendee names and positions required]</i>
2:30-3:30pm	Implementation support team – all programmes <i>[attendee names and positions required]</i>
3.30-4:00	Afternoon tea Panel time/call backs
4:00pm-4.30pm	Panel time
4.30pm-5:00pm	Catch up with NCNZ
5.00pm-5.30pm	Catch up with Te Pūkenga reps

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori <i>[attendee names and positions required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific <i>[attendee names and positions required]</i>
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing <i>[attendee names and positions required]</i>
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga <i>[attendee names, identified degree/year]</i>
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <i>[attendee names, positions and delivery site required]</i>
2.45pm – 3:00pm	Afternoon tea
3:00pm – 3.45pm	Bachelor of Nursing - programme management <i>[attendee names, positions and delivery site required]</i>
3:45pm – 4:30pm	Bachelor of Nursing Pacific - programme management <i>[attendee names, positions and delivery site required]</i>

4:30pm – 5:00pm	Panel time / call-backs
5:00pm – 5:30pm	Panel time
5.30pm – 6.00pm	Catch-up with NCNZ
6.00pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) <i>[attendee names, positions, organisation and degree/delivery site served required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes <i>[attendee names, positions, degree and delivery site]</i>
11:30am – 12.30pm	Research <i>[attendee names, positions, degree and delivery site]</i>
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:30pm	Panel time
3:45pm	Panel feedback
4.15pm	Karakia whakamutunga Close of panel

Notes to Te Pūkenga

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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

Commented [1]: Thank you, closer to the day we will need to know exactly where to go, eg building xx reception, as many of us are unfamiliar with campus and akid in general.

Commented [2]: Thank you, it may need to be off site as some spaces don't like any work to start before powhiri, we are happy to meet else where organised by tp so as not to breach any tikanga.

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 <u>and closing</u>
3:00pm – 3:30pm	Panel time
3:30pm	Close of panel

From: [Sarah Cozens](#)
To: [Nuzhat Sohail](#)
Cc: [Miriana Tauroa](#); [Jon Smith](#)
Subject: Summing up of issues
Date: Tuesday, 16 May 2023 10:45:00 AM
Attachments: [image001.png](#)

Kia ora,

Taken from my notes of issues identified in summing up:

1. Programmes' aims and GPOs have no significant individuation and require redevelopment and further consultation as a result of the redevelopment.
2. Course LOs require extensive revision not only to read as LOs, but to reflect the community/communities of focus, and in some cases to reflect actual scaffolding within each degree.
3. A lack of detail around assessment to demonstrate the nature of portfolios for each course, and therefore how assessment would allow course LOs to be met. The panel was given a draft statement, but then told that it had changed being written.
4. While understanding that content development is ongoing, accounts of what concretely would be in each degree varied to the extent that it appeared to the panel it was at a very early stage of development and decision making and too fluid to provide confidence that LOs and GPOs could necessarily be met.
5. Content and LO-wise, there was little evidence of the science needed to inform evidential practice.
6. No indicative resources/readings identified to support course content or to indicate how individual courses would be taught.
7. Consultation as documented was uneven across the degrees, and consultation with some key stakeholders and healthcare providers was not evident. The BN Pacific gave little indication, for example, that consultation with the diversity of peoples who are Pasifika, was carried out.
8. Engagement with Māori (Iwi and mana whenua) across rohe in which programmes will be delivered has lacked detail and has been uneven. It has not been evident who was mandated to speak for Iwi among those mentioned in consultation, or the extent to which feedback has informed the programmes.
9. There was little in the BN Pacific that would allow students to identify themselves within the degree. Similarly, Pasifika were all but invisible in the BN.
10. Lack of detail around practicums and clinical arrangements.
11. Whilst the panel heard from the executive that recruitment would occur despite the recruitment freeze, there was insufficient detail regarding staffing and leadership of the programmes. For example, while Pacific leadership for the BN Pacific was proposed, nobody could confirm this, or provide detail as to how it would look. HOW Māori leadership would look was likewise unclear.
12. Lack of current information regarding staffing, and numbers of staff at PG level of qualification. Unclear exactly who would be there to deliver the degrees.
13. Concern re capability of staff to deliver Mātauranga Māori content, given the major shift in NCNZ standards, and no clear picture of capability development to place staff in a safe space to deliver cultural content.
14. Gaps in planning beyond governance: research strategy and expectations, resourcing planning, moderation (particularly external), advisories, consistency, transition arrangements, regional variation.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



PRELIMINARY EVALUATION

Applicant:	Te Pūkenga-New Zealand Institute of Skills and Technology
Title of Programme:	Bachelor of Nursing Māori (BNMāori) Bachelor of Nursing Pacific (BNPacific) Bachelor of Nursing (BN)
Reference:	C53077 C53079 C53078

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is based on the [NZQF Programme Approval and Accreditation Rules 2022](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

Please note that requirements specific to Bachelor of Nursing Māori are made in accordance with Te Hono o Te Kahurangi.



Applies to all



Applies to BN Pacific



Applies to BN Māori



Applies to BN General

PROGRAMME APPROVAL CRITERIA

Criterion 1 Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type in the NZQF Listing and Operational Rules 2012

NZQA Criteria	Reference	Panel feedback	
1.1 The programme meets the published definition of the applicable qualification type.		Could be a lot more Pacific. It is important to respect tangata whenua and Te Ao Maori in Aotearoa, but if the programme is going to focus on Pacific students and communities it would be beneficial to have a lot	

		<p>more Pacific-centric pedagogy and terms used throughout. See P30 1.5.9.2 for example. I assume indigenous pedagogies includes indigenous Pacific pedagogies but it's important to make this explicit so that Pacific pedagogies are clear and front and centre as they are unique and, although similar and have shared whakapapa, are different from Māori pedagogies.</p> <p>P4 Appendix 2. Other requirements of the qualification. Bullet point 4 – there should also be an explicit inclusion of Pacific providers and/or services, primary and community health.</p>	
<p>1.2 The level and credit value of any qualification to which the programme leads are appropriate, clearly identified and meet the minimum requirements of the NZQF</p>			

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Panel feedback	
<p>2.1a The title of the programme(s) provides an accurate indication of its general subject area.</p>		<p>Has TP considered that all 3 qualifications could have Māori and non-Māori titles (Bilingual) as part of partnership with Māori and TP statutory obligations etc as well as the commitment to Māori, te reo, the treaty and the other commitments spoken about in the prog materials and by TP?</p>	

		While the title's use of 'Pacific' rather than 'Pasifika' is in alignment with terminology within the NZ health sector, more discussion may be needed as to the scope of this term.	
2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications Framework (NZQF).		As above	
2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.		<p>A focal point of discussion will be the extent that the three degrees are individuated.</p> <p>The content statement page 8 is not a statement of content, it is a group of words, a list essentially, this needs to be rewritten as a statement.</p> <p>The philosophy imagery says draft, where is the finished one for the programme, does the programme have a finished philosophy it will operate through before it starts? What is that?</p> <p>The statement that graduates <i>will be strong in their own Pacific identity</i>" needs to be clarified.</p> <p>As above, does this mean confident? empowered? Etc? Further wording of what this entails would be helpful.</p>	
2.2b The aim includes identification of any specifically-targeted student body and the relationship		In BN Māori and BN Pacific, it says you must show and evidence heritage to be admitted to that particular degree. Has the legality of this with TP lawyers in light of the	

<p>between the programme and any industrial, professional or community need.</p>		<p>Human Rights Act. which does not permit discrimination on the grounds of race, ethnicity, or national origins.</p> <p>1.2.1 Context for Nursing Practice in Aotearoa New Zealand (p.12) makes NO reference to Pacific nurses' contribution to health care in Aotearoa. A glaring omission given the significant contribution over many decades (as far back as the 1950s).</p> <p>1.5.8 Bachelor of Nursing Pacific Philosophy Imagery (p.28-29) represents "early conceptual thinking" – emblematic of the Bachelor of Nursing Pacific; depicted as relational to Te Ao Maori and Te Tiriti o Waitangi.</p> <p>P5 Appendix 2. Ensuring Pacific students are paired with Pacific nurses/mentors will be crucial to personal and professional development during the programme and in meeting community need in the long run</p> <p>Pacific is not mentioned in the aim statement.</p>	
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>		<p>Questioned whether there is sufficient distinction between the three degrees in relation to the GPOs.</p> <p>Each degree has a significant number of GPOs, this will create reporting challenges and increased staff workload over time in managing and reporting against the GPOs, moderation will also be heavier.</p> <p>GPO10 Suggestion the inclusion of 'science' in the list of what ākongā will utilise. While science is included in evidence-based... this is very broad.</p> <p>The same synthesis could be done for BN Māori and BN as there is overlap that is unnecessary and over time will become a reporting and accountability workload issue.</p> <p>GPOs appear to have a very strong practice focus, while not necessarily providing the knowledge and skills foundation for that practice.</p>	

		<p>GPOs need further discussion. While they have been linked to certain uara, the concern remains that uara have been placed after the fact.</p> <p>GPO7 – suggest re-wording to <i>Work together with tūroro to implement Nursing care that gives effect to Te Tiriti o Waitangi and achieves health outcomes for iwi Māori equal to non-Māori in Aotearoa.</i> (Focus here is on equity of outcome, not equity of process – advocacy is a process. Revised text makes clear the focus is on addressing unequal outcomes for Māori compared to non-Māori [or alternative denominator total NZ population]).</p> <p>The BNP Graduate Profile looks like the BN GP with Pacific and some Pacific words added.</p> <p>Recommend values GPO (11) be combined and collapsed with safe and competent (2), and culturally safe (9). Evidence based (10) links nicely to informatics (5) having the impact of 8 GPOs.</p> <p>GPO10 – should Include Pacific knowledge / world views - equivalence to mātauranga Māori.</p> <p>BN programme does not mention Pacific once in the Graduate Profile. BN needs to be stronger for Pacific as the BNP is only in 2 institutes.</p>	
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>		<p>All 3 degrees have some courses with 6 LOs. Three to five is smart, more than that will create workload and accountability issues and then consistency and moderation issues.</p> <p>There are numerous LOs in NURS6X02, NURS6X06, NURS7X02. It would be wise to collapse and condense to no more than 5 to avoid moderation, workload, and compliance issues.</p> <p>Several component LOs are task-based and more aligned with assessment in the classroom than the knowledge,</p>	

		<p>skills, and attributes that ākonga gain from having completed the given component. Indicative examples include but are not limited to:</p> <p>NURS5101/5201/5301 LO4 <i>Discuss how [Te Ao Māori and other worldviews] / [Pacific and other worldviews] / worldviews influence Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5105/5205/5305 LO3 <i>Evaluate concepts of sociology and psychology relevant to Nursing practice in Aotearoa New Zealand.</i></p> <p>In the examples below, terminology and wording could be improved:</p> <p>NURS5X01 LO3 consider use of “principles of communication” as multiple theories fit in this space, suggest ‘use interpersonal skills to build relationships’.</p> <p>NURS5X01 and 5X08 Suggest replacing Use with Apply.</p> <p>NURS5X02 ‘Identify’ - is this appropriate for Level 5? It could be considered as limiting the response.</p> <p>NURS5X02 LO3 consider use of ‘foundational’ e.g. ‘fundamental’?</p> <p>NURS5X03 LO2 &3 Use of word explore - could this be phrased differently, ie, analyse?</p> <p>NURS5X06 Reconsider use of ‘examine’.</p> <p>NURS5X07 LO3 Suggest replacing Explain with Define.</p> <p>NURS5X08 LO1 Suggest replacing Use with Apply. Also, assessment activity to include clearly which LO is to be assessed as Competent.</p> <p>NURS7X01 consider use of ‘interprofessional relationships’; perhaps ‘interprofessional communication’?</p> <p>NURS7X03 Are ‘compare’ and ‘Review’ level appropriate?</p>	
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		<p>NURS7X04 LO1 – how do you assess ‘consistent critical thinking’?</p> <p>NURS6101 LO3 Examine manaakitanga and other strategies for managing establishing therapeutic relationships in a Nursing and healthcare context. ‘Managing’ appears to be a typo.</p> <p>NURS5108 MANAAKI I TE TANGATA – a potential Learning Outcome: practice safe nursing across simulated and health care settings.</p> <p>NURS5206 LO1 – ‘Pacific Tangata Tiriti’ – meaning to say?</p> <p>NURS52208 – LOs and content need to be stronger in Pacific nursing practice e.g. Fonofale model and pou or other.</p> <p>NURS6201 – Indicative Content. LO1. Pacific used. Need consistency. Change to Pacific.</p> <p>NURS6205 should have same wording as BN (P43 in BN doc); likewise NURS6206 should be worded the same as NURS6306.</p> <p>NURS7203 – should this include relationship and consideration with the Pacific region?</p> <p>NURS5301 LO2, refers to Māori indicative content should this include examination of multiple cultures?</p> <p>Query that many course outlines are without indicative-content.</p>	
2.4a Learning outcomes are consistent with the aims and level of the programme.		<p>NURS6X06 and 7X02 aim statements appear to be vague in relation to the aspirations of the LOs.</p> <p>Although the GPO and LO’s are mapped credit weightings would aid in adding meaning to the mapping.</p>	
2.4b Appropriate levels and credits are allocated to each component of the programme.		<p>As noted above, the manner in which LOs are written in several components requires revision to meet their allocated level.</p>	

		<p>While designed as such, year 1 clinical knowledge and skills for placement seems light (only two 15 credit courses). Do any other courses have a lab component?</p>	
<p>2.4c The structure of the component parts (courses) provides a coherent programme of study.</p>		<p>Given the aging population of Aotearoa, end-of-life care is inevitably a major aspect of nursing practice yet does not seem to be well represented in the programme content and outcomes.</p> <p>In connection with the above, mana of the aging and elderly, attitudes towards death and its spiritual aspect are culturally driven. How does the BN equip graduates with the knowledge and understanding to provide culturally sensitive and compassionate end-of-life care; particularly to Māori and Pacific clients?</p> <p>How are ākonga equipped to recognise and provide appropriate care and/or interventions for victims of domestic violence, child, and elder abuse?</p> <p>Query why some Level 7 courses do not include a prerequisite course, especially NURS7X02 which includes a clinical component.</p> <p>The BN Pacific is aimed at Pacific learners and their heritage. The foundation is overly Māori, the language the predominance saturates the programme document and as an impact it invisibilises Pacific heritage and peoples. The designers would be wise to reflect on their bias and engage more powerfully with Pacific peoples as the primary curriculum designers.</p> <p>Discussion is needed as to why Māori have been privileged to this degree over and above Pacific peoples for a programme that aims to deliver with Pacific students.</p> <p>Some examples in terms of LOs and content to visibilise Pacific</p> <ul style="list-style-type: none"> • NURS5201 Stronger wording needed in LO1 on positioning self in relationship to family, community and population as a whole. 	

		<p>Understanding Pacific cultural worldviews and awareness of the differences observed with other cultures.</p> <ul style="list-style-type: none"> • NURS5202 Need to include understanding how is family defined or described from a Pacific perspective, also a household ie. Multigenerational and young families, and within the context of the wider community i.e. church, extended family in NZ and/or in the Pacific, role within the family and responsibilities to family. Pacific demography in NZ. • NURS5203 LO4 Maybe include digital healthcare and technology in a Pacific household for a Pacific family – considerations for implementation. How can technology meet the needs of Pacific when face to face is an important way to communicate for Pacific. How can data be used and applied to equity for Pacific? • NURS5206 LO3 What do different types of racism look like, reflections of experiences, responses in the healthcare setting. • NURS5208 LO3 Suggest including the strength of understanding Pacific culture and considerations when working in a healthcare setting, application of Pacific cultural values and practices within nursing; supporting colleagues with understanding. • NURS6201 LO1 Change Pacific to Pacific for consistency. • NURS6201 LO4 Adding in when there is cultural conflict – what do you do. • NURS6204 should have more about understanding leadership from a Pacific perspective and what this means in the nursing context. Positioning Pacific leadership with Western leadership styles will be important. • NURS7204 LO2 – Add critical reflection. Very important in last semester. 	
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		<p>Is the balance of Pacific content on a par with the content and workload of BNurs Māori and BNurs? In some respects, it appears that Pacific content is over and above that for BN, and to a lesser extent, BN Māori.</p> <p>If the programme is going to focus on Pacific students and communities I think it would be beneficial to have an entirely Pacific-centric pedagogy and Pacific worldviews/terms privileged throughout.</p> <p>BN content statement (p8) needs to add Nursing Clinical 3 – for consistency.</p> <p>Visibility of Pacific in the BN is lacking. Some examples in terms of LOs/content to ensure inclusion of Pacific content and perspectives:</p> <ul style="list-style-type: none"> • NURS5306– include relationship between tangata whenua and Pacific • NURS5306 L03 – include Dawn Raids. • NURS6302 Indicative content LO2 – include Pacific models of health. 	
<p>2.4d An appropriate New Zealand Standard For Classification of Education (NZSCED) classification is identified.</p>		--	

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Panel feedback	

<p>3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.</p>		<p>Clarification is needed as to whether there will be also a correspondence option, and how that will be managed.</p> <p>Provider Based (extramural) is referred to in Course Descriptors but not clearly identified in Delivery Mode and Delivery Methods, Distance (online) is listed. Do sites presume that where a course lists Provider Based (Extramural) that this course can be delivered via distance? Is it limited to only these courses. Ambiguity here which may lead to differing implementation at varying sites.</p> <p>How do learners transition between sites?</p> <p>Query the application of online and having this shown in a more explicit way. For example, naming the courses which can be completed wholly online.</p> <p>Specific learning and teaching methods are not made explicit for each course. Online, blended, and face-to-face learning environments need to have a consistent pedagogical approach. Evidence to support such a teaching approach was not apparent.</p> <p>Please confirm if talanoa is included in all 3 programmes?</p> <p>P96 Appendix 8. Noho Marae and Wananga. Love these aspects in line with respect for tagata whenua and te tiriti, but also a similar stay centred around Pacific culture and identity is needed. A fono or vananga at the Fale Pasifika for example.</p> <p>Need to be mindful of the multi-mode learning styles required for Pacific.</p> <p>How does Te Pūkenga envisage the Fonofale model and Tapasa Pacific will inform delivery of this degree?</p> <p>Many of the delivery methods written into the programme are Māori (eg wānanga). Would it not have been appropriate to visibilise, prioritise and privilege</p>	
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		<p>Pacific modes, which should be inserted as primary methods.</p> <p>Page 19 mindful, should this be mindfulness?</p> <p>Page 20 says tikanga (local) - what is meant by this? Is this about kawa, practices located to location?</p> <p>The term traditional stories is used. Traditional is not used by most anticolonial educators to describe korero tuku iho, should you not say korero tuku iho?</p> <p>You also use colonial thought in Māori contexts eg you use Māori gods and you use 'down to man.' God is a western construct and part of the colonisation you talk about interrogating and man is a gender term made in the shape of males. Do you consider this language is liberating or is it linking with coloniality which you purport to be educating against?</p>	
<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>		<p>5X02 can take place in non-healthcare settings. What are the benefits of this, and how can consistency in the level of experience and scope of placement be ensured?</p> <p>5X02 Some learning experiences have not been articulated as formal clinical learning hours – is there a reason for this?</p> <p>There is a need to see the placement agreement, a tripartite between the student, Te Pūkenga and the host. We wish to see this at panel.</p> <p>There is no evidence of a placement handbook or placement brief. These are needed for each degree.</p> <p>If their placement is in a location differing from their academic support, are they able to access this through alternate sites in the network?</p> <p>It is unclear whether learners will undertake the programme's clinical components to apply their</p>	<p>Please supply the placement agreement, a tripartite between the student, Te Pūkenga and the host</p>

		<p>knowledge and skills in Pacific contexts, and how this is resourced and managed.</p>	
<p>3.3 Delivery methods do not place students or the public at risk (emotional or physical).</p>		<p>Noted a mid-year start date for cohorts on the degrees. Experience says mid-year start dates are not conducive to student success or Kaiako well-being, students on half year starts to significantly worse than programmes that start in line with calendar years. Additionally with the proposed transition arrangements and teaching out the old programmes a mid-year start date will create problems for students, staff and Te Pūkenga.</p> <p>At RFI stage, Te Pūkenga submitted a sample MoU from Wintec for clinical placement, as there was no unified Te Pūkenga placement MoU. How will it be possible, without a unified MoU to place ākongā and ensure consistency of experience and expectations across all delivery sites if Business Divisions are using their existing agreements?</p> <p>Could not find anything about IP in the MoU?</p> <p>It is not clear whether Te Pūkenga intends to have a separate MoU for each degree.</p> <p>More information is needed regarding course assessments to ensure student safety and public risk. For example, assessment components need to be mapped against learning objectives.</p>	

<p>3.4 Any specific resources necessary for the delivery of the programme are clearly outlined.</p>		<p>There is a lack of information regarding reading resources for the programmes, and therefore no way of ascertaining how they support the unique nature each programme should represent.</p> <p>Suggest at least one course text is named in either Programme Document or Course Descriptor to ensure consistency across network.</p> <p>It is unclear how Te Pūkenga has determined that there will be a consistency of resources across all sites, while equally factoring in any regional variations.</p>	<p>Please supply at panel the required reading lists for each course to review and evaluate.</p>
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Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Panel feedback	
<p>4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.</p>		<p>It would be useful to know what questions consultees were asked at each stage of consultation and engagement.</p> <p>Consultation and engagement are documented in a somewhat anecdotal manner, with the result that it is difficult to fathom who provided feedback, what was stated, and how it was enacted.</p> <p>How has Te Pūkenga ensured feedback loops from stakeholder engagement have been closed?</p> <p>It is not clear where mana whenua from the proposed delivery regions and sites have been consulted, in particular the iwi and hapu mandated reps to speak on</p>	

		<p>education etc as endorsed by the iwi and hapu. For the regions, rohe, hapu and iwi lands where this degree is to be delivered, please identify the names of the mana whenua hapu and iwi and their delegated and 'ordained' spokesperson, when they were met with, what they said, what Te Pūkenga did with what they said and that tp checked back that what Te Pūkenga had done or was not able to do was agreed and discussed.</p> <p>No feedback from MIT, WeITec/Whitireia ākongā?</p>	
<p>4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.</p>		<p>Query whether consultation and engagement were well targeted. There has been significant internal consultation with ākongā, kaimahi, and business divisions generally, but external consultation appears relatively leaner.</p> <p>The feedback log identified to remove indigenous and replace with Pacific peoples or equivalent. The feedback advised this has been accepted and amended, the evidence does not agree with this. Eg on page 21 and other places throughout the document the word indigenous is used. Suggested that Te Pūkenga find and remove all references to indigenous.</p> <p>I could not clearly see a distinct and specific approach and voice from mana whenua from the delivery areas or ako networks, where is approved and authorised voices from mana whenua. Please provide/refer us to this specific evidence.</p> <p>How has Te Pūkenga ensured that the rich diversity of Pacific peoples has been represented in the engagement process?</p> <p>P26. Vaka – Cook Islands. While true regarding the meaning of vaka, it may be better off using pirianga or itikianga or turanga if wanting a term similar to the Samoan term vā. This is an example of needing to acknowledge the diversity in the Pacific and that while teu le va is an essential framework for explaining</p>	

		<p>relationality and the importance of relational protocol in the Pacific world, different Pacific ethnic groups and communities have different worldviews and it's important that this is explored during the programme. Which I'm sure you will do, but just make it clear.</p> <p>P76. Use of Pan-Pacific. Again, talanoa whanau nui etc are not pan-Pacific terms so need to be mindful of using that label 'pan-Pacific'. But more importantly ensuring students are aware of how the concepts may be pan-Pacific but the terms aren't. And also acknowledging why it's important for students to understand that a more ethnic-specific approach needed at times in clinical and academic settings.</p>	
<p>4.3 The consultation summary provides a clear summary of the extent of the consultation.</p>		<p>Would have been helpful to have the themes identified across the three degrees with more clarity.</p> <p>The BN and BNM responses were combined. Was there a reason for this? Distinguishing responses for the 2 programmes is challenging to determine support and feedback.</p> <p>The grounded Pacific community is not strongly shown, whereas academics dominate.</p> <p>Was consultation undertaken with Pacific nurses' associations other than Fiji? No reference to consultation with a representative/s from the Samoan, Tongan, Cook Island and Nuie Nurse Associations.</p>	
<p>4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.</p>		<p>As above</p>	
<p>4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori,</p>		<p>Would like to discuss the authenticity of the co-creation of this degree.</p> <p>The most critical issue is how the conceptual framework along with the mātaḡono have framed the content,</p>	

<p>academic, employer, industry, professional, and other bodies.</p>		<p>delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation. This also must be considered in relation to the BN Pacific and BN.</p> <p>There is little in the consultation to suggest that the views of Iwi in all rohe of delivery have been captured. While understanding that business divisions have existing relationships with Iwi in relation to their own nursing degrees, it is unclear how Iwi across the motu have been engaged with about having unified degrees, local need, suitability of content and tikanga.</p> <p>Likewise, how beyond referencing existing (as in former ITPs') relationships with mana whenua, has Te Pūkenga embarked on relationship-building as a new entity?</p> <p>The BN Pacific and BN, will see te ao and mātauranga Māori content delivered to a less informed, therefore less critical, audience. As the application does not fully inform as to how consultation has taken place, on what foundation of engagement the content was developed, it is difficult to be confident that the existing content hits the mark and ensures that graduates will be authentic and culturally safe practitioners.</p>	
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Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer

- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme*

NZQA Criteria	Reference	Panel feedback	
<p>5.1 There are clear, relevant, and appropriate regulations that specify requirements for:</p>		<p>Selection Process. Instead of waitlisting are applicants given the option of attending an alternative site?</p> <p>Unable to locate clear transition mapping of how learners will move into the programme of study to ensure no learners area disadvantaged and a consistent approach adopted throughout the network.</p>	
<p>5.1a</p> <ul style="list-style-type: none"> • admission 		<p>The degrees all speak of accommodating and privileging Māori, honouring te tiriti, the taonga that is te reo, etc. However, in the admission requirements there is no space given to allowing people whose first language is te reo to enter, so, graduates of kohanga, kura, wharekura are discriminated against because they chose a Māori immersion pathway and for whom te reo Māori may be their first language. Te reo is a legally recognised language, and other providers are now asserting and privileging te reo Māori and saying if you are competent in English and or Māori you can be admitted. What is TP's position on this given its charter? This specifically applies to the BN Māori and the BN. However, there are a lot more wharekura graduates who are also Pacific who may be fluent in te reo but want to enter the Pacific stream. If the role of Te Pūkenga is to widen participation, remove barriers to access and honour te tiriti it would seem that te reo Māori admission as normal is defining.</p>	

		<p>Te Kawai maioorooro allows for the recognition of te reo and sign language, but this is not the case in admission requirements as they stand. If Te Pūkenga is not adopting te kawa maioorooro in this instance, what is the rationale? (2.9 (3) TKM)</p> <p>Admission 1: refers to “one other approved subject” can these be named so that potential learners are fully informed of entry requirements.</p> <p>Why are specific subjects required at level 3, such as biology or chemistry (science)? This is a potential barrier to entry for students who have not taken the specified subjects. It has the potential to increase inequity in student populations who have not taken science subjects in high school.</p> <p>P8 Appendix 4 English Language Requirements. Fully understand the need for proficient English, but wondering if there will be any specific pathways to support students fluent in their Pacific language so that they can eventually transition into the programme? I assume that’s the New Zealand Certificate in English Language Level 5 programme? As language is probably one of the biggest barriers for families from the islands when interacting with the health system, so having nurses who are strong in their Pacific language is important and we don’t want to put them off of a nursing career due to English being a second language. I know some of our students from the Islands feel disadvantaged by their English skills, yet one of the biggest strengths needed in the workforce is clinicians that can speak Pacific languages so we should try to support Pacific language speakers to take this programme wherever possible</p>	
<p>5.1b</p> <ul style="list-style-type: none"> credit recognition and transfer 		<p>While understood that CT will be a case-by-case basis, how does Te Pūkenga view it in the case of ākongā who have received a sizeable part, if not all, of their education in Kura and other immersive environments?</p>	

		<p>Case-by-case basis: consider including an example or process to ensure this is implementing consistently across the network.</p> <p>Recognising prior knowledge and skills (pp.16-17) in Te Kawa Maiooro- Educational Regulatory Framework does not restrict the number of credits but refer back to programme requirements. NCNZ BN programme regulations restrict crediting more than 180 credits (unless an exemption to this requirement is approved by the Nursing Council).</p>	
<p>5.1c</p> <ul style="list-style-type: none"> • recognition of prior learning 			
<p>5.1d</p> <ul style="list-style-type: none"> • programme length and structure 		<p>Full time period is 3 years, and part time 5 years. The tertiary norm is that a part time maximum period is 2 times the full time period. Recommended that this consistency with other professional bodies and programmes be maintained and Te Pūkenga make the maximum part time period 6 years and not 5.</p>	
<p>5.1e</p> <ul style="list-style-type: none"> • integration of practical and work-based components 		<p>Year 1: Where are clinical skills taught to prepare for clinical placement? (Likely in NURS5X08 but only 15 credits - where else?).</p> <p>Seems light on foundational nursing skills, such as, infection control (washing hands), vital signs – BP, TPR, pain assessment, beginning health assessment, manual handling, activities of daily living, introduction to medication safety).</p>	
<p>5.1f</p>		<p>Te Kawa Maiooro forms the overarching framework in relation to assessment regulations. However, it does not provide specificity, for example, around the number of re-sits/re-assessments ākongā of the Nursing</p>	

<ul style="list-style-type: none"> assessment procedures, including authenticity of student work 		<p>programmes is entitled to, or how plagiarism will be addressed in the programme.</p> <p>it is unclear what plagiarism and IA protections TP will use and have in place for this programme. The panel will need this information and evidence for TP to meet this criteria.</p> <p>It is noted that the Grandparenting Policy will allow divisions to use their policies and procedures until those of Te Pūkenga are in place. This appears to mean that the programmes as offered by different business divisions could be subject to different rules and practices in assessment in the absence of specific programme rules.</p> <p>Resit and/or resubmission is referred to in Appendices no clear policy or application of this process provided. This is not referred to in Programme Documentation.</p> <p>Strong concern there is no requirement for invigilated assessments throughout.</p> <p>P12 Appendix 4 Requirement and processes for: late submission of assessments. I would be interested to know the processes for this. Many of our Pacific students face life events that can require one to two weeks plus away from study in some cases. Is there flexibility there for when this happens? Will it be easy to get extensions and/or additional support? What type of evidence, processes, etc will be required to get extensions/access additional support? As I know these events and circumstances can compound for some Pacific students and lead to dropping out without the appropriate support/flexibility in assessing.</p>	
<p>5.1g</p> <ul style="list-style-type: none"> normal progression within the programme. 		<p>Clinical learning experience courses cannot be enrolled in more than twice (unless approval is gained from the delegated authority) – suggest stating NCNZ.</p>	

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Panel feedback	
<p>6.1 Assessment methodology and planning is appropriate.</p>		<p>Courses in the three programmes have no assessment activities and weightings. Except for the clinical courses having a competent / not competent assessment.</p> <p>Discussion is needed on the evidence-based portfolio and how it will work and ensure all LOs in a component and GPOs across the programme can be met.</p> <p>Assessments for the courses are all the same, there is no evidence of variation and a range of types of assessment. There is no detail as to what the portfolio requires and entails.</p> <p>The panel will need to see variety of assessment types and what the portfolio actually requires. At present there is minimal to no evidence that it is appropriate or adequately covers the learning outcomes.</p> <p>How and why will regional variation impact choice of assessment methods?</p>	
<p>6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.</p>		<p>Unclear how competency based alongside achievement based is implemented</p> <p>No standards for marking or judgment criteria were provided, the assessments are homogenous.</p> <p>It is unclear how the LOs are matched and connected to the homogenous assessment. The evidence of assessments linking to LOs, linking to GPOs, linking to aims etc is unclear and not easily visible.</p>	

		<p>It is unclear how homogenous assessments will be moderated.</p> <p>If multiple business divisions' policies and procedures support the high-level Te Kawa Maiooro regulations, it would appear that the unified programmes could operate in some respects under different assessment practices, depending on where a programme is being delivered.</p>	
<p>6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.</p>		<p>With 100% weighting it is unclear how learners will receive feedback on individual assessments before progressing through each course, as only one result is required to be entered into student management system.</p> <p>6.1.5 is where we should have read about this, it says ggag. Unclear what this means, but there is no evidence re student feedback.</p>	
<p>6.4 Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.</p>		<p>IThis information is in TKW, so where do students get a copy of TKM and are they walked through TKM by Te Pūkenga staff so students are fully informed? Pls explain</p>	
<p>6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.</p>		<p>What has the assessment design process been to ensure that assessment approaches will be culturally responsive for each of the degrees?</p>	
<p>6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.</p>		<p>Te Pūkenga has stated that a National Moderation Panel will be established, consisting of moderation experts from another programme or discipline and a clinical expert. It is unclear how this supports authentic external academic scrutiny or an independent subject-expert approach to moderation.</p> <p>Is External moderation limited to TEPs in Te Pukenga network?</p>	

		With the interweaving of te ao and mātauranga Māori through the BN, what external moderation scrutiny will there be to ensure that it is being appropriately assessed and moderated by those with the right expertise?	
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Criterion 7 Programme review

The institution:

- *assesses the currency and content of the programme*
- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*
- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly*

NZQA Criteria	Reference	Panel feedback	
<p>7.1 The institution:</p> <p>7.1a</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme 		<p>The programme review is stated to be Feb 24. Given the programme is not starting until mid year at the earliest. is this date correct, the programme will not have completed year 1, suggest the document be corrected and updated</p> <p>How will Te Pūkenga ensure that the voices of iwi and hapū, the diversity of Pacific, and industry stakeholders from across Aotearoa will be represented and heard in the on-going delivery, evaluation, and review of the programmes?</p> <p>How will Te Pukenga ensure that the demographically-driven healthcare needs of Aotearoa will be reflected in its stakeholder engagement both regionally and nationally?</p> <p>Given the concerns around stakeholder engagement in Criterion 4, the number of business divisions offering the programmes (particularly the BN), the diversity of Iwi and</p>	

		Pacific, how will the interests of programme unity and the need for regionality be reconciled?	
7.1b <ul style="list-style-type: none"> has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 		Is there a programme advisory for each degree? Who are they, when did they meet on this, can we see minutes please. If there is not, when will it be established, how will it be run given national coverage and for each distinct degree?	
7.1c <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 		As above	
7.1d <ul style="list-style-type: none"> updates the programme accordingly 		As above	

Criterion 8 Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

NZQA Criteria	Reference	Panel feedback		
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8.1 The links between research and the curriculum are clear, adequate, and effective.

Please refer also to Accreditation Criteria 2 and 5. The links are not clear, and the absence of a prog and institutional strategy is a gap.

Generating research, and research-active staff are less visible in BN programme documentation.

ACCREDITATION CRITERIA

Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

NZQA Criteria	Reference	Panel feedback	
1.1 The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.		Concerns about consistency of assessment-related regulations as per Approval Criterion 6. Will group assessment be permitted in the programmes, and, if so, how will that work in terms of national consistency?	

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Panel feedback	
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<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) c) have experience and expertise in teaching, with regard to the proposed delivery modes; and d) in the case of courses with research components, have experience and expertise in the supervision of 	<p>It is assumed that existing programmes are to be taught out? If this is the case, there will be impacts on staffing, and therefore assurance is needed that Te Pūkenga has planning in place to ensure there will be sufficient staff with manageable and equitable workloads.</p> <p>Information regarding the logistics of staffing is incomplete. For each person delivering the programme(s) the following should be specified: location, qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p> <p>It is not clear how a Te Pūkenga ‘network approach’ will work.</p> <p>How will the discipline experts be utilised across the network?</p> <p>It is also unclear what staffing structures are in place to coordinate consistency in terms of delivery and assessment.</p> <p>What programme leadership and accountability is there at each site, given that within business divisions and regional structures there may be multiple sites?</p> <p>Is the national programme leadership role a permanent appointment?</p> <p>A programme organisation chart is needed.</p> <p><i>It will be essential to have Pacific staff leading the teaching teams wherever possible and feasible. Will be good to have some professional development opportunities specifically to build capacity in this space if possible?</i></p>	<p>At panel can we please see for each degree:</p> <ol style="list-style-type: none"> 1. the staff member’s name, 2. their highest qualification held in the programme’s discipline, 3. their highest teaching qual held, 4. the component(s) they will teach and in which location 5. their registration status 6. their most recent 2020-2023 published research outputs 7. their 2023 PLD activity 8. supervisory experience where relevant. <p>A panel can we please see a programme organisation chart.</p>
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<p>research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>		<p>Need more information about staff Pacific language, culture, knowledge and skills expertise particularly at MIT.</p> <p>How will the schools manage the 2 programmes collectively particularly from a Pacific staff delivery perspective?</p> <p>What is proposed the Pacific leadership structure that will oversee the BNP?</p>	
<p>In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.</p>		<p>Would like to discuss staffing to oversee clinical placements, and how this will be coordinated regionally and nationally to ensure consistency of placement expectations and quality.</p> <p>All clinical courses will require RNs with current APCs. Formal contracts with placement providers will be in required.</p> <p>Clinical placement staffing will need to support students supervised in the different clinical placement models, such as preceptorship, and DEU. Is this in place?</p>	
<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>		<p>Given that the degrees have been designed to reflect NCNZ revised standards which visibilise biculturalism and Te ao and mātauranga Māori, what training have Kaiako had to ensure that they can deliver and interweave this knowledge and perspectives with authenticity?</p> <p>How will professional development approaches to cultural literacy factor in that tikanga can vary rohe to rohe?</p>	

<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>		<p>The applications do not provide complete evidence as to whether the existing body of staff is sufficient and appropriately qualified and experienced to cover all aspects of delivery.</p> <p>Given the current Te Pūkenga freeze on recruitment, the panel needs evidence and assurance that the three programmes will be fully and appropriately staffed.</p>	
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or <p>established detailed development and acquisition schedules appropriate to the programme implementation timetable.</p>		<p>The applications only specify the business units where the programmes will be delivered. Some business units have multiple degree-accredited sites. It is therefore unclear at which sites each programme will be delivered, and whether the applications also include first-time sites for any of the programmes,</p> <p>Insufficient evidence to make a judgement about whether education organisations have the capability and resources to provide the BN Māori and BN Pacific programmes, especially in regions where programmes designed for specific ethnic groups have not been taught previously.</p> <p>How has Te Pūkenga ascertained that there is a consistency and equity of facilities and resources for all delivery sites?</p> <p>Are any sites applying for accreditation for the first time?</p>	<p>Please provide a list of business units and the accredited sites at which each degree will be delivered; indicating also whether any of the applications include new permanent delivery sites.</p>
<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or</p>		<p>Support in place is unknown. This will have to be presented at panel to show that all students will have high quality access to</p>	

<p>experienced support staff for the outcomes of the programme to be met</p>		<p>equitable pastoral and academic supports to succeed.</p> <p>Te Pūkenga has stated that projects are underway for additional support mechanisms across the network. What are they, how will they impact the existing grandparented structures, and how will it be ensured that there are sufficient on-the-ground support staff across the motu to support the three programmes?</p>	
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>		<p>Would like to know what information current ākonga have received / will receive regarding transition to new programmes.</p>	
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.</p>		<p>There is no financial data to indicate if Te Pukenga network has the capability and resources to develop and implement the three BN programmes across Aotearoa.</p> <p>No reference to financial and administrative structure. Organisational structures would be useful to view.</p> <p>The local programme committees do not appear to be established. If not please provide a calendared plan for establishment for panel consideration and discussion. If they are in place please provide ToR, membership and meeting minute evidence.</p>	<p>Please provide a calendared plan for establishment of local programme committees for panel consideration and discussion if they are not already in place. If they are in place please provide ToR, membership and meeting minute evidence.</p>
<p>2.6 Quality management system</p>			

The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).			
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Criterion 3 Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

NZQA Criteria	Reference	Panel feedback	
If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.		Not applicable	

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Panel feedback	
4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and		See Approval Criterion 7	

accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.			
4.2 There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews			
4.3 Changes to approved courses are managed consistently with any external requirements.		How are changes to courses disseminated to the network?	
4.4 There is a process for determining whether the programme should continue to be delivered.			

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Panel feedback	
5.1 Staff conduct research to an appropriate level within their area of experience which advances		The applications do not make it clear how any research undertaken is aligned with the BN Māori / BN components kaimahi will deliver.	

<p>knowledge and understanding and supports their function as teachers.</p>		<p>Research vision is very high level and seems to be placed in the future. This will need to be discussed further as it pertains to each degree.</p> <p>It is encouraging to see research in pre- stroke knowledge among Samoans and Tongans, and Pacific healthcare leadership; Pacific student Nursing leadership/mentorship (what is nursing leadership from a Cook Islands lens?). How will the rich variety of Pacific perspectives inform the research culture for this degree (to be discussed at panel).</p>	
<p>5.2 The quantity and quality of staff research outputs are monitored and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.</p>		<p>The support provided is unclear e.g. staffing allocations, quantity of outputs?</p> <p>BN Māori and BN Pacific</p> <p>Each degree will inevitably have a unique research culture. What planning is there to ensure that the research for each degree will be led by people with the relevant cultural knowledge and expertise?</p>	
<p>5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.</p>		<p>Organisational systems, etc, remain unknown. Te Pūkenga will need to detail strategy, ethics, funding support, staff leave for research to occur. This is a gap that must be addressed at panel to meet the criteria.</p> <p>Will there be permanent appointments of Māori and Pacific representatives on the centralised and /or regional ethics committee(s)?</p> <p>What is the Pacific research strategy to support this degree?</p>	
<p>5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to</p>		<p>As above, there is no evidence this is in place for the degree to meet the criteria.</p> <p>Te Kawa Maiororo is referenced (ākonga based rangahau) and Te Pūkenga QMS is noted however, the application of these regulations/functions is</p>	

<p>undertake relevant research, including:</p> <ul style="list-style-type: none"> • Guidance on the development and approval of research projects; • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 		<p>unclear. It would be good to site the processes and procedures and the clarity also included within ākonga and teaching resources.</p>	
<p>5.5 The ways in which research-teaching links are made in the curriculum are adequate and appropriate.</p>		<p>There is no strategy at institutional or programme level with which to link, the ability to meet this criteria depends on this.</p>	

OTHER	Reference	Panel feedback	

	<p>The documents have a space that dates when academic board of Te Pūkenga approved this programme and its content to give assurance to its council. There is no approval date or effective date showing. Can the executive leadership confirm formally at panel that:</p> <p>the Academic Board of Te Pūkenga has seen, endorsed and approved these 3 programmes as providing assurance to its council that the programme is fit for delivery in communities and to ākongā?</p> <p>Page 7 mentions mātauranga Māori and tikanga Māori – is tikanga Māori not a feature of mātauranga Māori, mātauranga Māori is the corpus of Māori world view, tikanga is an application of mātauranga Māori?? Tikanga Māori is not needed as mātauranga Māori incorporates all knowledge, practices and systems that make up the corpus of Māori world view, pls explain?</p> <p>Nomenclature – in many places there is a need for simplicity and clarity, eg, pg 7 you refer to both families, whanau in same sentence, are they different things, would it not be simpler to just use one? It creates unnecessary denseness.</p> <p>There are grammar errors in places throughout the document; before submitting a final copy to NZQA, please complete a thorough formatting and correction check.</p> <p>The document refers to ‘special’ admission, this word is not used often now because of the historical</p>	
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	<p>negative stereotypes with special, the better term is discretionary admission, suggest it be corrected.</p> <p>Te Pūkenga is legally obligated to te Tiriti o Waitangi under statute and its purpose as per ROVE. The reference to he whakaputanga o te rangatiratanga is not part of that mandate. It is unclear why it appears in page 13 and question whether it is a necessary reference of great value in the programme design and development context.</p> <p>The codesign framework pg 21, is all Māori, and invisibilises Pacific peoples' heritage in a programme for them. This feels assimilatory.</p> <p>The programme talks about co-design pg 16 – well done, this is the standard now, however page 15 talks about consultation as do the appendices. It is confusing to use codesign and consultation, which one are you in? codesign or consultation, if one then which one and please get consistency in idea, intent and language so you are not creating confusion.</p> <p>The philosophy statement re Teu Le Va could be more powerfully centred in the programme design, development and approach. It is given minimal reference and while stated as the programme philosophy this is not centred or explained well in the documents, it does not appear to have been given its required centrality and certainly in how it appears, where and when in the documentation it feels it has been given only minimal prominence, certainly Māori paradigms dominate this degree</p> <p>pg 34 highlights the privileging over Pacific peoples, 1.7.1.1 identifies clinical sites, kohanga reo is given as a site but no mention of Pacific sites is provided. This is an example of cultural privileging which is not a</p>	
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	<p>problem when the degree is of that culture; however, this degree is for Pacific students, their culture, language, heritage, ways of knowing and being should be centred as part of a social justice idea. This is not apparent.</p> <p>Programme uses pedagogy, should this be androgogy, ie with adults?</p> <p>NURS6104 has an emphasis and names Tohunga Suppression Act, there are others eg flora and fauna. Is there enough coverage to do this area justice and to give students rich and comprehensive learning?</p> <p>The TP values come in at p3 42, however TP is now the single body, so these values should have been where the programme values, focus etc emanates from to be a basis rather than a clip on as they appear here.</p> <p>The programme document for this programme uses 'accommodates' a lot. It reads poorly and is apologetic almost. Accommodation as a process is not a strong idea, I believe the team should find a stronger way to orientate and project than using accommodates.</p> <p>Page 33 1.5.8.11 uses lifespan, I te ao Māori the first stage of life is the idea – ko te whakairo, after that there is life I te kopu o te wahine, this lifespan in this Māori degree starts stages at pepi, is this post birth? Have you looked at the ira tangata – pre birth literature that explained this stage?</p> <p>The programmes all had courses that make up the programme, but these all appear as appendices, why</p>	
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		are the courses of a programme not in the programme document?	
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PRELIMINARY EVALUATION

Applicant:	Te Pūkenga-New Zealand Institute of Skills and Technology
Title of Programme:	Bachelor of Nursing Māori (BNMāori) Bachelor of Nursing Pacific (BNPacific) Bachelor of Nursing (BN)
Reference:	C53077 C53079 C53078

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is based on the [NZQF Programme Approval and Accreditation Rules 2022](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

Please note that requirements specific to Bachelor of Nursing Māori are made in accordance with Te Hono o Te Kahurangi.



Applies to all



Applies to BN Pacific



Applies to BN Māori



Applies to BN General

PROGRAMME APPROVAL CRITERIA

Criterion 1 Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type in the NZQF Listing and Operational Rules 2012

NZQA Criteria	Reference	Panel feedback	
1.1 The programme meets the published definition of the applicable qualification type.		Could be a lot more Pacific. It is important to respect tangata whenua and Te Ao Maori in Aotearoa, but if the programme is going to focus on Pacific students and communities it would be beneficial to have a lot	

		<p>more Pacific-centric pedagogy and terms used throughout. See P30 1.5.9.2 for example. I assume indigenous pedagogies includes indigenous Pacific pedagogies but it's important to make this explicit so that Pacific pedagogies are clear and front and centre as they are unique and, although similar and have shared whakapapa, are different from Māori pedagogies.</p> <p>P4 Appendix 2. Other requirements of the qualification. Bullet point 4 – there should also be an explicit inclusion of Pacific providers and/or services, primary and community health.</p>	
<p>1.2 The level and credit value of any qualification to which the programme leads are appropriate, clearly identified and meet the minimum requirements of the NZQF</p>			

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Panel feedback	
<p>2.1a The title of the programme(s) provides an accurate indication of its general subject area.</p>		<p>Has TP considered that all 3 qualifications could have Māori and non-Māori titles (Bilingual) as part of partnership with Māori and TP statutory obligations etc as well as the commitment to Māori, te reo, the treaty and the other commitments spoken about in the prog materials and by TP?</p>	

		While the title's use of 'Pacific' rather than 'Pasifika' is in alignment with terminology within the NZ health sector, more discussion may be needed as to the scope of this term.	
2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications Framework (NZQF).		As above	
2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.		<p>A focal point of discussion will be the extent that the three degrees are individuated.</p> <p>The content statement page 8 is not a statement of content, it is a group of words, a list essentially, this needs to be rewritten as a statement.</p> <p>The philosophy imagery says draft, where is the finished one for the programme, does the programme have a finished philosophy it will operate through before it starts? What is that?</p> <p>The statement that graduates <i>will be strong in their own Pacific identity</i>" needs to be clarified.</p> <p>As above, does this mean confident? empowered? Etc? Further wording of what this entails would be helpful.</p>	
2.2b The aim includes identification of any specifically-targeted student body and the relationship		In BN Māori and BN Pacific, it says you must show and evidence heritage to be admitted to that particular degree. Has the legality of this with TP lawyers in light of the	

<p>between the programme and any industrial, professional or community need.</p>		<p>Human Rights Act. which does not permit discrimination on the grounds of race, ethnicity, or national origins.</p> <p>1.2.1 Context for Nursing Practice in Aotearoa New Zealand (p.12) makes NO reference to Pacific nurses' contribution to health care in Aotearoa. A glaring omission given the significant contribution over many decades (as far back as the 1950s).</p> <p>1.5.8 Bachelor of Nursing Pacific Philosophy Imagery (p.28-29) represents "early conceptual thinking" – emblematic of the Bachelor of Nursing Pacific; depicted as relational to Te Ao Maori and Te Tiriti o Waitangi.</p> <p>P5 Appendix 2. Ensuring Pacific students are paired with Pacific nurses/mentors will be crucial to personal and professional development during the programme and in meeting community need in the long run</p> <p>Pacific is not mentioned in the aim statement.</p>	
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>		<p>Questioned whether there is sufficient distinction between the three degrees in relation to the GPOs.</p> <p>Each degree has a significant number of GPOs, this will create reporting challenges and increased staff workload over time in managing and reporting against the GPOs, moderation will also be heavier.</p> <p>GPO10 Suggestion the inclusion of 'science' in the list of what ākongā will utilise. While science is included in evidence-based... this is very broad.</p> <p>The same synthesis could be done for BN Māori and BN as there is overlap that is unnecessary and over time will become a reporting and accountability workload issue.</p> <p>GPOs appear to have a very strong practice focus, while not necessarily providing the knowledge and skills foundation for that practice.</p>	

		<p>GPOs need further discussion. While they have been linked to certain uara, the concern remains that uara have been placed after the fact.</p> <p>GPO7 – suggest re-wording to <i>Work together with tūroro to implement Nursing care that gives effect to Te Tiriti o Waitangi and achieves health outcomes for iwi Māori equal to non-Māori in Aotearoa.</i> (Focus here is on equity of outcome, not equity of process – advocacy is a process. Revised text makes clear the focus is on addressing unequal outcomes for Māori compared to non-Māori [or alternative denominator total NZ population]).</p> <p>The BNP Graduate Profile looks like the BN GP with Pacific and some Pacific words added.</p> <p>Recommend values GPO (11) be combined and collapsed with safe and competent (2), and culturally safe (9). Evidence based (10) links nicely to informatics (5) having the impact of 8 GPOs.</p> <p>GPO10 – should Include Pacific knowledge / world views - equivalence to mātauranga Māori.</p> <p>BN programme does not mention Pacific once in the Graduate Profile. BN needs to be stronger for Pacific as the BNP is only in 2 institutes.</p>	
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>		<p>All 3 degrees have some courses with 6 LOs. Three to five is smart, more than that will create workload and accountability issues and then consistency and moderation issues.</p> <p>There are numerous LOs in NURS6X02, NURS6X06, NURS7X02. It would be wise to collapse and condense to no more than 5 to avoid moderation, workload, and compliance issues.</p> <p>Several component LOs are task-based and more aligned with assessment in the classroom than the knowledge,</p>	

		<p>skills, and attributes that ākonga gain from having completed the given component. Indicative examples include but are not limited to:</p> <p>NURS5101/5201/5301 LO4 <i>Discuss how [Te Ao Māori and other worldviews] / [Pacific and other worldviews] / worldviews influence Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5105/5205/5305 LO3 <i>Evaluate concepts of sociology and psychology relevant to Nursing practice in Aotearoa New Zealand.</i></p> <p>In the examples below, terminology and wording could be improved:</p> <p>NURS5X01 LO3 consider use of “principles of communication” as multiple theories fit in this space, suggest ‘use interpersonal skills to build relationships’.</p> <p>NURS5X01 and 5X08 Suggest replacing Use with Apply.</p> <p>NURS5X02 ‘Identify’ - is this appropriate for Level 5? It could be considered as limiting the response.</p> <p>NURS5X02 LO3 consider use of ‘foundational’ e.g. ‘fundamental’?</p> <p>NURS5X03 LO2 &3 Use of word explore - could this be phrased differently, ie, analyse?</p> <p>NURS5X06 Reconsider use of ‘examine’.</p> <p>NURS5X07 LO3 Suggest replacing Explain with Define.</p> <p>NURS5X08 LO1 Suggest replacing Use with Apply. Also, assessment activity to include clearly which LO is to be assessed as Competent.</p> <p>NURS7X01 consider use of ‘interprofessional relationships’; perhaps ‘interprofessional communication’?</p> <p>NURS7X03 Are ‘compare’ and ‘Review’ level appropriate?</p>	
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		<p>NURS7X04 LO1 – how do you assess ‘consistent critical thinking’?</p> <p>NURS6101 LO3 Examine manaakitanga and other strategies for managing establishing therapeutic relationships in a Nursing and healthcare context. ‘Managing’ appears to be a typo.</p> <p>NURS5108 MANAAKI I TE TANGATA – a potential Learning Outcome: practice safe nursing across simulated and health care settings.</p> <p>NURS5206 LO1 – ‘Pacific Tangata Tiriti’ – meaning to say?</p> <p>NURS52208 – LOs and content need to be stronger in Pacific nursing practice e.g. Fonofale model and pou or other.</p> <p>NURS6201 – Indicative Content. LO1. Pacific used. Need consistency. Change to Pacific.</p> <p>NURS6205 should have same wording as BN (P43 in BN doc); likewise NURS6206 should be worded the same as NURS6306.</p> <p>NURS7203 – should this include relationship and consideration with the Pacific region?</p> <p>NURS5301 LO2, refers to Māori indicative content should this include examination of multiple cultures?</p> <p>Query that many course outlines are without indicative-content.</p>	
2.4a Learning outcomes are consistent with the aims and level of the programme.		<p>NURS6X06 and 7X02 aim statements appear to be vague in relation to the aspirations of the LOs.</p> <p>Although the GPO and LO’s are mapped credit weightings would aid in adding meaning to the mapping.</p>	
2.4b Appropriate levels and credits are allocated to each component of the programme.		<p>As noted above, the manner in which LOs are written in several components requires revision to meet their allocated level.</p>	

		<p>While designed as such, year 1 clinical knowledge and skills for placement seems light (only two 15 credit courses). Do any other courses have a lab component?</p>	
<p>2.4c The structure of the component parts (courses) provides a coherent programme of study.</p>		<p>Given the aging population of Aotearoa, end-of-life care is inevitably a major aspect of nursing practice yet does not seem to be well represented in the programme content and outcomes.</p> <p>In connection with the above, mana of the aging and elderly, attitudes towards death and its spiritual aspect are culturally driven. How does the BN equip graduates with the knowledge and understanding to provide culturally sensitive and compassionate end-of-life care; particularly to Māori and Pacific clients?</p> <p>How are ākonga equipped to recognise and provide appropriate care and/or interventions for victims of domestic violence, child, and elder abuse?</p> <p>Query why some Level 7 courses do not include a prerequisite course, especially NURS7X02 which includes a clinical component.</p> <p>The BN Pacific is aimed at Pacific learners and their heritage. The foundation is overly Māori, the language the predominance saturates the programme document and as an impact it invisibilises Pacific heritage and peoples. The designers would be wise to reflect on their bias and engage more powerfully with Pacific peoples as the primary curriculum designers.</p> <p>Discussion is needed as to why Māori have been privileged to this degree over and above Pacific peoples for a programme that aims to deliver with Pacific students.</p> <p>Some examples in terms of LOs and content to visibilise Pacific</p> <ul style="list-style-type: none"> • NURS5201 Stronger wording needed in LO1 on positioning self in relationship to family, community and population as a whole. 	

		<p>Understanding Pacific cultural worldviews and awareness of the differences observed with other cultures.</p> <ul style="list-style-type: none"> • NURS5202 Need to include understanding how is family defined or described from a Pacific perspective, also a household ie. Multigenerational and young families, and within the context of the wider community i.e. church, extended family in NZ and/or in the Pacific, role within the family and responsibilities to family. Pacific demography in NZ. • NURS5203 LO4 Maybe include digital healthcare and technology in a Pacific household for a Pacific family – considerations for implementation. How can technology meet the needs of Pacific when face to face is an important way to communicate for Pacific. How can data be used and applied to equity for Pacific? • NURS5206 LO3 What do different types of racism look like, reflections of experiences, responses in the healthcare setting. • NURS5208 LO3 Suggest including the strength of understanding Pacific culture and considerations when working in a healthcare setting, application of Pacific cultural values and practices within nursing; supporting colleagues with understanding. • NURS6201 LO1 Change Pacific to Pacific for consistency. • NURS6201 LO4 Adding in when there is cultural conflict – what do you do. • NURS6204 should have more about understanding leadership from a Pacific perspective and what this means in the nursing context. Positioning Pacific leadership with Western leadership styles will be important. • NURS7204 LO2 – Add critical reflection. Very important in last semester. 	
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		<p>Is the balance of Pacific content on a par with the content and workload of BNurs Māori and BNurs? In some respects, it appears that Pacific content is over and above that for BN, and to a lesser extent, BN Māori.</p> <p>If the programme is going to focus on Pacific students and communities I think it would be beneficial to have an entirely Pacific-centric pedagogy and Pacific worldviews/terms privileged throughout.</p> <p>BN content statement (p8) needs to add Nursing Clinical 3 – for consistency.</p> <p>Visibility of Pacific in the BN is lacking. Some examples in terms of LOs/content to ensure inclusion of Pacific content and perspectives:</p> <ul style="list-style-type: none"> • NURS5306– include relationship between tangata whenua and Pacific • NURS5306 L03 – include Dawn Raids. • NURS6302 Indicative content LO2 – include Pacific models of health. 	
<p>2.4d An appropriate New Zealand Standard For Classification of Education (NZSCED) classification is identified.</p>		--	

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Panel feedback	

<p>3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.</p>		<p>Clarification is needed as to whether there will be also a correspondence option, and how that will be managed.</p> <p>Provider Based (extramural) is referred to in Course Descriptors but not clearly identified in Delivery Mode and Delivery Methods, Distance (online) is listed. Do sites presume that where a course lists Provider Based (Extramural) that this course can be delivered via distance? Is it limited to only these courses. Ambiguity here which may lead to differing implementation at varying sites.</p> <p>How do learners transition between sites?</p> <p>Query the application of online and having this shown in a more explicit way. For example, naming the courses which can be completed wholly online.</p> <p>Specific learning and teaching methods are not made explicit for each course. Online, blended, and face-to-face learning environments need to have a consistent pedagogical approach. Evidence to support such a teaching approach was not apparent.</p> <p>Please confirm if talanoa is included in all 3 programmes?</p> <p>P96 Appendix 8. Noho Marae and Wananga. Love these aspects in line with respect for tagata whenua and te tiriti, but also a similar stay centred around Pacific culture and identity is needed. A fono or vananga at the Fale Pasifika for example.</p> <p>Need to be mindful of the multi-mode learning styles required for Pacific.</p> <p>How does Te Pūkenga envisage the Fonofale model and Tapasa Pacific will inform delivery of this degree?</p> <p>Many of the delivery methods written into the programme are Māori (eg wānanga). Would it not have been appropriate to visibilise, prioritise and privilege</p>	
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		<p>Pacific modes, which should be inserted as primary methods.</p> <p>Page 19 mindful, should this be mindfulness?</p> <p>Page 20 says tikanga (local) - what is meant by this? Is this about kawa, practices located to location?</p> <p>The term traditional stories is used. Traditional is not used by most anticolonial educators to describe korero tuku iho, should you not say korero tuku iho?</p> <p>You also use colonial thought in Māori contexts eg you use Māori gods and you use 'down to man.' God is a western construct and part of the colonisation you talk about interrogating and man is a gender term made in the shape of males. Do you consider this language is liberating or is it linking with coloniality which you purport to be educating against?</p>	
<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>		<p>5X02 can take place in non-healthcare settings. What are the benefits of this, and how can consistency in the level of experience and scope of placement be ensured?</p> <p>5X02 Some learning experiences have not been articulated as formal clinical learning hours – is there a reason for this?</p> <p>There is a need to see the placement agreement, a tripartite between the student, Te Pūkenga and the host. We wish to see this at panel.</p> <p>There is no evidence of a placement handbook or placement brief. These are needed for each degree.</p> <p>If their placement is in a location differing from their academic support, are they able to access this through alternate sites in the network?</p> <p>It is unclear whether learners will undertake the programme's clinical components to apply their</p>	<p>Please supply the placement agreement, a tripartite between the student, Te Pūkenga and the host</p>

		<p>knowledge and skills in Pacific contexts, and how this is resourced and managed.</p>	
<p>3.3 Delivery methods do not place students or the public at risk (emotional or physical).</p>		<p>Noted a mid-year start date for cohorts on the degrees. Experience says mid-year start dates are not conducive to student success or Kaiako well-being, students on half year starts to significantly worse than programmes that start in line with calendar years. Additionally with the proposed transition arrangements and teaching out the old programmes a mid-year start date will create problems for students, staff and Te Pūkenga.</p> <p>At RFI stage, Te Pūkenga submitted a sample MoU from Wintec for clinical placement, as there was no unified Te Pūkenga placement MoU. How will it be possible, without a unified MoU to place ākongā and ensure consistency of experience and expectations across all delivery sites if Business Divisions are using their existing agreements?</p> <p>Could not find anything about IP in the MoU?</p> <p>It is not clear whether Te Pūkenga intends to have a separate MoU for each degree.</p> <p>More information is needed regarding course assessments to ensure student safety and public risk. For example, assessment components need to be mapped against learning objectives.</p>	

<p>3.4 Any specific resources necessary for the delivery of the programme are clearly outlined.</p>		<p>There is a lack of information regarding reading resources for the programmes, and therefore no way of ascertaining how they support the unique nature each programme should represent.</p> <p>Suggest at least one course text is named in either Programme Document or Course Descriptor to ensure consistency across network.</p> <p>It is unclear how Te Pūkenga has determined that there will be a consistency of resources across all sites, while equally factoring in any regional variations.</p>	<p>Please supply at panel the required reading lists for each course to review and evaluate.</p>
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Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Panel feedback	
<p>4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.</p>		<p>It would be useful to know what questions consultees were asked at each stage of consultation and engagement.</p> <p>Consultation and engagement are documented in a somewhat anecdotal manner, with the result that it is difficult to fathom who provided feedback, what was stated, and how it was enacted.</p> <p>How has Te Pūkenga ensured feedback loops from stakeholder engagement have been closed?</p> <p>It is not clear where mana whenua from the proposed delivery regions and sites have been consulted, in particular the iwi and hapu mandated reps to speak on</p>	

		<p>education etc as endorsed by the iwi and hapu. For the regions, rohe, hapu and iwi lands where this degree is to be delivered, please identify the names of the mana whenua hapu and iwi and their delegated and 'ordained' spokesperson, when they were met with, what they said, what Te Pūkenga did with what they said and that tp checked back that what Te Pūkenga had done or was not able to do was agreed and discussed.</p> <p>No feedback from MIT, WeITec/Whitireia ākongā?</p>	
<p>4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.</p>		<p>Query whether consultation and engagement were well targeted. There has been significant internal consultation with ākongā, kaimahi, and business divisions generally, but external consultation appears relatively leaner.</p> <p>The feedback log identified to remove indigenous and replace with Pacific peoples or equivalent. The feedback advised this has been accepted and amended, the evidence does not agree with this. Eg on page 21 and other places throughout the document the word indigenous is used. Suggested that Te Pūkenga find and remove all references to indigenous.</p> <p>I could not clearly see a distinct and specific approach and voice from mana whenua from the delivery areas or ako networks, where is approved and authorised voices from mana whenua. Please provide/refer us to this specific evidence.</p> <p>How has Te Pūkenga ensured that the rich diversity of Pacific peoples has been represented in the engagement process?</p> <p>P26. Vaka – Cook Islands. While true regarding the meaning of vaka, it may be better off using pirianga or itikianga or turanga if wanting a term similar to the Samoan term vā. This is an example of needing to acknowledge the diversity in the Pacific and that while teu le va is an essential framework for explaining</p>	

		<p>relationality and the importance of relational protocol in the Pacific world, different Pacific ethnic groups and communities have different worldviews and it's important that this is explored during the programme. Which I'm sure you will do, but just make it clear.</p> <p>P76. Use of Pan-Pacific. Again, talanoa whanau nui etc are not pan-Pacific terms so need to be mindful of using that label 'pan-Pacific'. But more importantly ensuring students are aware of how the concepts may be pan-Pacific but the terms aren't. And also acknowledging why it's important for students to understand that a more ethnic-specific approach needed at times in clinical and academic settings.</p>	
<p>4.3 The consultation summary provides a clear summary of the extent of the consultation.</p>		<p>Would have been helpful to have the themes identified across the three degrees with more clarity.</p> <p>The BN and BNM responses were combined. Was there a reason for this? Distinguishing responses for the 2 programmes is challenging to determine support and feedback.</p> <p>The grounded Pacific community is not strongly shown, whereas academics dominate.</p> <p>Was consultation undertaken with Pacific nurses' associations other than Fiji? No reference to consultation with a representative/s from the Samoan, Tongan, Cook Island and Nuie Nurse Associations.</p>	
<p>4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.</p>		<p>As above</p>	
<p>4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori,</p>		<p>Would like to discuss the authenticity of the co-creation of this degree.</p> <p>The most critical issue is how the conceptual framework along with the mātāpono have framed the content,</p>	

<p>academic, employer, industry, professional, and other bodies.</p>		<p>delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation. This also must be considered in relation to the BN Pacific and BN.</p> <p>There is little in the consultation to suggest that the views of Iwi in all rohe of delivery have been captured. While understanding that business divisions have existing relationships with Iwi in relation to their own nursing degrees, it is unclear how Iwi across the motu have been engaged with about having unified degrees, local need, suitability of content and tikanga.</p> <p>Likewise, how beyond referencing existing (as in former ITPs') relationships with mana whenua, has Te Pūkenga embarked on relationship-building as a new entity?</p> <p>The BN Pacific and BN, will see te ao and mātauranga Māori content delivered to a less informed, therefore less critical, audience. As the application does not fully inform as to how consultation has taken place, on what foundation of engagement the content was developed, it is difficult to be confident that the existing content hits the mark and ensures that graduates will be authentic and culturally safe practitioners.</p>	
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Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- *admission*
- *credit recognition and transfer*

- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme*

NZQA Criteria	Reference	Panel feedback	
<p>5.1 There are clear, relevant, and appropriate regulations that specify requirements for:</p>		<p>Selection Process. Instead of waitlisting are applicants given the option of attending an alternative site?</p> <p>Unable to locate clear transition mapping of how learners will move into the programme of study to ensure no learners area disadvantaged and a consistent approach adopted throughout the network.</p>	
<p>5.1a</p> <ul style="list-style-type: none"> • admission 		<p>The degrees all speak of accommodating and privileging Māori, honouring te tiriti, the taonga that is te reo, etc. However, in the admission requirements there is no space given to allowing people whose first language is te reo to enter, so, graduates of kohanga, kura, wharekura are discriminated against because they chose a Māori immersion pathway and for whom te reo Māori may be their first language. Te reo is a legally recognised language, and other providers are now asserting and privileging te reo Māori and saying if you are competent in English and or Māori you can be admitted. What is TP's position on this given its charter? This specifically applies to the BN Māori and the BN. However, there are a lot more wharekura graduates who are also Pacific who may be fluent in te reo but want to enter the Pacific stream. If the role of Te Pūkenga is to widen participation, remove barriers to access and honour te tiriti it would seem that te reo Māori admission as normal is defining.</p>	

		<p>Te Kawai maioorooro allows for the recognition of te reo and sign language, but this is not the case in admission requirements as they stand. If Te Pūkenga is not adopting te kawa maioorooro in this instance, what is the rationale? (2.9 (3) TKM)</p> <p>Admission 1: refers to “one other approved subject” can these be named so that potential learners are fully informed of entry requirements.</p> <p>Why are specific subjects required at level 3, such as biology or chemistry (science)? This is a potential barrier to entry for students who have not taken the specified subjects. It has the potential to increase inequity in student populations who have not taken science subjects in high school.</p> <p>P8 Appendix 4 English Language Requirements. Fully understand the need for proficient English, but wondering if there will be any specific pathways to support students fluent in their Pacific language so that they can eventually transition into the programme? I assume that’s the New Zealand Certificate in English Language Level 5 programme? As language is probably one of the biggest barriers for families from the islands when interacting with the health system, so having nurses who are strong in their Pacific language is important and we don’t want to put them off of a nursing career due to English being a second language. I know some of our students from the Islands feel disadvantaged by their English skills, yet one of the biggest strengths needed in the workforce is clinicians that can speak Pacific languages so we should try to support Pacific language speakers to take this programme wherever possible</p>	
<p>5.1b</p> <ul style="list-style-type: none"> credit recognition and transfer 		<p>While understood that CT will be a case-by-case basis, how does Te Pūkenga view it in the case of ākongā who have received a sizeable part, if not all, of their education in Kura and other immersive environments?</p>	

		<p>Case-by-case basis: consider including an example or process to ensure this is implementing consistently across the network.</p> <p>Recognising prior knowledge and skills (pp.16-17) in Te Kawa Maiooro- Educational Regulatory Framework does not restrict the number of credits but refer back to programme requirements. NCNZ BN programme regulations restrict crediting more than 180 credits (unless an exemption to this requirement is approved by the Nursing Council).</p>	
<p>5.1c</p> <ul style="list-style-type: none"> • recognition of prior learning 			
<p>5.1d</p> <ul style="list-style-type: none"> • programme length and structure 		<p>Full time period is 3 years, and part time 5 years. The tertiary norm is that a part time maximum period is 2 times the full time period. Recommended that this consistency with other professional bodies and programmes be maintained and Te Pūkenga make the maximum part time period 6 years and not 5.</p>	
<p>5.1e</p> <ul style="list-style-type: none"> • integration of practical and work-based components 		<p>Year 1: Where are clinical skills taught to prepare for clinical placement? (Likely in NURS5X08 but only 15 credits - where else?).</p> <p>Seems light on foundational nursing skills, such as, infection control (washing hands), vital signs – BP, TPR, pain assessment, beginning health assessment, manual handling, activities of daily living, introduction to medication safety).</p>	
<p>5.1f</p>		<p>Te Kawa Maiooro forms the overarching framework in relation to assessment regulations. However, it does not provide specificity, for example, around the number of re-sits/re-assessments ākongā of the Nursing</p>	

<ul style="list-style-type: none"> assessment procedures, including authenticity of student work 		<p>programmes is entitled to, or how plagiarism will be addressed in the programme.</p> <p>it is unclear what plagiarism and IA protections TP will use and have in place for this programme. The panel will need this information and evidence for TP to meet this criteria.</p> <p>It is noted that the Grandparenting Policy will allow divisions to use their policies and procedures until those of Te Pūkenga are in place. This appears to mean that the programmes as offered by different business divisions could be subject to different rules and practices in assessment in the absence of specific programme rules.</p> <p>Resit and/or resubmission is referred to in Appendices no clear policy or application of this process provided. This is not referred to in Programme Documentation.</p> <p>Strong concern there is no requirement for invigilated assessments throughout.</p> <p>P12 Appendix 4 Requirement and processes for: late submission of assessments. I would be interested to know the processes for this. Many of our Pacific students face life events that can require one to two weeks plus away from study in some cases. Is there flexibility there for when this happens? Will it be easy to get extensions and/or additional support? What type of evidence, processes, etc will be required to get extensions/access additional support? As I know these events and circumstances can compound for some Pacific students and lead to dropping out without the appropriate support/flexibility in assessing.</p>	
<p>5.1g</p> <ul style="list-style-type: none"> normal progression within the programme. 		<p>Clinical learning experience courses cannot be enrolled in more than twice (unless approval is gained from the delegated authority) – suggest stating NCNZ.</p>	

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Panel feedback	
<p>6.1 Assessment methodology and planning is appropriate.</p>		<p>Courses in the three programmes have no assessment activities and weightings. Except for the clinical courses having a competent / not competent assessment.</p> <p>Discussion is needed on the evidence-based portfolio and how it will work and ensure all LOs in a component and GPOs across the programme can be met.</p> <p>Assessments for the courses are all the same, there is no evidence of variation and a range of types of assessment. There is no detail as to what the portfolio requires and entails.</p> <p>The panel will need to see variety of assessment types and what the portfolio actually requires. At present there is minimal to no evidence that it is appropriate or adequately covers the learning outcomes.</p> <p>How and why will regional variation impact choice of assessment methods?</p>	
<p>6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.</p>		<p>Unclear how competency based alongside achievement based is implemented</p> <p>No standards for marking or judgment criteria were provided, the assessments are homogenous.</p> <p>It is unclear how the LOs are matched and connected to the homogenous assessment. The evidence of assessments linking to LOs, linking to GPOs, linking to aims etc is unclear and not easily visible.</p>	

		<p>It is unclear how homogenous assessments will be moderated.</p> <p>If multiple business divisions' policies and procedures support the high-level Te Kawa Maiooro regulations, it would appear that the unified programmes could operate in some respects under different assessment practices, depending on where a programme is being delivered.</p>	
<p>6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.</p>		<p>With 100% weighting it is unclear how learners will receive feedback on individual assessments before progressing through each course, as only one result is required to be entered into student management system.</p> <p>6.1.5 is where we should have read about this, it says ggag. Unclear what this means, but there is no evidence re student feedback.</p>	
<p>6.4 Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.</p>		<p>IThis information is in TKW, so where do students get a copy of TKM and are they walked through TKM by Te Pūkenga staff so students are fully informed? Pls explain</p>	
<p>6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.</p>		<p>What has the assessment design process been to ensure that assessment approaches will be culturally responsive for each of the degrees?</p>	
<p>6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.</p>		<p>Te Pūkenga has stated that a National Moderation Panel will be established, consisting of moderation experts from another programme or discipline and a clinical expert. It is unclear how this supports authentic external academic scrutiny or an independent subject-expert approach to moderation.</p> <p>Is External moderation limited to TEPs in Te Pukenga network?</p>	

		With the interweaving of te ao and mātauranga Māori through the BN, what external moderation scrutiny will there be to ensure that it is being appropriately assessed and moderated by those with the right expertise?	
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Criterion 7 Programme review

The institution:

- *assesses the currency and content of the programme*
- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*
- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly*

NZQA Criteria	Reference	Panel feedback	
<p>7.1 The institution:</p> <p>7.1a</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme 		<p>The programme review is stated to be Feb 24. Given the programme is not starting until mid year at the earliest. is this date correct, the programme will not have completed year 1, suggest the document be corrected and updated</p> <p>How will Te Pūkenga ensure that the voices of iwi and hapū, the diversity of Pacific, and industry stakeholders from across Aotearoa will be represented and heard in the on-going delivery, evaluation, and review of the programmes?</p> <p>How will Te Pukenga ensure that the demographically-driven healthcare needs of Aotearoa will be reflected in its stakeholder engagement both regionally and nationally?</p> <p>Given the concerns around stakeholder engagement in Criterion 4, the number of business divisions offering the programmes (particularly the BN), the diversity of Iwi and</p>	

		Pacific, how will the interests of programme unity and the need for regionality be reconciled?	
7.1b <ul style="list-style-type: none"> has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 		Is there a programme advisory for each degree? Who are they, when did they meet on this, can we see minutes please. If there is not, when will it be established, how will it be run given national coverage and for each distinct degree?	
7.1c <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 		As above	
7.1d <ul style="list-style-type: none"> updates the programme accordingly 		As above	

Criterion 8 Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

NZQA Criteria	Reference	Panel feedback		
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8.1 The links between research and the curriculum are clear, adequate, and effective.

Please refer also to Accreditation Criteria 2 and 5. The links are not clear, and the absence of a prog and institutional strategy is a gap.

Generating research, and research-active staff are less visible in BN programme documentation.

ACCREDITATION CRITERIA

Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

NZQA Criteria	Reference	Panel feedback	
1.1 The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.		Concerns about consistency of assessment-related regulations as per Approval Criterion 6. Will group assessment be permitted in the programmes, and, if so, how will that work in terms of national consistency?	

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Panel feedback	
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<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) c) have experience and expertise in teaching, with regard to the proposed delivery modes; and d) in the case of courses with research components, have experience and expertise in the supervision of 	<p>It is assumed that existing programmes are to be taught out? If this is the case, there will be impacts on staffing, and therefore assurance is needed that Te Pūkenga has planning in place to ensure there will be sufficient staff with manageable and equitable workloads.</p> <p>Information regarding the logistics of staffing is incomplete. For each person delivering the programme(s) the following should be specified: location, qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p> <p>It is not clear how a Te Pūkenga ‘network approach’ will work.</p> <p>How will the discipline experts be utilised across the network?</p> <p>It is also unclear what staffing structures are in place to coordinate consistency in terms of delivery and assessment.</p> <p>What programme leadership and accountability is there at each site, given that within business divisions and regional structures there may be multiple sites?</p> <p>Is the national programme leadership role a permanent appointment?</p> <p>A programme organisation chart is needed.</p> <p><i>It will be essential to have Pacific staff leading the teaching teams wherever possible and feasible. Will be good to have some professional development opportunities specifically to build capacity in this space if possible?</i></p>	<p>At panel can we please see for each degree:</p> <ol style="list-style-type: none"> 1. the staff member’s name, 2. their highest qualification held in the programme’s discipline, 3. their highest teaching qual held, 4. the component(s) they will teach and in which location 5. their registration status 6. their most recent 2020-2023 published research outputs 7. their 2023 PLD activity 8. supervisory experience where relevant. <p>A panel can we please see a programme organisation chart.</p>
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<p>research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>		<p>Need more information about staff Pacific language, culture, knowledge and skills expertise particularly at MIT.</p> <p>How will the schools manage the 2 programmes collectively particularly from a Pacific staff delivery perspective?</p> <p>What is proposed the Pacific leadership structure that will oversee the BNP?</p>	
<p>In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.</p>		<p>Would like to discuss staffing to oversee clinical placements, and how this will be coordinated regionally and nationally to ensure consistency of placement expectations and quality.</p> <p>All clinical courses will require RNs with current APCs. Formal contracts with placement providers will be in required.</p> <p>Clinical placement staffing will need to support students supervised in the different clinical placement models, such as preceptorship, and DEU. Is this in place?</p>	
<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>		<p>Given that the degrees have been designed to reflect NCNZ revised standards which visibilise biculturalism and Te ao and mātauranga Māori, what training have Kaiako had to ensure that they can deliver and interweave this knowledge and perspectives with authenticity?</p> <p>How will professional development approaches to cultural literacy factor in that tikanga can vary rohe to rohe?</p>	

<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>		<p>The applications do not provide complete evidence as to whether the existing body of staff is sufficient and appropriately qualified and experienced to cover all aspects of delivery.</p> <p>Given the current Te Pūkenga freeze on recruitment, the panel needs evidence and assurance that the three programmes will be fully and appropriately staffed.</p>	
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or <p>established detailed development and acquisition schedules appropriate to the programme implementation timetable.</p>		<p>The applications only specify the business units where the programmes will be delivered. Some business units have multiple degree-accredited sites. It is therefore unclear at which sites each programme will be delivered, and whether the applications also include first-time sites for any of the programmes,</p> <p>Insufficient evidence to make a judgement about whether education organisations have the capability and resources to provide the BN Māori and BN Pacific programmes, especially in regions where programmes designed for specific ethnic groups have not been taught previously.</p> <p>How has Te Pūkenga ascertained that there is a consistency and equity of facilities and resources for all delivery sites?</p> <p>Are any sites applying for accreditation for the first time?</p>	<p>Please provide a list of business units and the accredited sites at which each degree will be delivered; indicating also whether any of the applications include new permanent delivery sites.</p>
<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or</p>		<p>Support in place is unknown. This will have to be presented at panel to show that all students will have high quality access to</p>	

<p>experienced support staff for the outcomes of the programme to be met</p>		<p>equitable pastoral and academic supports to succeed.</p> <p>Te Pūkenga has stated that projects are underway for additional support mechanisms across the network. What are they, how will they impact the existing grandparented structures, and how will it be ensured that there are sufficient on-the-ground support staff across the motu to support the three programmes?</p>	
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>		<p>Would like to know what information current ākonga have received / will receive regarding transition to new programmes.</p>	
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.</p>		<p>There is no financial data to indicate if Te Pukenga network has the capability and resources to develop and implement the three BN programmes across Aotearoa.</p> <p>No reference to financial and administrative structure. Organisational structures would be useful to view.</p> <p>The local programme committees do not appear to be established. If not please provide a calendared plan for establishment for panel consideration and discussion. If they are in place please provide ToR, membership and meeting minute evidence.</p>	<p>Please provide a calendared plan for establishment of local programme committees for panel consideration and discussion if they are not already in place. If they are in place please provide ToR, membership and meeting minute evidence.</p>
<p>2.6 Quality management system</p>			

The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).			
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Criterion 3 Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

NZQA Criteria	Reference	Panel feedback	
If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.		Not applicable	

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Panel feedback	
4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and		See Approval Criterion 7	

accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.			
4.2 There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews			
4.3 Changes to approved courses are managed consistently with any external requirements.		How are changes to courses disseminated to the network?	
4.4 There is a process for determining whether the programme should continue to be delivered.			

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Panel feedback	
5.1 Staff conduct research to an appropriate level within their area of experience which advances		The applications do not make it clear how any research undertaken is aligned with the BN Māori / BN components kaimahi will deliver.	

<p>knowledge and understanding and supports their function as teachers.</p>		<p>Research vision is very high level and seems to be placed in the future. This will need to be discussed further as it pertains to each degree.</p> <p>It is encouraging to see research in pre- stroke knowledge among Samoans and Tongans, and Pacific healthcare leadership; Pacific student Nursing leadership/mentorship (what is nursing leadership from a Cook Islands lens?). How will the rich variety of Pacific perspectives inform the research culture for this degree (to be discussed at panel).</p>	
<p>5.2 The quantity and quality of staff research outputs are monitored and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.</p>		<p>The support provided is unclear e.g. staffing allocations, quantity of outputs?</p> <p>BN Māori and BN Pacific</p> <p>Each degree will inevitably have a unique research culture. What planning is there to ensure that the research for each degree will be led by people with the relevant cultural knowledge and expertise?</p>	
<p>5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.</p>		<p>Organisational systems, etc, remain unknown. Te Pūkenga will need to detail strategy, ethics, funding support, staff leave for research to occur. This is a gap that must be addressed at panel to meet the criteria.</p> <p>Will there be permanent appointments of Māori and Pacific representatives on the centralised and /or regional ethics committee(s)?</p> <p>What is the Pacific research strategy to support this degree?</p>	
<p>5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to</p>		<p>As above, there is no evidence this is in place for the degree to meet the criteria.</p> <p>Te Kawa Maiororo is referenced (ākonga based rangahau) and Te Pūkenga QMS is noted however, the application of these regulations/functions is</p>	

<p>undertake relevant research, including:</p> <ul style="list-style-type: none"> • Guidance on the development and approval of research projects; • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 		<p>unclear. It would be good to site the processes and procedures and the clarity also included within ākonga and teaching resources.</p>	
<p>5.5 The ways in which research-teaching links are made in the curriculum are adequate and appropriate.</p>		<p>There is no strategy at institutional or programme level with which to link, the ability to meet this criteria depends on this.</p>	

OTHER	Reference	Panel feedback	

	<p>The documents have a space that dates when academic board of Te Pūkenga approved this programme and its content to give assurance to its council. There is no approval date or effective date showing. Can the executive leadership confirm formally at panel that:</p> <p>the Academic Board of Te Pūkenga has seen, endorsed and approved these 3 programmes as providing assurance to its council that the programme is fit for delivery in communities and to ākongā?</p> <p>Page 7 mentions mātauranga Māori and tikanga Māori – is tikanga Māori not a feature of mātauranga Māori, mātauranga Māori is the corpus of Māori world view, tikanga is an application of mātauranga Māori?? Tikanga Māori is not needed as mātauranga Māori incorporates all knowledge, practices and systems that make up the corpus of Māori world view, pls explain?</p> <p>Nomenclature – in many places there is a need for simplicity and clarity, eg, pg 7 you refer to both families, whanau in same sentence, are they different things, would it not be simpler to just use one? It creates unnecessary denseness.</p> <p>There are grammar errors in places throughout the document; before submitting a final copy to NZQA, please complete a thorough formatting and correction check.</p> <p>The document refers to ‘special’ admission, this word is not used often now because of the historical</p>	
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	<p>negative stereotypes with special, the better term is discretionary admission, suggest it be corrected.</p> <p>Te Pūkenga is legally obligated to te Tiriti o Waitangi under statute and its purpose as per ROVE. The reference to he whakaputanga o te rangatiratanga is not part of that mandate. It is unclear why it appears in page 13 and question whether it is a necessary reference of great value in the programme design and development context.</p> <p>The codesign framework pg 21, is all Māori, and invisibilises Pacific peoples' heritage in a programme for them. This feels assimilatory.</p> <p>The programme talks about co-design pg 16 – well done, this is the standard now, however page 15 talks about consultation as do the appendices. It is confusing to use codesign and consultation, which one are you in? codesign or consultation, if one then which one and please get consistency in idea, intent and language so you are not creating confusion.</p> <p>The philosophy statement re Teu Le Va could be more powerfully centred in the programme design, development and approach. It is given minimal reference and while stated as the programme philosophy this is not centred or explained well in the documents, it does not appear to have been given its required centrality and certainly in how it appears, where and when in the documentation it feels it has been given only minimal prominence, certainly Māori paradigms dominate this degree</p> <p>pg 34 highlights the privileging over Pacific peoples, 1.7.1.1 identifies clinical sites, kohanga reo is given as a site but no mention of Pacific sites is provided. This is an example of cultural privileging which is not a</p>	
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	<p>problem when the degree is of that culture; however, this degree is for Pacific students, their culture, language, heritage, ways of knowing and being should be centred as part of a social justice idea. This is not apparent.</p> <p>Programme uses pedagogy, should this be androgogy, ie with adults?</p> <p>NURS6104 has an emphasis and names Tohunga Suppression Act, there are others eg flora and fauna. Is there enough coverage to do this area justice and to give students rich and comprehensive learning?</p> <p>The TP values come in at p3 42, however TP is now the single body, so these values should have been where the programme values, focus etc emanates from to be a basis rather than a clip on as they appear here.</p> <p>The programme document for this programme uses 'accommodates' a lot. It reads poorly and is apologetic almost. Accommodation as a process is not a strong idea, I believe the team should find a stronger way to orientate and project than using accommodates.</p> <p>Page 33 1.5.8.11 uses lifespan, I te ao Māori the first stage of life is the idea – ko te whakairo, after that there is life I te kopu o te wahine, this lifespan in this Māori degree starts stages at pepi, is this post birth? Have you looked at the ira tangata – pre birth literature that explained this stage?</p> <p>The programmes all had courses that make up the programme, but these all appear as appendices, why</p>	
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		are the courses of a programme not in the programme document?	
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17 February 2022

██████████
Quality Assurance and Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
Level 2, Wintec House
Cnr Anglesea and Nisbet Streets
Hamilton 3204

Tēnā koe ██████████

Ngā mihi ki a koe i ngā tini āhuatanga o te wā.

NZQA Reference: C53077, C53079, C53078
**Application for Degree Approval and Accreditation – Bachelor of Nursing,
Bachelor of Nursing Pacific and Bachelor of Nursing Māori**

The New Zealand Qualifications Authority has completed the initial analysis of your above Degree Approval and Accreditation applications.

More information is required for further processing, see attached. Please email the required information to Miriata.Tauroa@nzqa.govt.nz and Sarah.cozens@nzqa.govt.nz within 20 working days from the date of this letter.

The processing time frame does not include any time that the application is with the applicant for new information or further development.

If you have any questions, please contact Miriata Tauroa or Sarah Cozens via the above email addresses.

Nāku noa, nā

Miriata Tauroa
Manager
Quality Assurance Māori

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

PRELIMINARY EVALUATION

Applicant:	Te Pūkenga-New Zealand Institute of Skills and Technology
Title of Programme:	Bachelor of Nursing Māori (BNMāori) Bachelor of Nursing (BNurs) Bachelor of Nursing Pacific (BNursPacific)
Reference:	C53077 C53079 C53078

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is based on the [NZQF Programme Approval and Accreditation Rules 2022](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

Please note that requirements specific to Bachelor of Nursing Māori are made in accordance with Te Hono o Te Kahurangi.

Te Pūkenga is asked also to consider the commentary around the over-arching issues discussed in the section following Accreditation Criterion 5.

PROGRAMME APPROVAL CRITERIA

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Evaluator feedback	Required	
2.1a The title of the programme(s) provides an accurate indication of its general subject area.	Doc 1, pp 1-3; Doc 2, App2-7	<p>BNMāori: Pūkengatanga</p> <p>Title acceptable.</p> <p>Note: Given the context of the degree, it would have been good to include a Māori programme title.</p> <p>BNurs</p> <p>Title acceptable</p> <p>BNurs Pacific</p> <p>While the title provides an accurate indication of subject area and aligns with nomenclature requirements, it is unclear why the qualifier 'Pacific' rather than 'Pasifika' is used. Use of the latter would be a more respectful</p>	<p>BNurs: Please justify the use of 'Pacific' rather than 'Pasifika' in the title and throughout the document.</p>	

		as an acknowledgement of the peoples, cultures, and languages of those who will study or be beneficiaries of this degree.		
2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications Framework (NZQF).		As above		
2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.		<p>Overall there is a lack of distinction between the aims of the three degrees.</p> <p>BNMāori: Pūkengatanga</p> <p>Page 8. The Programme aim requires revision. Currently reads as a rationale for the degree. Suggest writing a clear set of aims or statement. The target student body is identified; however, the programme aim statement should describe what the programme aims to achieve in terms of its specific knowledge, skills and attributes through the student group it targets.</p> <p>BNurs</p> <p>Page 1 of Document 1 states that 'Many of the aspects of the programme reflect a Māori worldview and therefore accommodates mātauranga Māori. This is delivered</p>	<p>BNMāori, BNurs, BNurs Pacific:</p> <p>Please revise the aim statements of all three degrees degrees to specify their target student bodies and provide a clearer picture of the knowledge, skills, and attributes that will be developed in each set of graduates. The aim statements should be sufficiently individuated so as to reflect the unique nature of each degree and its aspirations and to clearly state the specific Aotearoa New Zealand communities /groups that each degree is intending its graduates to seek employment in – for example the existing BNursMāori was designed for the purpose of creating nurses that could best serve the poorer Maori communities of New Zealand so is very tailored to producing a Nurse with specific cultural knowledge and attributes. How</p>	

		<p>alongside subjects and themes related to Nursing and are necessary for registration as a Registered Nurse.' In this respect, it is unclear how this programme is distinct from the Bachelor of Nursing (Māori), and it is suggested that the partnership intent of this degree in relation to a Māori worldview needs to be made more explicit.</p> <p>The aim statement is very generalised and requires revision and expansion. In its present form, it does not identify the target students body and their aspirations. Beyond graduates attaining the knowledge, skills and attributes to meet NCNZ requirements for registration in the Registered Nursing scope of practice and creating improved health outcomes for the people of Aotearoa New Zealand it is unclear what the programme sets out to achieve. The programme aim statement should describe what the programme aims to achieve in terms of its specific knowledge, skills and attributes and specify the student group it targets.</p> <p>BNurs Pacific</p> <p>The aim of the BNurs Pacific is barely distinguishable from the BNurs with the exception of the addition of 'Pacific' in relation to the RN workforce. In connection with this, it does not specify the target student body and their aspirations. Beyond graduates attaining the knowledge, skills and attributes to meet NCNZ</p>	<p>does this apply to the BNursPacific, for example?</p>	
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		requirements for registration in the Registered Nursing scope of practice and creating improved health outcomes for the people of Aotearoa New Zealand it is unclear what the programme sets out to achieve. The beneficiary community ('people of Aotearoa New Zealand') is extremely broad, and there is no indication of how Pasifika communities may benefit – surely this is a main raison d'être for a separate degree. The programme aim statement should describe what the programme aims to achieve in terms of its specific knowledge, skills and attributes and specify the student group it targets, as well as its specific beneficiaries.		
2.2b The aim includes identification of any specifically-targeted student body and the relationship between the programme and any industrial, professional or community need.		Please see above	--	
2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.	Doc, p3	Overall, there is a lack of distinction between the three degrees in relation to the GPOs. BN Māori (Pūkengatanga) : The GPOs to clearly describe the knowledge, skills, and attributes of a graduate from the Nursing suite that meet the industry needs, taking into account the NZQF L7 descriptors (please refer to the table on the first page, extracted from the NZQF	BN Māori: Please revise the GPOs to clearly describe the knowledge, skills, and attributes of a graduate from the Nursing suite that meet the industry needs, taking into account the NZQF L7 descriptors (please refer to the table on the first page, extracted from the NZQF Framework). How is the BN Māori	

		<p>Framework). How is the BN Māori distinguishable/privileged from BNurs?</p> <p>BNurs</p> <p>GPO statements are primarily task based and provide little indication that this is a Level 7 programme, and that the graduate will be a critical, reflective practitioner in all aspects of nursing practice.</p> <p>GPOs 4, 6, and 8 in their respective references to Te Tiriti informed, culturally safe, and tikanga informed nursing care and practice are repetitive and would be better combined into the one statement.</p> <p>GPO5 in its present form is ambiguous as it is unclear whether it is the graduate of the consumer recognising the impact of the stated determinants of health and wellbeing.</p> <p>In GPO10, it is questioned whether the collaboration is so much with consumers as with the professional team to provide consumers with safe and holistic nursing practice.</p> <p>The evaluator also notes that there are few synergies between the aim and the outcome statement; with the former failing to take any account of the centrality of culturally safe practice.</p> <p>It is also suggested that “practice” has been used excessively within the GPOs, not only is it task based but it</p>	<p>distinguishable/privileged from BNurs?</p> <p>BNurs: Please revise the GPOs to clearly describe the knowledge, skills, and attributes of a graduate from the Nursing suite that meet the industry needs, taking into account the NZQF L7 descriptors (please refer to the table on the first page, extracted from the NZQF Framework).</p> <p>BNurs Pacific Please address the above issues as they occur in the BNurs Pacific. Additionally, please revise BNurs Pacific GPOs to more clearly distinguish this degree from the BNurs.</p>	
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		<p>could also be immeasurable in certain GPOs.</p> <p>BNurs Pacific</p> <p>In addition to the above, the lack of any real distinction between the BNurs and BNurs Pacific apart from the mention of 'Pacific and other health consumers' in GPO6 begs the question as to what actually distinguishes the graduates of the two different degrees. While acknowledging that mainstream and Pasifika nurses will have similar core skillsets, particularly in relation to the more technical/scientific aspects of the programme, the graduate profile does not convey the sense of there being a need for an entirely separate degree.</p>		
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>		<p>The common issues with the component learning outcomes are that, while possessing a nursing context, several lack alignment with the NZQF level descriptors.</p> <p>Level-wise work is required on several component outcomes. 'Describe' and/or discuss in the Level 5 components (NURS5301-NURS5307) are over-used and therefore in tandem with other LOs in Year 1 do not align with learning at this level.</p> <p>Across all levels of both degrees is the extreme overuse of the same verbs; a graduate should be able to demonstrate a varied array of skills and attributes, both practical and</p>	<p>BN Māori, BNurs and BNurs Pacific: Please revise the component LOs based on the feedback provided.</p>	

		<p>theoretical, and overuse of verbs limits the abilities a graduate is being assessed on and will consequently take into the sector. For example, following their first year of study a nursing student should be able to do a far more than “discuss, describe and examine”.</p> <p>In Level 6 components the recurrent use of ‘apply’ (NURS6301, NURS6302, and NURS6306) provides no indication that learning for application to take place hinges on any depth of practical or theoretical knowledge, analysis and generation of solutions, and the ability to select and apply standard and non-standard processes.</p> <p>At Level 7, ‘critically’ is used repeatedly. However, it is unclear what is intended by ‘critically apply’ and ‘critically integrate’ (NURS7302).</p> <p>The component LOs are clear about the nursing context, however, for the most part they are task based with many being more representative of assessment tasks. The end purpose of the knowledge and skills is not explicit. The examples that follow are indicative only and it should be noted that similarly worded LOs have task-based form without an end purpose:</p> <p>NURS5301 LO1 <i>Examine own cultural identity within the whānau/family and hapori/community.</i></p>		
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		<p>NURS5302 LO2 <i>Describe professional roles and responsibilities for Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5303 LO1 <i>Examine the evolution of Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5304 LO2. <i>Describe the anatomy and physiology of the integumentary, musculo-skeletal, cardiovascular, respiratory, nervous and endocrine body systems.</i></p> <p>NURS5305 LO 2 <i>Examine determinants of health in Aotearoa New Zealand.</i></p> <p>NURS5306 LO3 <i>Discuss critical theory and kaupapa Māori theory in relation to Nursing practice.</i></p> <p>NURS5307 LO3 <i>Explain immunology, microbiology and genetics as applied to Nursing practice.</i></p> <p>NURS6302 LO3 <i>Examine the principles of health assessment, health promotion and education; and health literacy in the delivery of Nursing care.</i></p> <p>NURS6303 LO1 <i>Discuss Te Ao Māori, Pacific and other worldviews and how they relate to pathophysiology.</i></p> <p>NURS6304 LO3 <i>Discuss complementary practices and wellness activities that support and enable hauora.</i></p>		
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		<p>NURS6305 LO3 <i>Analyse the application of culturally safe professional Nursing praxis.</i></p> <p>NURS7302 LO2 <i>Critically analyse health models and worldviews and their use in Nursing care with health consumers and their whanau.</i></p> <p>NURS7303 LO1 <i>Compare national and international frameworks relevant to Nursing and interprofessional practice.</i></p> <p>In addition to the above, <i>demonstrate understanding</i> (NURS6306 LO2) should be revised, as understanding is integral to the learning process rather than being an outcome.</p> <p>While cognisant of the applied nature of the degree, the use of <i>demonstrate</i> in several LOs is not always appropriate. While <i>demonstrate clinical competence</i> (NURS7304 LO3) may be workable, <i>Demonstrate Te Tiriti o Waitangi informed care</i> (NURS7302 LO6), <i>Demonstrate tikanga Māori</i> (NURS5308 LO1), or <i>Demonstrate effective interprofessional relationships</i> (NURS7301 LO1) are not. Some suggestions for replacements include: <i>apply, model, maintain.</i></p> <p>Although there is no stipulation as to the number of LOs per component, it is somewhat anomalous that a 45-credit component has just three LOs, whereas there are 15-credit components with four. It is suggested</p>		
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		<p>that NURS7304 be re-visited to ensure that the learning and assessment taking in this component is accurately captured in the LOs. agree</p> <p>BN Māori (Pūkengatanga):</p> <p>Please revise component LO's to align with the NZQF level descriptors e.g. LO 1 – NURS7101 & LO6 NURS7102 LO 1,2,3 – NURS7104</p> <p>BNurs Pacific</p> <p>The above issues around LOs are also encountered in the BNurs Pacific, where most components' LOs are identical, or largely similar to those for the BNurs. Te Pūkenga is therefore asked to address the above BNurs issues where they occur in the BNurs Pacific equivalent components.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>		<p>In NURS5303, it is unclear how closely LOs 3 and 4 (research and technology) align with the component aim (specifying regulations and legislation), or whether the component's aim statement is unnecessarily restrictive.</p> <p>The aim statement of NURS5306, while reflecting its societal and familial impacts does not reflect the connections the component makes between the effects of colonisation and nursing practice.</p> <p>In NURS5308, LO2 is a significant outcome, and it is questioned</p>	<p>BNurs, BNurs Pacific: Please revisit the component aim statements to ensure that they appropriately reflect to scope of the learning that will lead to the stated outcomes.</p> <p>BNurs Pacific:</p> <p>Please provide a rationale for the use of different titles for NUR5301 and NURS5201 in line with the feedback provided.</p> <p>Please clarify how Pasifika experiences and perspectives in relation to colonisation trauma,</p>	

	<p>whether the intent of the programme adequately signals it.</p> <p>Several of the component aim statements are vague and understate their aspiration when examined against the LOs in the given component. In particular, NURS6304, NURS6305, NURS6306, NURS7302.</p> <p>BNurs Pacific</p> <p>The above-mentioned issues in BNurs components are also evident in their BNurs Pacific counterparts and will need to be addressed.</p> <p>The (English) titles of NUR5301 and NURS5201 are WHANAUNUI / RELATIONSHIPS and WHAKAWHANAUNGA / BUILDING RELATIONSHIPS respectively. There is an essential difference in the English meanings of the two titles and the stage at which the relationships exist. The former suggests established relationships and the latter their development, yet both components have similar outcomes apart from their cultural contextualisation. A rationale for this is sought.</p> <p>Nurs5206 Pacific TE TIRITI O WAITANGI, KAWA WHAKARURUHAU AND CULTURAL SAFETY FOR NURSING examines the trauma of colonisation and cultural safety. Pasifika have also experienced much vulnerability and pain with respect to both of these, but it is not clear how Pasifika</p>	<p>and cultural safety, will be drawn upon to inform the nursing practice of graduates of this degree.</p> <p>Please revisit the content of Nurs5208 Pacific to ensure that it reflects the component aim and allows LO1 to be met.</p>	
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		<p>experiences and perspectives will also be reflected in this component.</p> <p>The Pasifika content of NURS5208 does not seem sufficient to '<i>apply Pacific approaches and concepts of clinical reasoning within foundational skills in Nursing practice</i>' or allow LO1 to be met.</p> <p>On the basis of the LOs, there is a concern that Pasifika contexts are frequently siloed into one LO per component, and there is little sense that the Pasifika context and perspectives in relation to nursing are integrated across components. This will need to be discussed at panel.</p>		
2.4b Appropriate levels and credits are allocated to each component of the programme.		<p>All degrees</p> <p>Met – however, as noted above, the manner in which LOs are written in several components requires revision to meet their allocated level.</p>	--	
2.4c The structure of the component parts (courses) provides a coherent programme of study.		<p>All degrees</p> <p>The programme comprises 120 credits each at Levels 5, 6, and 7. There is appropriate evidence of scaffolding of knowledge and skills. However, revisions to aim and GPO statements, as well as component LOs mean that as yet the full coherence of the programme cannot be determined.</p>	See above.	
2.4d An appropriate New Zealand Standard For Classification of Education		060301 is considered appropriate.	--	

(NZSCED) classification is identified.				
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Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Evaluator feedback	Required
<p>3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.</p>	<p>Doc 1, pp 47-51; Doc 2, App8</p>	<p>BN Māori (Pūkengatanga): Delivery methods are stipulated and described within Appendix 8. A delivery schedule of the degree across both sites is required that stipulates how and when learning will take place, in particular clinical learning hours.</p> <p>BNurs Programme to be offered via f2f, blended, and distance. However 4.1 specifies distance (online or by correspondence), 4.2.3 only references distance online. The listed delivery methods are standard for a range of currently delivered nursing programmes and are considered suitable.</p> <p>BNurs Pacific Whilst acknowledging the synergies between the inclusive and student-centred approach of the BNurs which is rich in mātauranga Māori-led pedagogies, it would be useful to understand how the Fonofale model and</p>	<p>BN Māori A delivery schedule of the degree across both sites is required that stipulates how and when learning will take place, in particular clinical learning hours.</p> <p>BNurs, BNurs Pacific: Please clarify whether a correspondence option for distance delivery will be made available.</p> <p>BNurs Pacific Please clarify how the Fonofale model and Tapasa Pasifika inform teaching and learning in this programme.</p>

		Tapasa Pasifika inform teaching and learning in this programme.	
<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>		<p>BN Māori (Pūkengatanga):</p> <p>Description of clinical hours are specified in Section 1.7.1.4. and Appendix 8. As per BNurs comments, clarification regarding clinical hours within Tiaki Whānau NURS5102 is required.</p> <p>BNurs, BNurs Pacific:</p> <p>In addition to clinical hours, the programme contains 30 learning experience hours in Year 1 focussed on communication and professional identity in a range of settings, which are asterisked as 'not included in clinical experience hours'. As such, it is unclear where and how these 30 hours of learning take place, and why they are separate from, rather than integrated into formal clinical experience hours.</p> <p>Table 1.8.1 specifies Minimum Clinical Hours $1100+195+2305=3600$ and Maximum Clinical Hours $1240+195+2165=3600$, with Nursing Council minimum at 1100. Even factoring in regional variance, it is queried why the unified programme would allow for a 140-hour variation in clinical hours.</p> <p>It is also noted that clinical working experience may occur in a real or</p>	<p>BN Māori:</p> <p>Please provide clarification regarding clinical hours within Tiaki Whānau NURS5102.</p> <p>BNurs, BNurs Pacific: Please clarify where and how the 30 hours' learning experience in Year 1 take place.</p> <p>Please explain why the programmes have made allowance for a 140-hour variation between maximum and minimum allowed clinical hours, given the centrality of clinical experience to a degree of this nature.</p> <p>Please clarify whether there are limits around the amount of simulated clinical working experience permitted.</p> <p>Please provide detail as to how clinical working experience will be managed; the support available. Will each delivery site have a dedicated staff member responsible for liaising with clinical placement providers?</p> <p>Please provide a sample tripartite agreement covering clinical work which clearly sets out the roles and responsibilities of the parties involved.</p> <p>BNurs Pacific</p>

		<p>simulated environment. Are there any limits as to the extent of simulation as opposed to real experience?</p> <p>It is unclear from the application how clinical working experience is managed and run, and how learners are supported. While the application alludes to specifics being included in delivery documentation, no evidence of a draft/existing work placement handbook or tripartite agreement covering clinical work has been submitted.</p> <p>BNurs Pacific</p> <p>It is not clear how in the clinical components of the programme it will be ensured that students will have the opportunity to utilise their knowledge and skills in Pasifika contexts.</p>	<p>Please explain how clinical placements will be organised to ensure that students have the opportunity to practise in Pasifika cultural contexts.</p>
<p>3.3 Delivery methods do not place students or the public at risk (emotional or physical).</p>		<p>All degrees</p> <p>No further risk factors identified. However, as discussed above, far greater assurance around clinical practice, how it will be run, and the contractual arrangements in place to define the roles and responsibilities of those involved.</p>	--
<p>3.4 Any specific resources necessary for the delivery of</p>		<p>BN Māori</p> <p>Specified resources (physical, academic) required for delivery</p>	<p>BNMāori</p> <p>Please provide the resources used at the historical delivery sites if these</p>

<p>the programme are clearly outlined.</p>		<p>have not been included within the application. It is acknowledged that historical delivery at the intended sites has taken place prior.</p> <p>The philosophical and conceptual frameworks are grounded in te ao Māori which is great to see. It is difficult to see how these will guide teaching and learning practice across components without viewing the resources.</p> <p>It is noted that the component descriptors (Doc. 2) do not specify the resources for the programme (particularly recommended readings). Participating campuses already deliver their own BNursing programmes, and it is assumed that they will identify their own resources. However, as this is a unified programme, with opportunities for regional variation, what safeguards will be in place in terms of consistency of resources to ensure students can meet component LOs, and therefore the GPOs?</p>	<p>are to be used for this programme for application purposes.</p> <p>BNurs, BNurs Pacific: Please clarify how consistency of resources across multiple delivery regions will be maintained to allow students to meet component LOs and the GPOs.</p>
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Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Evaluator feedback	Required
<p>4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.</p>	<p>Doc 1, pp57-61; Doc 2 Consultation log</p>	<p>BN Māori (Whanaungatanga)</p> <p>Whilst there appears to be a lot of internal engagement and consultation across the three degrees, it is evident that very little engagement and consultation specific to BN Māori context has taken place.</p> <p>Further, authentic engagement with iwi/hapū, industry and hapori Māori is lacking. This is of concern given the components and LO's of the degree have been set with what seems very little engagement with the correct stakeholders.</p> <p>Did engagement with Te Kaunihera O Nga Neehi Maori take place?</p> <p>The documentation provides assurances that stakeholder groups will be established at regional and national levels across all degrees, it is still not apparent how these stakeholder groups will cater to a Māori worldview within the context of</p>	<p>BN Māori, BNurs, BNurs Pacific: Please address the comments in this section.</p>

		<p>the Nursing degree. Terms of references would strengthen the future state.</p> <p>Whilst there are definite components of te ao Māori woven through the content of the degree, it is difficult to see how the content has been informed. Please provide evidence of how the content has been informed by key stakeholder groups, particularly iwi/hapū/hapori Māori voices. <i>Te Pūkenga should also note that this question applies to te ao Māori as it features in BNurs and BNurs Pacific.</i></p> <p>Doc 1 contains an outline of the consultation process, commencing with Local and regional partner and stakeholder engagement and consultation; National partner and stakeholder engagement and consultation; Development of a webpage with key communications for internal and external partners\, and culminating in the feedback from an expert panel comprising 5 subsidiary heads of nursing and external members (one each for academia, industry, Māori, and Pasifika). While the participants at all stages have been enumerated and in some cases named, there is a clear predominance of internal input from staff of the former subsidiaries. While this</p>	
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		<p>predominance is not questioned, there is minimal indication of their aspirations for a unified nursing programme, or the directions of their feedback. Table 9 summarises themed feedback; however, it is unclear who this came from. Expert Evaluator feedback is included in Table 10; this is generic for the most part.</p> <p>In conjunction with the above, the themed feedback section is incomplete. What is needed is an account of who provided specific pieces of feedback so that these can be aligned with their respective interests in the programme. There is also little evidence as to how feedback loops were closed.</p> <p>While the BNurs (Māori) is intended for those who whakapapa Māori, there is significant mātauranga Māori embedded in the BNurs. Given the uniqueness of regional tikanga, etc, it is not clear what mana whenua consultation there was across regions to ensure that the mātauranga and tikanga Māori delivered in the BNurs students will be regionally appropriate and safely applied by the programme's students and graduates. There is also little evidence of developing relationships with iwi across all potential delivery sites and their</p>	
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		<p>views on the specific programme at hand. As such, it is unclear what steps to build rapport and support for the programmes regionally.</p> <p>Doc 1 (p2) mentions the BNurs as meeting the needs of community groups, specifying migrant and refugee populations; yet these populations do not appear to have been specifically consulted.</p> <p>BNurs Pacific</p> <p>Vol 1 document alludes to Māori and Pacific partner, and the expert panel phase of consultation included 'Pacific Nursing Workforce Member – Founder K'aute Pasifika Trust'. Appendix 10 in Doc 2 suggests specifically Pasifika consultation is limited. As an example, workforce submissions (Table 3) came from one specifically Pasifika entity (Vaka Atafaga Pacific Nursing Service), the Waikato DHB, and a Māori Health Provider in the far North. While W&W and MIT business divisions (Table 5) and drop-in sessions (Table 6) have provided evidence of advisory committee and internal consultation, the lack of consultation with external Pasifika bodies is of concern.</p> <p>The evaluator also notes that Pacific/Pasifika is an umbrella term for a rich diversity of peoples and cultures. In this regard,</p>	
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		evidence of consultation with specific Pasifika communities, workplaces, etc, should be apparent to ensure that the programme is constructed to cater for this diversity in a culturally safe manner.	
4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.		As above	As above
4.3 The consultation summary provides a clear summary of the extent of the consultation.		As above	As above
4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.		As above	As above
4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori, academic, employer, industry, professional, and other bodies.	Doc 1, pp 20-30	<p>BN Māori (Whanaungatanga)</p> <p>It is clear that some level of engagement has taken place with Māori experts, these individuals and groups have not been identified or recorded throughout the documentation. Please provide this detail in the development of this degree.</p> <p>BNurs, BNurs Pacific</p> <p>The programme philosophy, background, and section on indigenisation, etc, are reflective of the bicultural aspirations of Te Tiriti o Waitangi. Ensuing sections reference Pacific Worldviews and</p>	<p>BN Māori, BNurs, BNurs Pacific:</p> <p>As mentioned above, from the application and consultation, it was difficult to ascertain the reason and support for three entirely separate degrees, particularly as their aims and GPOs do not reflect their distinctiveness.</p>

		shared whakapapa and common elements with the BNurs Māori and BNurs. Even so, it is difficult in these sections of the application to establish the Pasifika nature of the BNurs Pacific and therefore its distinguishability from the other degrees.	
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Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- *admission*
- *credit recognition and transfer*
- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme*

NZQA Criteria	Reference	Evaluator feedback	Required
5.1 There are clear, relevant, and appropriate regulations that specify requirements for:	Doc 1, pp 51; Doc 2, App 4	Appendix 4 states that waitlist prioritisation selection criteria may be applied temporarily 'until inequity is eliminated'. It is unclear how the elimination of inequity will be measured.	BNurs: Please explain how the elimination of inequity will be measured.

<p>5.1a</p> <ul style="list-style-type: none"> admission 	<p>All degrees</p> <p>Entry/admission regulations appear appropriate, although the criteria around special admission are unstated and therefore it is unclear who is likely to succeed in the admissions process.</p> <p>Reference is made to the <i>Children's Regulations 2015</i> – it is suggested that the full title of the legislation be used.</p> <p>BN Māori (Kaitiakitanga)</p> <p>The following statement requires further clarification 'This programme is for ākonga that whakapapa Māori'. Is this a requirement for applicants to enter the degree or is this preferred?</p> <p>5.'Relevant equivalent' (requires further clarity)</p> <p>BNurs Pacific</p> <p>Doc 2, Appendix 4 states that the programme '<i>is for learners of Pacific heritage</i>'. It is unclear whether there is any intention to assess cultural links and understanding to ensure that those accepted will have no barriers to success, and that the potentially broad range of cultural competencies within a student cohort will not place an unnecessary cultural burden on those with a high degree of cultural competence. This is a discussion for a panel. Further, it would be</p>	<p>BNurs, BNurs Pacific: Please clarify the criteria around special admission.</p> <p>Please correct reference to the <i>Children's Regulations 2015</i> to give the full title of the regulations.</p> <p>BN Māori</p> <p>Please clarify: 'This programme is for ākonga that whakapapa Māori'. Is this a requirement for applicants to enter the degree or is this preferred?</p>
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		interesting to know whether learners who are not technically of Pasifika heritage but have a keen interest/ passion for addressing healthcare issues in those communities would be excluded from this degree.	
<p>5.1b</p> <ul style="list-style-type: none"> credit recognition and transfer 		<p>All 3 degrees</p> <p>Students will be eligible for credit recognition between the three unified Te Pūkenga Bachelor of Nursing programmes on a case-by-case basis.</p> <p>Additionally, Diploma of Enrolled Nursing programme subject to NCNZ requirements; Year 2 clinical experience courses subject to approval from NCNZ; no credit for Year 3 clinical experience courses; maximum credit recognition = 180credits maximum. The application references Te Kawa Maiooro Part 2: Enrolment. However, it is unclear, at what level (ie, regional/national) such applications will be processed and decided.</p>	<p>BNurs, BN Māori, BNurs Pacific:</p> <p>Please clarify at what level (business division, regional, or national) applications for credit recognition will be processed and signed off.</p>
<p>5.1c</p> <ul style="list-style-type: none"> recognition of prior learning 		As above	--
<p>5.1d</p> <ul style="list-style-type: none"> programme length and structure 		Met	--

<p>5.1e</p> <ul style="list-style-type: none"> integration of practical and work-based components 		<p>Met</p>	<p>--</p>
<p>5.1f</p> <ul style="list-style-type: none"> assessment procedures, including authenticity of student work 		<p>BN Māori</p> <p>Te Kawa Maiooro is referenced however, how these regulations will be applied is unclear. It would be good to site the processes and procedures and the clarity also included within ākongā and teaching resources.</p> <p>All three degrees</p> <p>It is unclear what regulations will be in place for the following, as these will only be included in student course outlines:</p> <ul style="list-style-type: none"> assessment submission, resit and/or resubmission opportunities for failed assessments, reassessment opportunities for failed courses, late submission of assessments, and extension of assessment deadlines. <p>However, these need to be supplied at this stage and be specific to the BNurs for their efficacy to be determined.</p>	<p>BN Māori</p> <p>Please clarify how the regulations will be applied. Please also include the processes and procedures and the needed clarity within ākongā and teaching resources.</p> <p>BN Māori, BNurs, BNurs Pacific: Please provide programme specific regulations for the following:</p> <ul style="list-style-type: none"> assessment submission, resit and/or resubmission opportunities for failed assessments, reassessment opportunities for failed courses, late submission of assessments, and extension of assess The academic integrity statement is gment deadlines. <p>Please clarify how academic dishonesty occurring in the BNurs will be addressed.</p>

<p>5.1g</p> <ul style="list-style-type: none"> normal progression within the programme. 		Met	--
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Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Evaluator feedback	Required
<p>6.1 Assessment methodology and planning is appropriate.</p>	<p>Doc 1, pp 51-57; Doc 2. App 15</p>	<p>Assessment will be a mix of an achievement-based grading scheme and competency judgments (for clinical learning). A portfolio will be used for theoretical assessment drawn from a list of approved methods to which are flexible and allow for regional variation. Competency assessment will assess clinical aspects and include a formative mid-way assessment and a summative final assessment for each clinical learning experience. Students will also complete an evidence portfolio for clinical assessment, which may include reflections on elements of the clinical learning experience.</p> <p>An evidence portfolio suggests that all assessment is competence based, which is not what the application states. However, it is unclear how a portfolio will be able to be used for achievement-based assessment. This</p>	<p>BN Māori, BNurs, BNurs Pacific: Please clarify how an evidence-based portfolio might be utilised for achievement-based assessment, and how it can be assured, on the basis of a 50% pass, that all component LOs will be met.</p> <p>Please explain how regional variations and needs might influence the choice of assessment methods used within the portfolio system.</p>

		<p>includes demonstrating how it will be ensured that all LOs will be met within the application of the portfolio method if a minimum overall mark of 50% is stipulated.</p> <p>It is stated that assessment methods (within the portfolio system) will vary according to regional needs. It is unclear, however, how a regional need, rather than the body of knowledge delivered would impact assessment methods applied. This needs to be explained further – ie. when it comes to Nursing, how does a regional need impact types of assessment used – surely a Nurse needs to demonstrate the same competencies in assessed material across Aotearoa.</p>	
<p>6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.</p>		<p>The academic integrity statement is highly generalised, even when referencing Te Kawa Maiororo which states 'breaches of academic integrity follow the process set out in the business division's academic integrity procedures.' As these are unknown, it is unclear how academic dishonesty will be addressed.</p>	<p>BN Māori, BNurs, BNurs Pacific: Please clarify how consistency of academic integrity approaches and interventions will be maintained across the network.</p>
<p>6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.</p>		<p>The statement around feedback 'in a timely fashion' is imprecise and could be subject to a range of subjective interpretations.</p>	<p>BN Māori, BNurs, BNurs Pacific: Please clarify, specific to this programme, how feedback on student progress will be managed, and expectations in terms of time frames in which this will occur.</p>
<p>6.4 Where appropriate, assessment policies and</p>		<p>Met</p>	<p>--</p>

practices allow students to request assessment in te reo Māori.			
6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.		Moderation is stated as 'local' and 'external', and both explained. External involves 'National Moderation Panels consisting of moderation experts from another programme or discipline and with an industry partner to provide an external expert view of the content and to represent the view of ākonga'. It is unclear how this will provide a sufficiently external subject-expert lens on the assessment of components of the programme, where there appears to be no academic subject expert from outside of the network.	BN Māori, BNurs, BNurs Pacific: Please clarify the processes that will be in place to conduct independent, robust, and academically driven external moderation of the programmes by subject-experts in the areas being moderated.,
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.		A local and external post-assessment moderation schedule has been submitted, which shows all Level 5 components moderated in 2023. As time frames for this application process will not allow the programmes to be offered before mid-2023, it is unlikely that all the Level 5 components scheduled for a 2023 moderation will be moderated. Therefore, a revised schedule will be needed.	BN Māori, BNurs, BNurs Pacific: Please update the moderation schedule to take account of a mid-2023 delivery commencement date.

Criterion 7 Programme review

The institution:

- *assesses the currency and content of the programme*

- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*
- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly*

NZQA Criteria	Reference	Evaluator feedback	Required
7.1 The institution:			
<p>7.1a</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme 	Doc 1, pp60-63	<p>BN Māori: Mechanisms for undertaking programme review are included within the application. Regional and national stakeholder forums have been identified. The member of these groups has not been included. Please provide Terms of references for these forums.</p> <p>Please confirm how iwi/hapū/hapori Māori will be engaged and consulted as part of the programme review, evaluation and improvement system.</p> <p>BNurs</p> <p>This programme will be delivered across Te Pūkenga network at different sites, factoring in differing regional needs. It is unclear, however, it is not clear how programme reviews/changes will meet the need for regional variation, or how it will Te Pūkenga will be in a position to ensure that the differing needs and interests of mana</p>	<p>BN Māori</p> <p>The members of the stakeholder groups have not been included. Please provide Terms of references for these forums.</p> <p>Please confirm how iwi/hapū/hapori Māori will be engaged and consulted as part of the programme review, evaluation and improvement system. These points should also be clarified for the BNurs and BNurs Pacific.</p> <p>BNurs: Please respond to the feedback provided.</p> <p>BNurs Pacific</p> <p>Please clarify how the diverse voices of Pasifika cultures will be heard and reflected in the on-going delivery, evaluation, and review of the programme.</p>

		<p>whenua in the rohe of delivery will be met by the programmes.</p> <p>BNurs Pacific</p> <p>With the diversity of cultures under the Pasifika/Pacific umbrella, it will be critical to ensure their voices are heard in the on-going evaluation and review of the programme. It is not clear whether how this will be addressed.</p>	
<p>7.1b</p> <ul style="list-style-type: none"> has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 		As above	As above
<p>7.1c</p> <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 		As above	As above
<p>7.1d</p> <ul style="list-style-type: none"> updates the programme accordingly 		As above	As above

ACCREDITATION CRITERIA

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Evaluator feedback	Required
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) c) have experience and expertise in teaching, 	<p>Doc 1, pp65-69; Doc 2, Appendix 11</p>	<p>BN Māori (Kaitiakitanga)</p> <p>The list of lecturers/kaiako provided appears sufficient for both delivery sites and in accordance with the degree content. All appear engaged in rangahau.</p> <p>However, it would be helpful to have resumes/CV's for teaching staff along with professional development plan and rangahau plan contextual to this degree.</p> <p>BNurs, BNurs Pacific</p> <p>Staffing information does not provide a comprehensive picture of capability across all the rohe of delivery. While Appendix 11 in Doc 2 (both qualifications) list delivery staff and provides their qualifications and indicative research interests, this appears to be for all three programmes. While acknowledging that there may be some staff teaching in more than one programme, it is unclear which BNurs or BNurs Pacific component subject areas they have been and will be teaching. Likewise, listing research interests gives no indication of their research status.</p> <p>While Doc 1 asserts that Te Pūkenga will 'utilise teaching staff skills across regional and</p>	<p>BN Māori, BNurs, BNurs Pacific</p> <p>Please address the areas discussed in the stated feedback. This should include separate lists of staff for each degree and the outstanding information supplied in the three lists.</p>

<p>with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>		<p>national structures which are not bound by current concepts of ‘delivery sites”, each site will deliver the BNurs in its entirety. Consequently, information is needed as evidence that all sites have sufficient teaching staff qualified to teach the components and research active in those subject areas. Te Pūkenga needs to expand the list of staff to specify the components they will teach, and at which site, and their research outputs related to the components they will deliver. If additional academic staff are needed, those staffing gaps in relation to the components should be identified, together with a recruitment timeline. If staff are to move between delivery sites, this also needs to be explained and reflected in staff planning.</p> <p>Sub-degree applications indicate programme leadership will be in place at the various sites. The situation with the BNurs and BNurs Pacific is less clear in terms of what programme leadership and accountability there is within regional structures which may comprise more than one site, or whether programme leadership will be site specific.</p> <p>It is also unclear what structures are in place to coordinate consistency in terms of delivery and assessment.</p>	
<p>In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.</p>		<p>Please refer to Approval Criterion 3.</p>	<p>--</p>

<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>		<p>No concerns around capability in this respect.</p>	<p>As above</p>
<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>		<p>Programmes will be delivered by staff from former ITPs with approval and accreditation (or accreditation only) to deliver, and therefore capability appears to be in place.</p>	<p>--</p>
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or 		<p>Former ITPs named to deliver the programmes have a history of delivery at their respective sites which have been deemed appropriate via panel processes, Nursing Council audits, and monitoring.</p>	<p>--</p>

<ul style="list-style-type: none"> established detailed development and acquisition schedules appropriate to the programme implementation timetable. 			
<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or experienced support staff for the outcomes of the programme to be met</p>		<p>Range of student guidance, support systems and facilities offered across the network based on existing services across the network. Each delivery site will collaborate to ensure that resources and services are available for all. These include ākonga support services; Māori, Pasifika, disabilities, and international support. However, it is not clear how this looks on a site-by-site basis.</p>	<p>BNurs Māori: BNurs, BNurs Pacific: Please clarify the minimum support structure that will be in place at each site delivering the programme(s) specific to the context of each degree.</p>
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>		<p>As above</p>	<p>--</p>
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative</p>		<p>Formative stages</p>	<p>--</p>

systems and resource management practices are adequate to support implementation and sustained delivery of the course.			
2.6 Quality management system The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).		Formative stages	

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Evaluator feedback	Required
4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and accreditation criteria and requirements continue to be met. The system includes structured		All 3 degrees Please refer to Approval Criterion 7. However, it is noted here that any mechanisms to ensure that the interests of mana whenua and diverse Pasifika cultures are met in ongoing programme evaluation and review will need to be apparent, should a panel be convened.	While not required within this RFI, this question is likely to be discussed with Te Pūkenga at panel.

processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.			
4.2 There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews		As above	As above
4.3 Changes to approved courses are managed consistently with any external requirements.		As above	As above
4.4 There is a process for determining whether the programme should continue to be delivered.		As above	As above

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Evaluator feedback	Required
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<p>5.1 Staff conduct research to an appropriate level within their area of experience which advances knowledge and understanding and supports their function as teachers.</p>		<p>It is understood that staff listed in Doc 2, Appendix 11 of each application currently deliver the BNurs Māori, BNurs and BNurs Pacific respectively, and are likely to be research-active. However, as per Accreditation 2.1 above, this is not made explicit; nor is it clear how any research they do undertake is aligned with the BNurs Māori, BNurs, or BNurs Pacific components they will deliver. This lack of clarity should be addressed via an expanded list for each degree to specify the components they will teach, and at which site, and their research outputs related to the components they will deliver.</p> <p>As research in the caring professions invariably has a human focus and may focus on vulnerable populations, ethics approval mechanisms will be paramount. The applications state <i>'Te Pūkenga Research Ethics committee structure will be established to review all kaimahi and ākonga research applications that involve human participants'</i>. However, the statement does not provide information regarding the mechanisms to be put into place for ethics approval.</p> <p>BNurs Pacific</p> <p>It is encouraging to see research in pre-stroke knowledge among Samoans and Tongans, and Pasifika healthcare leadership; Pasifika student Nursing leadership/mentorship (what is nursing leadership from a Cook Islands lens?). It would be useful to know more about the way that Pasifika perspectives will inform the</p>	<p>BNurs Māori, BNurs Pacific: In tandem with 2,1 above, please provide for the BNurs and the BNurs Pacific separate expanded lists of identified delivery staff specifying the components they will deliver, the site at which this will occur, research outputs/current research projects related to the components they will deliver.</p> <p>Please clarify ethics approval processes in relation to the two degrees. With regard to BNurs Pacific, this should be specific as to how Te Pūkenga will ensure that there is Pasifika representation in ethics approval processes.</p>
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		research culture for this degree (to be discussed at panel).	
5.2 The quantity and quality of staff research outputs are monitored and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.		As above	--
5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.		As above	--
5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including: <ul style="list-style-type: none"> • Guidance on the development and approval of research projects; • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; 		BNurs Māori Te Kawa Maiorooro is referenced (ākonga based rangahau) and Te Pūkenga QMS is noted however, the application of these regulations/functions is unclear. It would be good to site the processes and procedures and the clarity also included within ākonga and teaching resources.	--

<ul style="list-style-type: none"> • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 			
<p>5.5 The ways in which research-teaching links are made in the curriculum are adequate and appropriate.</p>		As above	--

Overarching issue	Reference	Evaluator feedback
Need for, and identity of BNurs Pacific		The evaluator unreservedly acknowledges the need for the programme as a way to respond to the health and well-being needs of Pasifika. However, the BNurs Pacific application does not create a strong case for this in terms of the narrow scope of consultation undertaken. Thus, it is unclear in the documentation how the unified, country wide BNurs Pacific degree is needed as a standalone qualification on the framework or how it differentiates in scope.
Differentiating the three Nursing degrees		While it is acceptable that the BNursPacific follows the structure of the BNurs, but with a Pasifika perspective, often the Pasifika perspective is siloed into the one component outcome, rather than being integrated across content and outcomes. As such, it is difficult to view the BNurs Pacific as anything more than an inconsistently applied context. In this respect, a clarification document should be provided to illustrate the differences between the three programmes and how these distinct flavours are embodied and reflected through each programme. It is noted that the GPOs are virtually identical for the three nursing programmes, which also needs to be addressed in the clarification document.
Assessments and resources		<p>Thank you for providing the types of assessments to be adopted across the degree.</p> <p>Please provide the following:</p> <p>Confirmation of physical resources (per site) given the acknowledgement of historical delivery at these two sites.</p> <p>A list of readings, course outlines and associated learning and teaching resources</p> <p>Assessment tasks and sample materials across three years</p> <p>Tripartite agreement template for clinical learning/practicums is required.</p>

Te Poari Ākonga approval

Te Poari Ākonga minute approving the Bachelor of Nursing Māori is required.

2 June 2023

MoE no: 6683

██████████
Kaihautu, Quality Assurance & Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
PO Box 19400 Hamilton 3244
Hamilton/Waikato

Tēnā koe ██████████

NZQA reference: C53077, C53078, C53079

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN)(Level 7)– request for information No. 2 (RFI2)

We have completed our evaluation of the RFI response by Te Pūkenga - New Zealand Institute of Skills and Technology. To progress your application, we need further information as set out in the attached report.

How to send the information

Please email the requested information to me by **20 April 2022**. If you need more time, or have questions about the required information, please contact me directly by phone ██████████ or email Sarah.Cozens@nzqa.govt.nz

Timeframe for analysing the application

Please note that the time that we await your response to this RFI does not count against the 130 Days timeframe for processing the application.

Guidance

Please refer to the relevant rules and guidelines to assist you prepare your response to this RFI. In addition NZQA provides specific guidance for Degree Approval and Accreditation on the NZQA website.

Nāku noa, nā

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

Request for information No. 2

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN) (Level 7)

NZQA reference: **C53077; C53078; C53079**

Overarching Comment

It is acknowledged that the writers of the programmes are clearly experienced and knowledgeable in the writing of this degree suite.

NZQA is not challenging the credentials of the writers.

An evaluation of a degree programme such as the BN Māori, BN Pacific, and BN requires evidence of broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders that have contributed and supported the GPO's, content, delivery, assessment, conceptual framework to inform the body of the degree. This detail is missing and is a critical component of this and related criteria.

It would be helpful to see how this process was carried out and mapping to show who and how information was included or not in the final document.

The most critical issue is how the conceptual framework along with the mātaōpono have framed the content, delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation

Because of tight time frames, korero around consultation and engagement is considered too substantial for an RFI. However, the above concerns will be tabled for discussion at panel.

Programme Approval Criteria

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Evaluator feedback	Required	Response
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>	<p>NZQA acknowledges the further work done on the programme aim statements. While the contexts of each degree are more distinct, there remains significant crossover. It is understood that all three degrees must align with Nursing Council standards, and therefore there will be underpinning similarities. However, some outstanding points to consider:</p> <ul style="list-style-type: none"> • Although desirable that nurses be compassionate, it is questioned how compassion will be taught and assessed objectively, and therefore its appropriateness in an aim statement. • The targeted communities for each of the degree appear somewhat siloed, and it is unclear whether 	<p>Please address the points specified in the aim statements of the three degrees.</p>	

	<p>graduates will be able to operate beyond their specified communities. This seemingly contradicts the final sentences of paras 2 and 3 of each aim statement.</p> <ul style="list-style-type: none"> • BN Māori – the aims do limit graduates’ skills to just serving iwi, hapū, hāpori and whānau Māori. Would strongly advise wordsmithing to clarify that graduates will specialise in caring for iwi, hapū, hāpori and whānau Māori that these specialised skills enhance nursing practice for all tūroro. • Use of <i>ākonga</i> for BN and BN Māori, yet <i>learners</i> for BN Pacific. • BN Pacific – question the wording: <i>will be confident within their Pacific Heritage</i>. What is intended by this, and how will it be captured? • BN Pacific –<i>identify with a Pacific Heritage</i>. Does this phrase make it sufficiently clear that ākonga will be of Pasifika heritage? • BN graduates will be capable of authentic 		
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	<p>engagement and critical reflection, yet these or like capabilities are not reflected in the BN Māori or BN Pacific. As these are fairly high-level qualities, their absence from the other degrees is questioned.</p>		
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>	<p>The amendments made to GPOs to create distinctions in each degree are noted, and this will be further discussed at panel.</p> <p>Whilst the uara Māori are supported conceptually, the GPOs require better wording to align with the intent of each uara. Some statements appear mis-aligned e.g., Pūkengatanga is present across all GPO statements provided therefore should be written accordingly. Appears that the uara have been placed after the fact, rather than the frame for GPO's – caution. GPO's are written as tasks and need to be rewritten.</p> <p>Several GPOs continue to be task- or function-based, and the idea of the Level 7 graduate as a reflective practitioner is not always evident. As an example, GPOs 2 and 3: <i>Practise as a safe and competent beginning Registered Nurse.</i> and <i>Meet the Nursing Council of New Zealand's theoretical and clinical experience requirements in the Registered Nurse</i></p>		

	<p><i>scope of practice</i>: While it is comprehended that practice and the ability to meet registration requirements are an encapsulation of knowledge and skills acquired across the degrees, these GPOs would be enhanced if the attendant knowledge and skills were made more explicit.</p> <p>There continues to be a significant focus on practice or provision of nursing in the revised GPOs (2, 5, 8, 9, 11). These continue to have a task focus. The extent to which they are measurable is likewise unclear.</p> <p>GPO8; <i>recognising the impact</i> is questioned in this statement. Is it sufficient to recognise it when practising, or should it be more focussed on using the knowledge of impacts and determinants of health and wellbeing to mitigate their effects or otherwise inform safe practice?</p> <p>GPO 10 would be better re-ordered with the utilisation or application of science, critical thinking, etc, as the starting point.</p> <p>BN GPOs 6 and 7 are more limited in scope than their BN Pacific counterparts in terms of the contexts in which graduates will be able to apply their collaborative skills (GPO6) or the desired result of their provision of Te Tiriti o Waitangi informed Nursing care (GPO7). Should this be the case?</p>		
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	<p>BN aim statement specifies a commitment to diversity and inclusiveness to achieve equitable health outcomes for Māori and all other healthcare recipients, but this does not come through strongly in the GPOs.</p> <p>BN Pacific GPO10 <i>research and Pacific research</i> could benefit from re-wording. Is there a commonly understood Pasifika term rather than <i>Pacific research</i>?</p>		
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>	<p>The work undertaken by Te Pūkenga to update component LOs is acknowledged. The following points remain to be addressed:</p> <p>Level 5</p> <p>Several component LOs continue to be reflective of assessment tasks rather than the knowledge, skills, and attributes that graduates of a given component will acquire. This is particularly evident in components 5101-5108, 5201-5208 and 5301-5308.</p> <p>LOs lack an end purpose, so that there is no clear indication of the relevance or applicability of the knowledge or skill(s) referenced. This issue most frequently arises from the task-based nature of many LOs. Indicative examples include:</p>	<p>Please attend to the points raised around LOs in the commentary.</p>	

	<ul style="list-style-type: none"> • 5101/5201/5301 LO3: Explain whakawhiti kōrero, whakarongo and other principles of communication for Nursing practice in Aotearoa New Zealand/ Explain the principles of communication for Nursing practice in Aotearoa New Zealand – what purpose does such an explanation serve? • 5103/5203/5303/ LO2 Describe ethical and legal responsibilities in Nursing practice – what beyond description of the responsibilities will the component graduate be capable of, how will it serve the discipline and/or the profession? • 5207/5307 LO1 Discuss a Te Ao Māori worldview of human anatomy and physiology does the resultant knowledge merit only discussion; what is its purpose in relation to practice? • There remains in some Level 5 components a predominance of describe and discuss (e.g., 5103, 		
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	<p>5203, 5303, 5106, 5206, 5306). This over-use is limiting in terms of the spectrum of skills the learner will have attained on completion of study.</p> <p>Level 6</p> <p>Changes made to Level 6 LOs – several have addressed the feedback provided; however, please see the following.</p> <p>NURS6102/6202/6302 LO1 - the rationale for the format of this LO is comprehended; however, it is noted that commentary regarding the frequent use of ‘apply’ and to a lesser extent ‘demonstrate’ in 6101/6201/6301, 6102/6202/6302, and 6106) has resulted in increased use of ‘apply’. While it is understood that 6102/6202/6302 and 6106/6206/6306 are clinical components, these outcomes do not provide insight into the depth of learning and practical and theoretical knowledge leading to application, analysis and generation of solutions, and the ability to select and apply standard and non-standard processes.</p> <p>NURS6103/6203/6303 LO1</p> <p>While the rationale is in terms of the newness of linking of worldviews and stories to pathophysiology is acknowledged, ‘discuss’ infers a lower level of learning which</p>		
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	<p>understates the importance of the content and the links being made. It is suggested that 'Integrate' or similar be considered, as this allows Te Ao Māori and Pasifika worldviews to inform the learning of the entire component.</p> <p>NURS7102/7202/7302 LO2</p> <p>No change was made to LO2.</p> <p>This LO continues to be expressed as a task with a focus on critical analysis, whereas it is suggested that it is more about how critical thinking is used in nursing care. It is also noted that the current wording suggests that critical analysis is undertaken with consumers and their whānau – a suggestion is in the Nursing care with of health consumers and their whanau.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>	<p>Owing to the changes made to aims, GPOs, and LOs, and subsequent changes to be made, Te Pūkenga is asked to re-map the component LOs against the GPOs to ensure all Ākonga will meet the GPOs of their respective qualifications.</p>	<p>Please provide a re-mapping of the component LOs against the GPOs for all three qualifications. This should also be included in materials sent to the panel.</p>	
<p>2.4c The structure of the component parts (courses) provides a coherent programme of study.</p>	<p>Because many of the LOs at present are very task based with a strong focus on practice, it is difficult to gain a comprehensive picture of the knowledge and skills driving practice. This also means that there is not a</p>	<p>Please refer to 2.3b above.</p>	

	clear picture of the way knowledge and skills scaffold throughout the programmes. Te Pūkenga is asked to consider this when addressing the LOs under 2.3b above.		
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Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Evaluator feedback	Required	Response
3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.	Tables 1.7.1.4 and 1.8.1 were considered at the time of the initial evaluation. However, it would be useful if Te Pūkenga could include in the application material sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	Please include in documentation sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	

<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>	<p>(Year 1 learning experience hours): Ākonga will be encouraged to develop partnerships within their local community and an agreement will be made with each partner clarifying the roles and responsibilities for Te Pūkenga, ākonga and learning experience provider. Te Pukenga is asked to provide this sample in the materials sent to the panel.</p> <p>Placement agreements: While former ITPs have significant experience in running clinical working experiences, and will utilise their current policies and procedures, offering unified programmes means having a unified approach to how the clinicals are run and supported. This will need to be in place before programme commencement, based on a commonality of purpose and understanding. To this end, a sample draft MoU outlining the roles and responsibilities of all parties involved in the placement is needed.</p>	<p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement covering off the roles and responsibilities of all parties in Year 1 learning experience in community organisations.</p> <p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement for clinical placements.</p>	
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Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Evaluator feedback	Required	Response
6.1 Assessment methodology and planning is appropriate.	We acknowledge that Te Pūkenga is in the process of collaboratively developing programme assessments and has offered to make them available at panel. With respect, the panel process is tightly scheduled and therefore panellists may not be positioned to read these documents. Instead, it would be useful for the panel to receive with the panel documentation some sample assessments that have already been developed for the programmes.	Please supply in the panel documentation sample assessments,	
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.	An updated internal and external moderation schedule is requested as part of this RFI and should also be sent with the application materials sent to the panel.	Please supply as part of this RFI an updated internal and external moderation schedule. This should also be included in the application documentation sent to the panel.	

ACCREDITATION CRITERIA

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Evaluator feedback	Required	Response
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) 	<p>The question of the logistics of staffing will be discussed at panel. Te Pūkenga has offered to supply updated staff lists at panel. However, the panel schedule may not allow panellists the time to examine these lists to form a stance on staffing. In the interim, Te Pūkenga is asked to supply as part of this RFI updated lists of teaching staff which specify their location; qualifications; registration status; teaching qualifications; programme and components they will teach; and research in relation to the components they will teach.</p>	<p>Please supply an update list of teaching staff for the programmes that includes the following: location; qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p>	

<p>c) have experience and expertise in teaching, with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>			
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Application Criteria	Required Information	Provider response

PROGRAMME APPROVAL CRITERIA

Unmet criteria

Issues

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

- 1. Programmes' aims and GPOs have no significant individuation and require redevelopment and further consultation as a result of the redevelopment.
- 2. Course LOs require extensive revision not only to read as LOs, but to reflect the community/communities of focus, and in some cases to reflect actual scaffolding within each degree.
- 3. Content and LO-wise, there was little evidence of the science needed to inform evidential practice.

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

- 4. While understanding that content development is ongoing, accounts of what concretely would be in each degree varied to the extent that it appeared to the panel it was at a very early stage of development and decision making and too fluid to provide confidence that LOs and GPOs could necessarily be met.
- 5. No indicative resources/readings identified to support course content or to indicate how individual courses would be taught.

Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

- 6. There was little in the BN Pacific that would allow students to identify themselves within the degree. Similarly, Pasifika were all but invisible in the BN.
- 7. Consultation as documented was uneven across the degrees, and consultation with some key stakeholders and healthcare providers was not evident. The BN Pacific gave little indication, for example, that consultation with the diversity of peoples who are Pasifika, was carried out.
- 8. Engagement with Māori (Iwi and mana whenua) across rohe in which programmes will be delivered has lacked detail and has been uneven. It has not been evident who was mandated to speak for Iwi among

	<p>those mentioned in consultation, or the extent to which feedback has informed the programmes.</p> <p>9. If kaupapa Māori frameworks, whakatauākī/whakataukī, Māori epistemology, mātauranga Māori are stated within the documentation, these need to be woven through the curriculum, resourcing, PD training, language, teaching and learning, assessments, and should frame the subject matter/degree context. This should be done in a deliberate and meaningful way. The reader should be able to visibly see and feel co-design across all degrees given Te Pūkenga commitment under <i>Priority 1 - A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all that we do...</i></p>
<p>Criterion 5 Regulations</p> <p><i>There are clear, relevant, and appropriate regulations that specify requirements for:</i></p> <ul style="list-style-type: none"> • <i>admission</i> • <i>credit recognition and transfer</i> • <i>recognition of prior learning</i> • <i>programme length and structure</i> • <i>integration of practical and work-based components</i> • <i>assessment procedures, including authenticity of student work</i> • <i>normal progression within the programme</i> 	<p>10. Lack of detail around practicums and clinical arrangements.</p>
<p>Criterion 6 Assessment and moderation</p>	<p>11. A lack of detail around assessment to demonstrate the nature of portfolios for each course, and therefore how assessment would allow</p>

<p><i>Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.</i></p> <p><i>There is an effective system for moderation of assessment materials and decisions.</i></p>	<p>course LOs to be met. The panel was given a draft statement , but then told that it had changed being written.</p>
<p><u>ACCREDITATION CRITERIA</u></p>	
<p>Criterion 2 Resources</p> <p><i>The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.</i></p>	<p>12. Lack of current information regarding staffing, and numbers of staff at PG level of qualification. Unclear exactly who would be there to deliver the degrees.</p> <p>13. Concern re capability of staff to deliver Mātauranga Māori content, given the major shift in NCNZ standards, and no clear picture of capability development to place staff in a safe space to deliver cultural content.</p> <p>14. Whilst the panel heard from the executive that recruitment would occur despite the recruitment freeze, there was insufficient detail regarding staffing and leadership of the programmes. For example, while Pacific leadership for the BN Pacific was proposed, nobody could confirm this, or provide detail as to how it would look. How Māori leadership would look was likewise unclear.</p>
<p>Criterion 1 Assessment and moderation</p> <p><i>The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.</i></p> <p>Criterion 4 Programme review</p> <p><i>There must be adequate and effective review of programme performance and the institution's capability to support the programme.</i></p>	<p>15. Gaps in planning beyond governance: research strategy and expectations, resourcing planning, moderation (particularly external), advisories, consistency, transition arrangements, regional variation.</p>

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

Payment to	[REDACTED]		
Contract Reference	[REDACTED]		
Address	[REDACTED]		
Have you previously been paid by NZQA as a panel member/panel chair/monitor? (please circle)	Yes	Telephone:	[REDACTED]
		Email:	[REDACTED]
IRD No: (Must appear on all claims)	[REDACTED]	IR330 Declaration attached? (tick box if yes)	<input type="checkbox"/>
Name of the Provider:	Te Pūkenga – NZ Institute of Skills and Technology	Case Ref:	C53077 C53078 C53079
Name of the Programme:	Bachelor of Nursing Māori, Bachelor of Nursing Pacific, Bachelor of Nursing		
NZQA Contact	Jon Smith Manager – Approvals and Accreditation Quality Assurance Division		<input type="checkbox"/>
If you wish payment direct to your account please provide a pre-printed bank deposit slip			

CLAIMS FOR TRAVEL AND ACCOMMODATION

Date	Claim Details (e.g. Airfare, Taxi, Parking, Meals) <i>Receipts required</i>	Amount
	Total	

CLAIMS FOR SERVICES

Date	Claim Details	Hours	Rate	Amount
	Preliminary evaluation of applications	20	\$80	\$1600
	Panel meetings attendance 15 May	9.5	\$80	\$760
	Travel hours if travelling from outside Auckland			
	Total	29.5		\$2360

Attach all supporting documentation, e.g. receipts and invoices.

I verify that this claim is correct and within the terms of my contract with NZQA.

Contractor's Signature

[REDACTED SIGNATURE]

Payment to	[REDACTED]		
Contract Reference	Te Pūkenga Bachelor of Nursing suite		
Address	[REDACTED]		
Have you previously been paid by NZQA as a panel member/panel chair/monitor? (please circle)	No	Telephone:	[REDACTED]
		Email:	[REDACTED]
IRD No: (Must appear on all claims)	[REDACTED]	IR330 Declaration attached? (tick box if yes)	<input type="checkbox"/>
Name of the Provider:	Te Pūkenga – NZ Institute of Skills and Technology	Case Ref:	C53077 C53078 C53079
Name of the Programme:	Bachelor of Nursing Māori, Bachelor of Nursing Pacific, Bachelor of Nursing		
NZQA Contact	Jon Smith Manager – Approvals and Accreditation Quality Assurance Division		<input type="checkbox"/>
If you wish payment direct to your account please provide a pre-printed bank deposit slip	[REDACTED]		

CLAIMS FOR TRAVEL AND ACCOMMODATION

Date	Claim Details (e.g. Airfare, Taxi, Parking, Meals) <i>Receipts required</i>	Amount
	Total	

CLAIMS FOR SERVICES

Date	Claim Details	Hours	Rate	Amount
	Preliminary evaluation of applications	20	\$80	\$1600
	Panel meetings attendance 15 May	9.5	\$80	\$760
	Travel hours if travelling from outside Auckland	0	\$40	\$0
	Total	29.5	\$80	[REDACTED]

[REDACTED]	[REDACTED] and within the terms of my contract with NZQA. Contractor's Signature [REDACTED]
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From: [Miriata Tauroa](#)
To: [Sarah Cozens](#)
Subject: RE: The nursing council
Date: Friday, 17 February 2023 1:38:16 PM
Attachments: [image001.png](#)
[image002.png](#)
[Bachelor of Nursing and Bachelor of Nursing Pacific joint RFI.docx](#)

Kia ora anō Sarah,

Many thanks for your patience. I hope this is okay! Please amend where you think I may have coloured outside of the lines per se lol. Have made minor amendments to the letter as well.

Ngā mihi,
Miriata

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, 17 February 2023 12:52 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: The nursing council

Sorry, Miriata, following on from the last email, worst case scenario, Nuzhat can do any compiling if I cannot work on it till later, as it must be out by 5pm, and the Nursing Council informed.

Sarah

From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Sent: Friday, 17 February 2023 12:25 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: RE: The nursing council

Omg, I'm so sorry, I've had work phone calls the last 45mins. Can I recommit to 1pm – would that be okay?

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, 17 February 2023 11:21 AM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: The nursing council

Oh, that would be awesome, Miriata. Really appreciate it, especially as life is so incredibly fraught atm. Are all your whanau safe and accounted for?
S

From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Sent: Friday, 17 February 2023 11:19 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Cc: Jon Smith <jon.smith@nzqa.govt.nz>

Subject: RE: The nursing council

Ngā mihi Sarah. Before 12noon okay?

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Sent: Friday, 17 February 2023 9:45 AM

To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Cc: Jon Smith <jon.smith@nzqa.govt.nz>

Subject: RE: The nursing council

Kia ora Miriata

Please feel free to send this through as soon as you can, and certainly I will send the completed RFI to Te Pūkenga. Would you be able to give me a rough time frame, so I can juggle my day accordingly?

Thanks so much.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>

Sent: Friday, 17 February 2023 9:08 AM

To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Cc: Jon Smith <jon.smith@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Subject: RE: The nursing council

Mōrena Nuzhat,

Thank goodness, great mahi team! I knew they would see sense eventually

Just an FYI, it has taken me longer than I anticipated to populate Sarah's template (kinda like translating backwards in parts) but I'm nearly there. Good experience for me, not so good for timeframes! Will send directly to you Sarah for a quick read through? Can I leave it with you Sarah to send on to Te Pūkenga.

Ngā mihi,
Miriata

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Friday, 17 February 2023 8:59 AM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Cc: Jon Smith <jon.smith@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: The nursing council

Mōrena Miriata

The Nursing Council has agreed to do a joint panel – hurray!

After the RFI is sent today, they will contact Te Pūkenga to state that there will be inconsistent documents once the RFI is answered; therefore, it is best to do a panel later.

I will wait for our RFI to go out and then inform the Nursing Council accordingly.

Ngā mihi

Nuzhat Sohail (she/her)

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



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

██████████
Quality Assurance and Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
Level 2, Wintec House
Cnr Anglesea and Nisbet Streets
Hamilton 3204

Tēnā koe ██████████

Ngā mihi ki a koe i ngā tini āhuetanga o te wā.

NZQA Reference: C53077, C53079, C53078
Application for Degree Approval and Accreditation – Bachelor of Nursing, Bachelor of Nursing Pacific and Bachelor of Nursing Māori

The New Zealand Qualifications Authority has completed the initial analysis of your above Degree Approval and Accreditation applications.

More information is required for further process, see attached. Please email the required information to Sarah.cozens@nzqa.govt.nz within 20 working days from the date of this letter.

The processing time frame does not include any time that the application is with the applicant for new information or further development.

If NZQA does not receive a response before **10 February 2023**, your application may be closed.

If you have any questions, please contact me by phone ██████████, or email Sarah.Cozens@nzqa.govt.nz.

Nāku noa, nā

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

PRELIMINARY EVALUATION

Applicant:	Te Pūkenga-New Zealand Institute of Skills and Technology
Title of Programme:	Bachelor of Nursing Bachelor of Nursing Pacific Bachelor of Nursing Māori
Reference:	C53077 C53079 C53078

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is based on the [NZQF Programme Approval and Accreditation Rules 2021](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

Te Pūkenga is asked to respond also to commentary around the over-arching issues discussed in the section following Accreditation Criterion 5.

PROGRAMME APPROVAL CRITERIA

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Evaluator feedback	Required	Required (Under Te Hono o Te Kahurangi)
2.1a The title of the programme(s) provides an accurate indication of its general subject area.	Doc 1, pp 1-3; Doc 2, App2-7	BNurs Title acceptable BNurs Pacific While the title provides an accurate indication of subject area and aligns with nomenclature requirements, it is unclear why the qualifier 'Pacific' rather than 'Pasifika' is used. Use of the latter would be a more respectful as an acknowledgement of the peoples, cultures, and languages of those who will study or be beneficiaries of this degree.	BNurs: Please justify the use of 'Pacific' rather than 'Pasifika' in the title and throughout the document.	BNM: Pūkengatanga Title acceptable. Note: Given the context of the degree, it would have been good to include a Māori programme title.
2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of		As above		As above

<p>the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications Framework (NZQF).</p>				
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>		<p>Page 1 of Document 1 states that ‘Many of the aspects of the programme reflect a Māori worldview and therefore accommodates mātauranga Māori. This is delivered alongside subjects and themes related to Nursing and are necessary for registration as a Registered Nurse.’ In this respect, it is unclear how this programme is distinct from the Bachelor of Nursing (Māori), and it is suggested that the partnership intent of this degree in relation to a Māori worldview needs to be made more explicit.</p> <p>The aim statement is very generalised and requires revision and expansion. In its present form, it does not identify the target students body and their aspirations. Beyond graduates attaining the knowledge, skills and attributes to meet NCNZ requirements for registration in the Registered Nursing scope of practice and creating improved health outcomes for the people of Aotearoa New Zealand it is unclear what the programme sets out to achieve. The programme aim statement should describe what the programme aims to achieve in terms of its specific</p>	<p>BNurs, BNurs Pacific: Please revise the aim statements of both degrees to specify their target student bodies and provide a clearer picture of the knowledge, skills, and attributes that will be developed in each set of graduates. The aim statements should be sufficiently individuated so as to reflect the unique nature of each degree and its aspirations and to clearly state the specific New Zealand communities /groups that each degree is intending its graduates to seek employment in – for example the existing BNursMāori was designed for the purpose of creating nurses that could best serve the poorer Maori communities of New Zealand so is very tailored to producing a Nurse with specific cultural knowledge and attributes. How does this apply to the BNursPacific, for example?</p>	<p>BNM: Pūkengatanga</p> <p>Page 8. The Programme aim requires revision. Currently reads as a rationale for the degree. Suggest writing a clear set of aims or statement. The target student body is identified; however, the programme aim statement should describe what the programme aims to achieve in terms of its specific knowledge, skills and attributes through the student group it targets.</p>

		<p>knowledge, skills and attributes and specify the student group it targets.</p> <p>BNurs Pacific</p> <p>The aim of the BNurs Pacific is barely distinguishable from the BNurs with the exception of the addition of 'Pacific' in relation to the RN workforce. In connection with this, it does not specify the target student body and their aspirations. Beyond graduates attaining the knowledge, skills and attributes to meet NCNZ requirements for registration in the Registered Nursing scope of practice and creating improved health outcomes for the people of Aotearoa New Zealand it is unclear what the programme sets out to achieve. The beneficiary community ('people of Aotearoa New Zealand') is extremely broad, and there is no indication of how Pasifika communities may benefit – surely this is a main raison d'être for a separate degree. The programme aim statement should describe what the programme aims to achieve in terms of its specific knowledge, skills and attributes and specify the student group it targets, as well as its specific beneficiaries.</p>		
<p>2.2b The aim includes identification of any specifically-targeted student body and the relationship between the programme and</p>		<p>Please see above</p>	<p>--</p>	<p>Please see above</p>

any industrial, professional or community need.				
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>	<p>Doc, p3</p>	<p>GPO statements are primarily task based and provide little indication that this is a Level 7 programme, and that the graduate will be a critical, reflective practitioner in all aspects of nursing practice.</p> <p>GPOs 4, 6, and 8 in their respective references to Te Tiriti informed, culturally safe, and tikanga informed nursing care and practice are repetitive and would be better combined into the one statement.</p> <p>GPO5 in its present form is ambiguous as it is unclear whether it is the graduate of the consumer recognising the impact of the stated determinants of health and wellbeing.</p> <p>In GPO10, it is questioned whether the collaboration is so much with consumers as with the professional team to provide consumers with safe and holistic nursing practice.</p> <p>The evaluator also notes that there are few synergies between the aim and the outcome statement; with the former failing to take any account of the centrality of culturally safe practice.</p> <p>It is also suggested that “practice” has been used excessively within the GPOs, not only is it task based but it could also be immeasurable in certain GPOs.</p>	<p>BNurs: Please revise the GPOs to clearly describe the knowledge, skills, and attributes of a graduate from the Nursing suite that meet the industry needs, taking into account the NZQF L7 descriptors (please refer to the table on the first page, extracted from the NZQF Framework).</p> <p>BNurs Pacific</p> <p>Please address the above issues as they occur in the BNurs Pacific. Additionally, please revise BNurs Pacific GPOs to more clearly distinguish this degree from the BNurs.</p>	<p>BN Māori (Pūkengatanga) : Please revise the GPOs to clearly describe the knowledge, skills, and attributes of a graduate from the Nursing suite that meet the industry needs, taking into account the NZQF L7 descriptors (please refer to the table on the first page, extracted from the NZQF Framework). How is the BN Māori distinguishable/privileged from BNurs?</p>

		<p>BNurs Pacific</p> <p>In addition to the above, the lack of any real distinction between the BNurs and BNurs Pacific apart from the mention of 'Pacific and other health consumers' in GPO6 begs the question as to what actually distinguishes the graduates of the two different degrees. While acknowledging that mainstream and Pasifika nurses will have similar core skillsets, particularly in relation to the more technical/scientific aspects of the programme, the graduate profile does not convey the sense of there being a need for an entirely separate degree.</p>		
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>		<p>The common issues with the component learning outcomes are that, while possessing a nursing context, several lack alignment with the NZQF level descriptors.</p> <p>Level-wise work is required on several component outcomes. 'Describe' and/or discuss in the Level 5 components (NURS5301-NURS5307) are over-used and therefore in tandem with other LOs in Year 1 do not align with learning at this level.</p> <p>Across all levels of both degrees is the extreme overuse of the same verbs; a graduate should be able to demonstrate a varied array of skills and attributes, both practical and theoretical, and overuse of verbs limits the abilities a graduate is being</p>	<p>BNurs and BNurs Pacific: Please revise the component LOs based on the feedback provided.</p>	<p>BN Māori (Pūkengatanga): Please revise component LO's to align with the NZQF level descriptors e.g. LO 1 – NURS7101 & LO6 NURS7102 LO 1,2,3 – NURS7104</p>

		<p>assessed on and will consequently take into the sector. For example, following their first year of study a nursing student should be able to do a far more than “discuss, describe and examine”.</p> <p>In Level 6 components the recurrent use of ‘apply’ (NURS6301, NURS6302, and NURS6306) provides no indication that learning for application to take place hinges on any depth of practical or theoretical knowledge, analysis and generation of solutions, and the ability to select and apply standard and non-standard processes.</p> <p>At Level 7, ‘critically’ is used repeatedly. However, it is unclear what is intended by ‘critically apply’ and ‘critically integrate’ (NURS7302).</p> <p>The component LOs are clear about the nursing context, however, for the most part they are task based with many being more representative of assessment tasks. The end purpose of the knowledge and skills is not explicit. The examples that follow are indicative only and it should be noted that similarly worded LOs have task-based form without an end purpose:</p> <p>NURS5301 LO1 <i>Examine own cultural identity within the whānau/family and hapori/community.</i></p> <p>NURS5302 LO2 <i>Describe professional roles and responsibilities</i></p>		
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		<p><i>for Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5303 LO1 <i>Examine the evolution of Nursing practice in Aotearoa New Zealand.</i></p> <p>NURS5304 LO2. <i>Describe the anatomy and physiology of the integumentary, musculo-skeletal, cardiovascular, respiratory, nervous and endocrine body systems.</i></p> <p>NURS5305 LO 2 <i>Examine determinants of health in Aotearoa New Zealand.</i></p> <p>NURS5306 LO3 <i>Discuss critical theory and kaupapa Māori theory in relation to Nursing practice.</i></p> <p>NURS5307 LO3 <i>Explain immunology, microbiology and genetics as applied to Nursing practice.</i></p> <p>NURS6302 LO3 <i>Examine the principles of health assessment, health promotion and education; and health literacy in the delivery of Nursing care.</i></p> <p>NURS6303 LO1 <i>Discuss Te Ao Māori, Pacific and other worldviews and how they relate to pathophysiology.</i></p> <p>NURS6304 LO3 <i>Discuss complementary practices and wellness activities that support and enable hauora.</i></p>		
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	<p>NURS6305 LO3 <i>Analyse the application of culturally safe professional Nursing praxis.</i></p> <p>NURS7302 LO2 <i>Critically analyse health models and worldviews and their use in Nursing care with health consumers and their whanau.</i></p> <p>NURS7303 LO1 <i>Compare national and international frameworks relevant to Nursing and interprofessional practice.</i></p> <p>In addition to the above, <i>demonstrate understanding</i> (NURS6306 LO2) should be revised, as understanding is integral to the learning process rather than being an outcome.</p> <p>While cognisant of the applied nature of the degree, the use of <i>demonstrate</i> in several LOs is not always appropriate. While <i>demonstrate clinical competence</i> (NURS7304 LO3) may be workable, <i>Demonstrate Te Tiriti o Waitangi informed care</i> (NURS7302 LO6), <i>Demonstrate tikanga Māori</i> (NURS5308 LO1), or <i>Demonstrate effective interprofessional relationships</i> (NURS7301 LO1) are not. Some suggestions for replacements include: <i>apply, model, maintain.</i></p> <p>Although there is no stipulation as to the number of LOs per component, it is somewhat anomalous that a 45-credit component has just three LOs, whereas there are 15-credit components with four. It is suggested</p>		
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		<p>that NURS7304 be re-visited to ensure that the learning and assessment taking in this component is accurately captured in the LOs. agree</p> <p>BNurs Pacific</p> <p>The above issues around LOs are also encountered in the BNurs Pacific, where most components' LOs are identical, or largely similar to those for the BNurs. Te Pūkenga is therefore asked to address the above BNurs issues where they occur in the BNurs Pacific equivalent components.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>		<p>In NURS5303, it is unclear how closely LOs 3 and 4 (research and technology) align with the component aim (specifying regulations and legislation), or whether the component's aim statement is unnecessarily restrictive.</p> <p>The aim statement of NURS5306, while reflecting its societal and familial impacts does not reflect the connections the component makes between the effects of colonisation and nursing practice.</p> <p>In NURS5308, LO2 is a significant outcome, and it is questioned whether the intent of the programme adequately signals it.</p> <p>Several of the component aim statements are vague and understate</p>	<p>BNurs, BNurs Pacific: Please revisit the component aim statements to ensure that they appropriately reflect to scope of the learning that will lead to the stated outcomes.</p> <p>BNurs Pacific:</p> <p>Please provide a rationale for the use of different titles for NUR5301 and NURS5201 in line with the feedback provided.</p> <p>Please clarify how Pasifika experiences and perspectives in relation to colonisation trauma, and cultural safety, will be drawn upon to inform the nursing practice of graduates of this degree.</p>	

		<p>their aspiration when examined against the LOs in the given component. In particular, NURS6304, NURS6305, NURS6306, NURS7302.</p> <p>BNurs Pacific</p> <p>The above-mentioned issues in BNurs components are also evident in their BNurs Pacific counterparts and will need to be addressed.</p> <p>The (English) titles of NUR5301 and NURS5201 are WHANAUNUI / RELATIONSHIPS and WHAKAWHANAUNGA / BUILDING RELATIONSHIPS respectively. There is an essential difference in the English meanings of the two titles and the stage at which the relationships exist. The former suggests established relationships and the latter their development, yet both components have similar outcomes apart from their cultural contextualisation. A rationale for this is sought.</p> <p>Nurs5206 Pacific TE TIRITI O WAITANGI, KAWA WHAKARURUHAU AND CULTURAL SAFETY FOR NURSING examines the trauma of colonisation and cultural safety. Pasifika have also experienced much vulnerability and pain with respect to both of these, but it is not clear how Pasifika experiences and perspectives will also be reflected in this component.</p> <p>The Pasifika content of NURS5208 does not seem sufficient to <i>apply</i></p>	<p>Please revisit the content of Nurs5208 Pacific to ensure that it reflects the component aim and allows LO1 to be met.</p>	
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		<p><i>Pacific approaches and concepts of clinical reasoning within foundational skills in Nursing practice</i> or allow LO1 to be met.</p> <p>On the basis of the LOs, there is a concern that Pasifika contexts are frequently siloed into one LO per component, and there is little sense that the Pasifika context and perspectives in relation to nursing are integrated across components. This will need to be discussed at panel.</p>		
2.4b Appropriate levels and credits are allocated to each component of the programme.		Met – however, as noted above, the manner in which LOs are written in several components requires revision to meet their allocated level.	--	Met – however, as noted above, the manner in which LOs are written in several components requires revision to meet their allocated level.
2.4c The structure of the component parts (courses) provides a coherent programme of study.		The programme comprises 120 credits each at Levels 5, 6, and 7. There is appropriate evidence of scaffolding of knowledge and skills. However, revisions to aim and GPO statements, as well as component LOs mean that as yet the full coherence of the programme cannot be determined.	See above.	The programme comprises 120 credits each at Levels 5, 6, and 7. There is appropriate evidence of scaffolding of knowledge and skills. However, revisions to aim and GPO statements, as well as component LOs mean that as yet the full coherence of the programme cannot be determined.
2.4d An appropriate New Zealand Standard For Classification of Education (NZSCED) classification is identified.		060301 is considered appropriate.	--	Met

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Evaluator feedback	Required	Required
<p>3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.</p>	<p>Doc 1, pp 47-51; Doc 2, App8</p>	<p>Programme to be offered via f2f, blended, and distance. However 4.1 specifies distance (online or by correspondence), 4.2.3 only references distance online. The listed delivery methods are standard for a range of currently delivered nursing programmes and are considered suitable.</p> <p>BNurs Pacific</p> <p>Whilst acknowledging the synergies between the inclusive and student-centred approach of the BNurs which is rich in mātauranga Māori-led pedagogies, it would be useful to understand how the Fonofale model and Tapasa Pasifika inform teaching and learning in this programme.</p>	<p>BNurs, BNurs Pacific: Please clarify whether a correspondence option for distance delivery will be made available.</p> <p>BNurs Pacific</p> <p>Please clarify how the Fonofale model and Tapasa Pasifika inform teaching and learning in this programme.</p>	<p>BN Māori (Pūkengatanga):</p> <p>Delivery methods are stipulated and described within Appendix 8. A delivery schedule of the degree across both sites is required that stipulates how and when learning will take place, in particular clinical learning hours.</p>
<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>		<p>In addition to clinical hours, the programme contains 30 learning experience hours in Year 1 focussed on communication and professional identity in a range of settings, which are asterisked as 'not included in clinical experience hours'. As such, it is unclear where and how these 30 hours of</p>	<p>BNurs, BNurs Pacific: Please clarify where and how the 30 hours' learning experience in Year 1 take place.</p> <p>Please explain why the programmes have made allowance for a 140-hour variation between maximum and minimum allowed clinical hours, given the centrality of clinical</p>	<p>BN Māori (Pūkengatanga):</p> <p>Description of clinical hours are specified in Section 1.7.1.4. and Appendix 8. As per BNurs comments, clarification regarding clinical hours within Tiaki Whānau NURS5102 is required.</p>

		<p>learning take place, and why they are separate from, rather than integrated into formal clinical experience hours.</p> <p>Table 1.8.1 specifies Minimum Clinical Hours $1100+195+2305=3600$ and Maximum Clinical Hours $1240+195+2165=3600$, with Nursing Council minimum at 1100. Even factoring in regional variance, it is queried why the unified programme would allow for a 140-hour variation in clinical hours.</p> <p>It is also noted that clinical working experience may occur in a real or simulated environment. Are there any limits as to the extent of simulation as opposed to real experience?</p> <p>It is unclear from the application how clinical working experience is managed and run, and how learners are supported. While the application alludes to specifics being included in delivery documentation, no evidence of a draft/existing work placement handbook or tripartite agreement covering clinical work has been submitted.</p> <p>BNurs Pacific</p> <p>It is not clear how in the clinical components of the programme it will be ensured that students will</p>	<p>experience to a degree of this nature.</p> <p>Please clarify whether there are limits around the amount of simulated clinical working experience permitted.</p> <p>Please provide detail as to how clinical working experience will be managed; the support available. Will each delivery site have a dedicated staff member responsible for liaising with clinical placement providers?</p> <p>Please provide a sample tripartite agreement covering clinical work which clearly sets out the roles and responsibilities of the parties involved.</p> <p>BNurs Pacific</p> <p>Please explain how clinical placements will be organised to ensure that students have the opportunity to practise in Pasifika cultural contexts.</p>	
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		have the opportunity to utilise their knowledge and skills in Pasifika contexts.		
3.3 Delivery methods do not place students or the public at risk (emotional or physical).		No further risk factors identified. However, as discussed above, far greater assurance around clinical practice, how it will be run, and the contractual arrangements in place to define the roles and responsibilities of those involved.	--	No further risk factors identified. However, as discussed above, far greater assurance around clinical practice, how it will be run, and the contractual arrangements in place to define the roles and responsibilities of those involved.
3.4 Any specific resources necessary for the delivery of the programme are clearly outlined.		It is noted that the component descriptors (Doc. 2) do not specify the resources for the programme (particularly recommended readings). Participating campuses already deliver their own BNursing programmes, and it is assumed that they will identify their own resources. However, as this is a unified programme, with opportunities for regional variation, what safeguards will be in place in terms of consistency of resources to ensure students can meet component LOs, and therefore the GPOs?	BNurs, BNurs Pacific: Please clarify how consistency of resources across multiple delivery regions will be maintained to allow students to meet component LOs and the GPOs.	BN Māori (Manaakitanga) Specified resources (physical, academic) required for delivery have not been included within the application. It is acknowledged that historical delivery at the intended sites has taken place prior. Please provide these for application purposes.

Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Evaluator feedback	Required	Required
4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.	Doc 1, pp57-61; Doc 2 Consultation log	Doc 1 contains an outline of the consultation process, commencing with Local and regional partner and stakeholder engagement and consultation; National partner and stakeholder engagement and consultation; Development of a webpage with key communications for internal and external partners, and culminating in the feedback from an expert panel comprising 5 subsidiary heads of nursing and external members (one each for academia, industry, Māori, and Pasifika). While the participants at all stages have been enumerated and in some cases named, there is a clear predominance of internal input from staff of the former subsidiaries. While this predominance is not questioned, there is minimal indication of their aspirations for a unified nursing programme, or the directions of their feedback. Table 9 summarises themed feedback; however, it is unclear	BNurs, BNurs Pacific: Please address the comments in this section.	BN Māori (Whanaungatanga) Whilst there appears to be a lot of internal engagement and consultation across the three degrees, it is evident that very little engagement and consultation specific to BN Māori context has taken place. Further, authentic engagement with iwi/hapū, industry and hapori Māori is lacking. This is of concern given the components and LO's of the degree have been set with what seems very little engagement with the correct stakeholders. Did engagement with Te Kaunihera O Nga Neehi Maori take place? The documentation provides assurances that stakeholder groups will be established at regional and national levels across all degrees, it is still not apparent how these stakeholder groups will cater to a Māori worldview within the context of the Nursing degree. Terms of references would strengthen the future state.

		<p>who this came from. Expert Evaluator feedback is included in Table 10; this is generic for the most part.</p> <p>In conjunction with the above, the themed feedback section is incomplete. What is needed is an account of who provided specific pieces of feedback so that these can be aligned with their respective interests in the programme. There is also little evidence as to how feedback loops were closed.</p> <p>While the BNurs (Māori) is intended for those who whakapapa Māori, there is significant mātauranga Māori embedded in the BNurs. Given the uniqueness of regional tikanga, etc, it is not clear what mana whenua consultation there was across regions to ensure that the mātauranga and tikanga Māori delivered in the BNurs students will be regionally appropriate and safely applied by the programme's students and graduates. There is also little evidence of developing relationships with iwi across all potential delivery sites and their views on the specific programme at hand. As such, it is unclear what steps to build rapport and support for the programmes regionally.</p>		
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		<p>Doc 1 (p2) mentions the BNurs as meeting the needs of community groups, specifying migrant and refugee populations; yet these populations do not appear to have been specifically consulted.</p> <p>BNurs Pacific</p> <p>Vol 1 document alludes to Māori and Pacific partner, and the expert panel phase of consultation included 'Pacific Nursing Workforce Member – Founder K'aute Pasifika Trust'. Appendix 10 in Doc 2 suggests specifically Pasifika consultation is limited. As an example, workforce submissions (Table 3) came from one specifically Pasifika entity (Vaka Atafaga Pacific Nursing Service), the Waikato DHB, and a Māori Health Provider in the far North. While W&W and MIT business divisions (Table 5) and drop-in sessions (Table 6) have provided evidence of advisory committee and internal consultation, the lack of consultation with external Pasifika bodies is of concern.</p> <p>The evaluator also notes that Pacific/Pasifika is an umbrella term for a rich diversity of peoples and cultures. In this regard, evidence of consultation with specific Pasifika communities, workplaces, etc, should be apparent to ensure that the programme is constructed to cater</p>		
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		for this diversity in a culturally safe manner.		
4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.		As above	As above	As above
4.3 The consultation summary provides a clear summary of the extent of the consultation.		As above	As above	As above
4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.		As above	As above	As above
4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori, academic, employer, industry, professional, and other bodies.	Doc 1, pp 20-30	The programme philosophy, background, and section on indigenisation, etc, are reflective of the bicultural aspirations of Te Tiriti o Waitangi. Ensuing sections reference Pacific Worldviews and shared whakapapa and common elements with the BNurs Māori and BNurs. Even so, it is difficult in these sections of the application to establish the Pasifika nature of the BNurs Pacific and therefore its distinguishability from the other degrees.	BNurs Pacific: As mentioned above, from the application and consultation, it was difficult to ascertain the reason and support for an entirely separate degree..	It is clear that some level of engagement has taken place with Māori experts, these individuals and groups have not been identified or recorded throughout the documentation. Please provide this detail in the development of this degree.

Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme

NZQA Criteria	Reference	Evaluator feedback	Required	Required
5.1 There are clear, relevant, and appropriate regulations that specify requirements for:	Doc 1, pp 51; Doc 2, App 4	Appendix 4 states that waitlist prioritisation selection criteria may be applied temporarily 'until inequity is eliminated'. It is unclear how the elimination of inequity will be measured.	BNurs: Please explain how the elimination of inequity will be measured.	BN Māori (Kaitiakitanga)
5.1a • admission		Entry/admission regulations appear appropriate, although the criteria around special admission are unstated and therefore it is unclear who is likely to succeed in the admissions process. Reference is made to the <i>Children's Regulations</i> 2015 – it is suggested that the full title of the legislation be used.	BNurs, BNurs Pacific: Please clarify the criteria around special admission. Please correct reference to the <i>Children's Regulations</i> 2015 to give the full title of the regulations.	Pages 8-9 Provides a comprehensive list of criteria for entry and admission. The following statement requires further clarification 'This programme is for ākonga that whakapapa Māori'. Is this a requirement for applicants to enter the degree or is this preferred? 5.'Relevant equivalent' (requires further clarity)

		<p>BNurs Pacific</p> <p>Doc 2, Appendix 4 states that the programme <i>'is for learners of Pacific heritage'</i>. It is unclear whether there is any intention to assess cultural links and understanding to ensure that those accepted will have no barriers to success, and that the potentially broad range of cultural competencies within a student cohort will not place an unnecessary cultural burden on those with a high degree of cultural competence. This is a discussion for a panel. Further, it would be interesting to know whether learners who are not technically of Pasifika heritage but have a keen interest/ passion for addressing healthcare issues in those communities would be excluded from this degree.</p>		
<p>5.1b</p> <ul style="list-style-type: none"> credit recognition and transfer 		<p>Students will be eligible for credit recognition between the three unified Te Pūkenga Bachelor of Nursing programmes on a case-by-case basis.</p> <p>Additionally, Diploma of Enrolled Nursing programme subject to NCNZ requirements; Year 2 clinical experience courses subject to approval from NCNZ; no credit for Year 3 clinical experience courses; maximum credit recognition = 180credits maximum. The application references Te Kawa Maioorooro Part 2: Enrolment.</p>	<p>BNurs, BNurs Pacific: Please clarify at what level (business division, regional, or national) applications for credit recognition will be processed and signed off.</p>	<p>Students will be eligible for credit recognition between the three unified Te Pūkenga Bachelor of Nursing programmes on a case-by-case basis.</p> <p>Additionally, Diploma of Enrolled Nursing programme subject to NCNZ requirements; Year 2 clinical experience courses subject to approval from NCNZ; no credit for Year 3 clinical experience courses; maximum credit recognition = 180credits maximum. The application references Te Kawa Maioorooro Part 2: Enrolment. However, it is unclear, at what level (ie, regional/national) such</p>

		However, it is unclear, at what level (ie, regional/national) such applications will be processed and decided.		applications will be processed and decided.
5.1c • recognition of prior learning		As above	--	As above
5.1d • programme length and structure		Met	--	Met
5.1e • integration of practical and work-based components		Met	--	Met
5.1f • assessment procedures, including authenticity of student work		<p>It is unclear what regulations will be in place for the following, as these will only be included in student course outlines:</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines. <p>However, these need to be supplied at this stage and be</p>	<p>BNurs, BNurs Pacific: Please provide programme specific regulations for the following:</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assess • The academic integrity statement is gment deadlines. <p>Please clarify how academic dishonesty occurring in the BNurs will be addressed.</p>	<p>Te Kawa Maiorooro is referenced however, how these regulations will be applied is unclear. It would be good to site the processes and procedures and the clarity also included within ākongā and teaching resources.</p>

		specific to the BNurs for their efficacy to be determined.		
5.1g		Met	--	Met
<ul style="list-style-type: none"> normal progression within the programme. 				

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Evaluator feedback	Required	Required
6.1 Assessment methodology and planning is appropriate.	Doc 1, pp 51-57; Doc 2. App 15	<p>Assessment will be a mix of an achievement-based grading scheme and competency judgments (for clinical learning). A portfolio will be used for theoretical assessment drawn from a list of approved methods to which are flexible and allow for regional variation. Competency assessment will assess clinical aspects and include a formative mid-way assessment and a summative final assessment for each clinical learning experience. Students will also complete an evidence portfolio for clinical assessment, which may include reflections on elements of the clinical learning experience.</p> <p>An evidence portfolio suggests that all assessment is competence based,</p>	<p>BNurs, BNurs Pacific: Please clarify how an evidence-based portfolio might be utilised for achievement-based assessment, and how it can be assured, on the basis of a 50% pass, that all component LOs will be met.</p> <p>Please explain how regional variations and needs might influence the choice of assessment methods used within the portfolio system.</p>	

		<p>which is not what the application states. However, it is unclear how a portfolio will be able to be used for achievement-based assessment. This includes demonstrating how it will be ensured that all LOs will be met within the application of the portfolio method if a minimum overall mark of 50% is stipulated.</p> <p>It is stated that assessment methods (within the portfolio system) will vary according to regional needs. It is unclear, however, how a regional need, rather than the body of knowledge delivered would impact assessment methods applied. This needs to be explained further – ie. when it comes to Nursing, how does a regional need impact types of assessment used – surely a Nurse needs to demonstrate the same competencies in assessed material across Aotearoa.</p>		
<p>6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.</p>		<p>The academic integrity statement is highly generalised, even when referencing Te Kawa Maiorooro which states 'breaches of academic integrity follow the process set out in the business division's academic integrity procedures.' As these are unknown, it is unclear how academic dishonesty will be addressed.</p>	<p>BNurs, BNurs Pacific: Please clarify how consistency of academic integrity approaches and interventions will be maintained across the network.</p>	
<p>6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.</p>		<p>The statement around feedback 'in a timely fashion' is imprecise and could be subject to a range of subjective interpretations.</p>	<p>BNurs, BNurs Pacific: Please clarify, specific to this programme, how feedback on student progress will be managed, and expectations in</p>	

			terms of time frames in which this will occur.	
6.4 Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.		Met	--	
6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.		Moderation is stated as 'local' and 'external', and both explained. External involves 'National Moderation Panels consisting of moderation experts from another programme or discipline and with an industry partner to provide an external expert view of the content and to represent the view of ākonga'. It is unclear how this will provide a sufficiently external subject-expert lens on the assessment of components of the programme, where there appears to be no academic subject expert from outside of the network.	BNurs, BNurs Pacific: Please clarify the processes that will be in place to conduct independent, robust, and academically driven external moderation of the programmes by subject-experts in the areas being moderated.,	
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.		A local and external post-assessment moderation schedule has been submitted, which shows all Level 5 components moderated in 2023. As time frames for this application process will not allow the programmes to be offered before mid-2023, it is unlikely that all the Level 5 components scheduled for a 2023 moderation will be moderated. Therefore, a revised schedule will be needed.	BNurs, BNurs Pacific: Please update the moderation schedule to take account of a mid-2023 delivery commencement date.	

Criterion 7 Programme review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly

NZQA Criteria	Reference	Evaluator feedback	Required	Required
7.1 The institution:				
7.1a <ul style="list-style-type: none"> • assesses the currency and content of the programme 	Doc 1, pp60-63	<p>This programme will be delivered across Te Pūkenga network at different sites, factoring in differing regional needs. It is unclear, however, it is not clear how programme reviews/changes will meet the need for regional variation, or how it will Te Pūkenga will be in a position to ensure that the differing needs and interests of mana whenua in the rohe of delivery will be met by the programmes.</p> <p>BNurs Pacific</p> <p>With the diversity of cultures under the Pasifika/Pacific umbrella, it will critical to ensure their voices are heard in the on-going evaluation and review of the programme. It is not</p>	<p>BNurs: Please respond to the feedback provided.</p> <p>BNurs Pacific</p> <p>Please clarify how the diverse voices of Pasifika cultures will be heard and reflected in the on-going delivery, evaluation, and review of the programme.</p>	<p>BN Māori: Mechanisms for undertaking programme review are included within the application. Regional and national stakeholder forums have been identified. The member of these groups has not been included. Please provide Terms of references for these forums.</p> <p>Please confirm how iwi/hapū/hapori Māori will be engaged and consulted as part of the programme review, evaluation and improvement system.</p>

		clear whether how this will be addressed.		
7.1b <ul style="list-style-type: none"> has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 		As above	As above	As above
7.1c <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 		As above	As above	As above
7.1d <ul style="list-style-type: none"> updates the programme accordingly 		As above	As above	As above

ACCREDITATION CRITERIA

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Evaluator feedback		
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) c) have experience and expertise in teaching, with regard to the 	<p>Doc 1, pp65-69; Doc 2, Appendix 11</p>	<p>Staffing information does not provide a comprehensive picture of capability across all the rohe of delivery. While Appendix 11 in Doc 2 (both qualifications) list delivery staff and provides their qualifications and indicative research interests, this appears to be for all three programmes. While acknowledging that there may be some staff teaching in more than one programme, it is unclear which BNurs or BNurs Pacific component subject areas they have been and will be teaching. Likewise, listing research interests gives no indication of their research status.</p> <p>While Doc 1 asserts that Te Pūkenga will ‘utilise teaching staff skills across regional and national structures which are not bound by current concepts of ‘delivery sites’, each site will deliver the BNurs in its entirety. Consequently, information is needed as evidence that all sites have sufficient teaching staff qualified to teach the components and research active in those subject areas. Te Pūkenga needs to expand the list of staff to specify the components they will teach, and at which</p>	<p>BNurs, BNurs Pacific: Please address the areas discussed in the stated feedback. This should include separate lists of staff for the BNurs and the BNurs Pacific.</p>	<p>BN Māori (Kaitiakitanga):</p> <p>The list of lecturers/kaiako provided appears sufficient for both delivery sites and in accordance with the degree content. All appear engaged in rangahau.</p> <p>Please provide resumes/CV’s for teaching staff along with professional development plan and rangahau plan contextual to this degree.</p>

<p>proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>		<p>site, and their research outputs related to the components they will deliver. If additional academic staff are needed, those staffing gaps in relation to the components should be identified, together with a recruitment timeline. If staff are to move between delivery sites, this also needs to be explained and reflected in staff planning.</p> <p>Sub-degree applications indicate programme leadership will be in place at the various sites. The situation with the BNurs and BNurs Pacifi is less clear in terms of what programme leadership and accountability there is within regional structures which may comprise more than one site, or whether programme leadership will be site specific.</p> <p>It is also unclear what structures are in place to coordinate consistency in terms of delivery and assessment.</p>		
<p>In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.</p>		<p>Please refer to Approval Criterion 3.</p>	<p>--</p>	<p>Please refer to Approval Criterion 3.</p>
<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>		<p>No concerns around capability in this respect.</p>	<p>As above</p>	<p>As above</p>

<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>		<p>Programmes will be delivered by staff from former ITPs with approval and accreditation (or accreditation only) to deliver, and therefore capability appears to be in place.</p>	<p>--</p>	
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or • established detailed development and acquisition schedules appropriate to the programme implementation timetable. 		<p>Former ITPs named to deliver the programmes have a history of delivery at their respective sites which have been deemed appropriate via panel processes, Nursing Council audits, and monitoring.</p>	<p>--</p>	

<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or experienced support staff for the outcomes of the programme to be met</p>		<p>Range of student guidance, support systems and facilities offered across the network based on existing services across the network. Each delivery site will collaborate to ensure that resources and services are available for all. These include ākonga support services; Māori, Pasifika, disabilities, and international support. However, it is not clear how this looks on a site-by-site basis.</p>	<p>BNurs, BNurs Pacific: Please clarify the minimum support structure that will be in place at each site delivering the programme(s).</p>	<p>BNurs Māori: Please clarify the minimum support structure that will be in place at each site specific to the context of this degree.</p>
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>		<p>As above</p>	<p>--</p>	<p>Formative stages although Te Pūkenga website holds current QMS.</p>
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.</p>		<p>Formative stages</p>	<p>--</p>	<p>Formative stages although Te Pūkenga website holds current QMS.</p>
<p>2.6 Quality management system</p>		<p>Formative stages</p>		<p>Formative stages although Te Pūkenga website holds current QMS.</p>

<p>The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).</p>				
---	--	--	--	--

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Evaluator feedback	
<p>4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.</p>		<p>Please refer to Approval Criterion 7. However, it is noted here that any mechanisms to ensure that the interests of mana whenua and diverse Pasifika cultures are met in ongoing programme evaluation and review will need to be apparent, should a panel be convened.</p>	<p>BN Māori: Mechanisms for undertaking programme review is included within the application. Regional and national stakeholder forums have been identified. The member of these groups has not been included. Please provide Terms of references for these forums.</p> <p>Please confirm how iwi/hapū/hapori Māori will be engaged and consulted as part of the programme review, evaluation and improvement system.</p>
<p>4.2 There is an effective system for monitoring the efficacy of any</p>		<p>As above</p>	<p>As above</p>

improvements made to the programme as a result of any reviews			
4.3 Changes to approved courses are managed consistently with any external requirements.		As above	As above
4.4 There is a process for determining whether the programme should continue to be delivered.		As above	As above

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Evaluator feedback		
<p>5.1 Staff conduct research to an appropriate level within their area of experience which advances knowledge and understanding and supports their function as teachers.</p>		<p>It is understood that staff listed in Doc 2, Appendix 11 currently deliver the BNurs and BNurs Pacific, and are likely to be research-active. However, as per Accreditation 2.1 above, this is not made explicit; nor is it clear how any research they do undertake is aligned with the BNurs or BNurs Pacific components they will deliver. This lack of clarity should be addressed via an expanded list for each degree to specify the components they will teach, and at which site, and their research outputs related to the components they will deliver.</p> <p>As research in the caring professions invariably has a human focus and may focus on vulnerable populations, ethics approval mechanisms will be paramount. The applications state '<i>Te Pūkenga Research Ethics committee structure will be established to review all kaimahi and ākonga research applications that involve human participants</i>'. However, the statement does not provide information regarding the mechanisms to be put into place for ethics approval.</p> <p>BNurs Pacific</p> <p>It is encouraging to see research in pre-stroke knowledge among Samoans and Tongans, and Pasifika healthcare</p>	<p>BNurs, BNurs Pacific: In tandem with 2,1 above, please provide for the BNurs and the BNurs Pacific separate expanded lists of identified delivery staff specifying the components they will deliver, the site at which this will occur, research outputs/current research projects related to the components they will deliver.</p> <p>Please clarify ethics approval processes in relation to the two degrees. With regard to BNurs Pacific, this should be specific as to how Te Pūkenga will ensure that there is Pasifika representation in ethics approval processes.</p>	<p>It is understood that staff listed in Doc 2, Appendix 11 currently deliver the BNurs Māori and are likely to be research active. However, as per Accreditation 2.1 above, this is not made explicit; nor is it clear how any research they do undertake is aligned with the BNurs Māori components they will deliver. This lack of clarity should be addressed via an expanded list for each degree to specify the components they will teach, and at which site, and their research outputs related to the components they will deliver.</p>

		leadership; Pasifika student Nursing leadership/mentorship (what is nursing leadership from a Cook Islands lens?). It would be useful to know more about the way that Pasifika perspectives will inform the research culture for this degree (to be discussed at panel).		
5.2 The quantity and quality of staff research outputs are monitored and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.		As above	--	As above
5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.		As above	--	As above
5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including: <ul style="list-style-type: none"> Guidance on the development and approval of research projects; 		As above	--	Te Kawa Maiorooro is referenced (ākonga based rangahau) and Te Pūkenga QMS is noted however, the application of these regulations/functions is unclear. It would be good to site the processes and procedures and the clarity also included within ākonga and teaching resources.

<ul style="list-style-type: none"> • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 				
<p>5.5 The ways in which research-teaching links are made in the curriculum are adequate and appropriate.</p>		As above	--	As above

Overarching issue	Reference	Evaluator feedback	Evaluator feedback (BN Māori)
Need for, and identity of BNurs Pacific		The evaluator unreservedly acknowledges the need for the programme as a way to respond to the health and well-being needs of Pasifika. However, the BNurs Pacific application does not create a strong case for this in terms of the narrow scope of consultation undertaken. Thus, it is unclear in the documentation how the unified, country wide BNurs Pacific degree is needed as a standalone qualification on the framework or how it differentiates in scope.	Whilst there are definite components of te ao Māori woven through the content of the degree, it is difficult to see how the content has been informed. Please provide evidence of how the content has been informed by key stakeholder groups, particularly iwi/hapū/hapori Māori voices.
Differentiating the three Nursing degrees		While it is acceptable that the BNursPacific follows the structure of the BNurs, but with a Pasifika perspective, often the Pasifika perspective is siloed into the one component outcome, rather than being integrated across content and outcomes. As such, it is difficult to view the BNurs Pacific as anything more than an inconsistently applied context. In this respect, a clarification document should be provided to illustrate the differences between the three programmes and how these distinct flavours are embodied and reflected through each programme. It is noted that the GPOs are virtually identical for the three nursing programmes, which also needs to be addressed in the clarification document.	The philosophical and conceptual frameworks are grounded in te ao Māori which is great to see. It is difficult to see how these will guide teaching and learning practice across components without viewing the resources.
Assessments and resources			Thank you for providing the types of assessments to be adopted across the degree. Please provide the following: Confirmation of physical resources (per site) given the acknowledgement of historical delivery at these two sites. A list of readings, course outlines and associated learning and teaching resources

			<p>Assessment tasks and sample materials across three years</p> <p>Tripartite agreement template for clinical learning/practicums is required.</p>
Te Poari Ākonga approval			<p>Te Poari Ākonga minute approving the Bachelor of Nursing Māori is required.</p>

From: [REDACTED]
To: [Nuzhat Sohail](#)
Cc: [Te Pūkenga Quality Network](#); [Sarah Cozens](#); [Jon Smith](#); [REDACTED]; [Miriata Tauroa](#)
Subject: RE: Nursing Council decision on joint panel and RFIs
Date: Friday, 17 February 2023 4:21:26 PM
Attachments: [image001.png](#)
[image002.png](#)

Thanks Nuzhat, good to have confirmation of that and will plan accordingly.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukena.ac.nz

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Friday, 17 February 2023 4:15 pm
To: [REDACTED] <[REDACTED]@tepukena.ac.nz>
Cc: Te Pūkenga Quality Network <quality@tepukena.ac.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Jon Smith <jon.smith@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukena.ac.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Nursing Council decision on joint panel and RFIs

Kia ora [REDACTED]

[REDACTED] will soon be getting the RFI.

The Nursing Council will be emailing Te Pūkenga as well. They have decided to have a joint panel with NZQA.

We will discuss the arrangements with them in the coming week. In addition, we will coordinate with Te Pūkenga on the panel nominations.

Ngā mihi

Nuzhat Sohail (she/her)

Team Leader – Te Pūkenga & Degrees | [REDACTED]
Approvals and Accreditation | Te Whakaetanga, Whakamanatanga Akoranga
Quality Assurance Division | Te Wāhanga Whakaū Kōunga



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

From: [REDACTED] r <[REDACTED]@tepukenga.ac.nz>

Sent: Friday, February 17, 2023 4:08 PM

To: Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Cc: Te Pukenga Quality Network <quality@tepukenga.ac.nz>; [REDACTED]
<[REDACTED]@tepukenga.ac.nz>

Subject: Nursing Council decision on joint panel and RFIs

Importance: High

Kia ora kōrua, just following up on the decision from Nursing Council on the joint degree approval panel. Have you heard anything yet? Also, not sure which email you send RFIs to but we are hoping to get the Nursing RFIs as soon as possible and you had indicated we would receive them today. Can you let me know the status of these as well please? Thanks in advance and look forward to hearing from you.

Ngā mihi,

[REDACTED]

Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

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From: [Nuzhat Sohail](#)
To: [Sarah Cozens](#)
Subject: FW: Nursing Council
Date: Friday, 3 March 2023 10:58:14 AM

Hi Sarah

Please attach this to the case.

Regards

N

From: [REDACTED] <[REDACTED]@nursingcouncil.org.nz>
Sent: Wednesday, March 1, 2023 8:27 AM
To: Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED]@tepukenga.ac.nz
Cc: [REDACTED] <[REDACTED]@nursingcouncil.org.nz>
Subject: RE: Nursing Council

Kia ora koutou

Further to conversations last week and this week, I am writing to update you all on the Council's decision to reschedule the accreditation visit for Te Pūkenga's new unified Bachelors programmes – the BN, BN Māori, and BN Pacific.

NZQA has provided significant comment on these programmes and has requested further information from Te Pūkenga which is likely to lead to considerable changes to the programme documentation. The Council requires up to date documentation for the accreditation of programmes and therefore felt it appropriate to reschedule the Council accreditation visit pending the update of documentation.

At this stage I am unable to provide a date for a further accreditation visit however hope to be able to update you all towards the end of next week. Logistically the Council is working with the appointed panel chairperson to establish panel availability.

We are also continuing discussions with NZQA and at this point no decisions have been made regarding a date for accreditation and the availability of panel members for a joint visit.

The Council looks forward to receiving any amended or updated documentation for the three programmes.

Ngā mihi

[REDACTED] | **Pouārahi - Pouroki / Chief Executive - Registrar**
Te Kaunihera Tapuhi o Aotearoa | Nursing Council of New Zealand
PO Box 9644, Wellington 6141 | Level 5, 22 Willeston St, Wellington 6011
Email: [REDACTED]@nursingcouncil.org.nz | **Website:** www.nursingcouncil.org.nz

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From: [Sarah Cozens](#)
To: [REDACTED]
Cc: [Nuzhat Sohail](#); [Jon Smith](#); [Miriata Tauroa](#)
Subject: RE: RFI Due for Degree Approval and Accreditation - C53077
Date: Tuesday, 7 March 2023 11:50:00 AM
Attachments: [image001.png](#)

Kia ora [REDACTED],

Thank you for your email.

You have requested a week's extension to submit your RFI response, which we are willing to grant. Please note, however, that any extensions granted will push out the panel visit date by an equivalent time frame to ensure that there is an appropriate 4-6-week lead-up to the visit as per the NZQA Guidelines for Degree Panels, August 2022 (p8). We will advise the Nursing Council of New Zealand that NZQA has agreed to this extension of the RFI's due date.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@tepukenza.ac.nz>
Sent: Tuesday, 7 March 2023 8:37 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: FW: RFI Due for Degree Approval and Accreditation - C53077

Kia ora Sarah,

We're working hard on this RFI but due to the extent of the requirements I'm afraid we won't be able to respond by 10/03/23. We would therefore like to request an extension by a week to 17/03/23.

Ngā mihi,

[REDACTED]

From: Team Mailbox QA Admin <qaadmin@nzqa.govt.nz>
Sent: Sunday, 5 March 2023 12:00 am
To: [REDACTED] <[\[REDACTED\]@tepukenga.ac.nz](mailto:[REDACTED]@tepukenga.ac.nz)>
Subject: RFI Due for Degree Approval and Accreditation - C53077

Dear [REDACTED],

NZQA Reference: C53077
Provider: Te Pūkenga - New Zealand Institute of Skills and Technology

This is a friendly reminder that on 17/02/2023 we sent you a Request for Information (RFI) about your Degree Approval and Accreditation application C53077 from Sarah Cozens. This RFI is due on 10/03/2023.

If you require more time to respond to the RFI, please contact Sarah Cozens on [REDACTED] or Sarah.Cozens@nzqa.govt.nz.

If you have already contacted us about the RFI, please ignore this message.

Kind Regards,

Approvals and Accreditation
Quality Assurance Division

New Zealand Qualifications Authority
Mana Tohu Mātauranga o Aotearoa
125 The Terrace Ext: 3372
PO Box 160 DDI: +64 4 463 3372
Wellington 6140
www.nzqa.govt.nz

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From: [Nuzhat Sohail](#)
To: [Sarah Cozens](#); [Miriata Tauroa](#)
Subject: FW: Te Pūkenga Accreditation
Date: Tuesday, 14 March 2023 1:53:08 PM
Attachments: [image001.png](#)

Te Pūkenga got a similar letter!
Jon is talking to Eve as per our discussion.

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Tuesday, March 14, 2023 1:50 PM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Te Pūkenga Accreditation

Those discussions are underway Nuzhat so at this stage, no.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Tuesday, 14 March 2023 1:47 pm
To: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Subject: RE: Te Pūkenga Accreditation

Hi [REDACTED]

Yes, we have received a similar letter. As a result, we are having internal discussions and planning to talk to the Nursing Council.

I wonder if Te Pūkenga has decided to change the semester two delivery plans.

Regards
Nuzhat

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Tuesday, March 14, 2023 1:32 PM
To: Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: FW: Te Pūkenga Accreditation

Kia ora Jon and Nuzhat, not sure if Nursing Council has sent the attached to you but please note the proposed dates:

Completed curricula documentation to Council by 17 April,

- Panel visit 15 – 17 May, Otara Auckland,
- A Panel only day is added 18 May,
- A possible combined Panel day with NZQA 17 May.

Potentially we could do a two day visit with NZQA on 17-18 May but lets discuss this tomorrow during our catchup please.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

From: [REDACTED] <[REDACTED]@nursingcouncil.org.nz>

Sent: Monday, 13 March 2023 4:50 pm

To: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED]
<[REDACTED]@tepukenga.ac.nz>

Subject: Te Pukenga Accreditation

Kia ora kōrua

Please see letter as attached

[REDACTED] | **Pouārahi - Pouroki / Chief Executive - Registrar**
Te Kaunihera Tapuhi o Aotearoa | Nursing Council of New Zealand
PO Box 9644, Wellington 6141 | Level 5, 22 Willeston St, Wellington 6011
Email: [REDACTED]@nursingcouncil.org.nz | **Website:** www.nursingcouncil.org.nz

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Regulating nursing practice to protect public safety*

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From: [Nuzhat Sohail](#)
To: [REDACTED]
Cc: [Jon Smith](#); [Sarah Cozens](#); [Miriata Tauroa](#)
Subject: C53077, C53078, C53079- panel composition
Date: Friday, 17 March 2023 9:43:26 AM
Attachments: [image001.png](#)
Importance: High

Mōrena [REDACTED]

NZQA would like to have the below panel composition to evaluate the three Nursing degrees comprehensively, irrespective of a joint panel with the Nursing Council or NZQA only:

1. Internal Academic panellist – (2) from Te Pūkenga [one representing the north island region and the other the south island region]
2. Māori panellist – (1-2) One member with academic and industry experience would be ideal. However, if that is not possible, we need two members – 1 with academic experience and 1 with industry experience.
3. Pasifika panellist – (1-2) Again, one member with academic and industry experience. Otherwise, we need two members – 1 with academic experience and 1 with industry experience.
4. External Academic panellist – (1) from university [the Māori and Pasifika panellist having academic experience will complement]
5. Industry panels – (1) from general practice [the Māori and Pasifika panellist having industry experience will complement]
6. NZQA – (2) the lead evaluators
7. NZQA Panel Chair – (1)

NZQA can facilitate by connecting you with people who might know people suitable to be Māori and Pasifika panellists.

The guidelines for the degree panel outline the role and responsibility of each panellist:

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Guidelines-for-the-Degree-Panels-August-2022.pdf>

Also, I would appreciate your letting me know if Caroline Rawling could be on the panel as an observer. She works in the Quality Assurance Māori (QAM) business unit and would gain valuable experience by observing this panel.

As always, happy to discuss this further.

Ngā mihi

Nuzhat Sohail (she/her)

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



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

From: [Nuzhat Sohail](#)
To: [Sarah Cozens](#)
Subject: FW: Te Pūkenga Transition to Transformation document and Nursing Panel Agenda
Date: Thursday, 30 March 2023 11:10:54 AM
Attachments: [image001.png](#)
[NCNZ NZQA Panel Agenda Outline May 2023.docx](#)

See the agenda and lets chat

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Wednesday, March 29, 2023 4:56 PM
To: Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Te Pūkenga Transition to Transformation document and Nursing Panel Agenda

Kia ora kōrua,

As discussed, here's the Transition to Transformation document and the draft Nursing Panel Agenda – welcome feedback on either. Good to talk with you both today,

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

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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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	

From: [REDACTED]
To: [Sarah Cozens](#)
Cc: [Miriata Tauroa](#)
Subject: Re: FW: Bachelor of Nursing suite panel
Date: Friday, 31 March 2023 10:18:43 AM
Attachments: [image001.png](#)
[NCNZ NZQA Panel Agenda Outline May 2023.docx](#)

Morena sarah, good points re agenda, ive had a first go, see what you think,

you and i may need a chat closer to the day, challenges to work through is what if nc say one things and us another, the debrief together is imppt,

im interested to know why we are seperated and how that came about? doesn't look like collaboration or trust? a future discussion.

as always the quality of documents - clarity, accuracy, ability to hilite for us the homogenous and the differences is key to have early.

also - im not sure where we are staying as it looks hybrid, those hybrid ones are messy - can accept stakeholders absolutely but others is messy....but you may need to think about the akld traffic for you from west to south, horrendous....

final key is not a cast of thousands in hui, 8 max or we cant get quality.

happy to chat anytime

nga mihi

[REDACTED]

[REDACTED]

On Fri, Mar 31, 2023 at 9:20 AM Sarah Cozens <Sarah.Cozens@nzqa.govt.nz> wrote:

Sorry, it pays to attach the agenda!

From: Sarah Cozens
Sent: Friday, March 31, 2023 9:18 AM
To: [REDACTED] <[REDACTED]@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Mōrena [REDACTED]

As they say in Southland, the cold has been a little unseasonable. But what breathtakingly beautiful days!

██████, thank you very much for agreeing to chair the Bachelor of Nursing suite panel, and Miriata, it is good to be working with you.

We have still to get confirmation of the arrangement from the Nursing Council to have our respective panels running side-by-side and work out how to bring it all together, so I will update you when the situation is clearer. In the meantime, I am sending you the agenda that Te Pūkenga has drawn up for the two concurrent panels on 15 and 16 May, followed by a combined day on 17 May. The location of the visit will be MIT, who currently offer their own Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing. This agenda comes with the caveat that Nursing Council will need to agree to the panel happening this way. However, it would be good to get your take on how workable it is in its present form, given that there are three separate degrees to cover, etc.

My feelings about the agenda are:

- one hour with the programme developers for programme-related discussions is a bit sparse as a lot of questions have come up in the initial RFI and will need to be pursued further. That is followed by a session with the implementation team, and my guess is that we will need that full hour – if the Unitec experience is anything to go by.
- On Day 2, not sure what the 3 one-hour programme management sessions will entail, and whether we require so much time allocated there.
- Half an hour for Te Pūkenga Ākonga Support seems a bit short, as we do need to know the logistics of support, and what planning there is for relevant support for Māori and Pasifika Ākonga if they are planning to roll out those degrees across more business divisions (at present only MIT and Whitireia offer the three)
- Is one hour enough for the stakeholder session enough?; we are sharing that session with Nursing Council who no doubt will have a lot of questions for the clinical advisors
- No pre-panel meeting has been factored in – your thoughts about its timing?

Any feedback will be useful so we can ensure that we have the time to cover off on everything.

Thanks very much and have a great weekend.

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator

Approvals and Accreditation

Quality Assurance

NZQA



From: [REDACTED] <[REDACTED]@gmail.com>

Sent: Thursday, March 30, 2023 6:32 PM

To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Subject: Re: Bachelor of Nursing suite panel

Kia ora Sarah

i hope you are keeping warm!

Am happy to support you Sarah, I have put these dates into my diary.

nga mihi nui



On Thu, Mar 30, 2023 at 11:26 AM Sarah Cozens <Sarah.Cozens@nzqa.govt.nz> wrote:

Kia ora [REDACTED],

Te Pūkenga has submitted applications for the approval and accreditation of the unified:

Bachelor of Nursing Māori

Bachelor of Nursing Pacific

Bachelor of Nursing

Te Pūkenga has requested the panel be held over three full days on May 15, 16, and 17. While traditionally NZQA held joint panels with the Nursing Council, this practice has changed and both organisations will hold concurrent panels, with an NZQA-Nursing Council briefing on 15 and 16 May, and Nursing Council in attendance on 17 May. Miriata and I will attend as evaluators. Bachelor of Nursing Māori has not been submitted under Te Hono.

Are you willing/able to chair this panel? It is a bit of a hybrid model for a panel, but I am sure we can make it work.

Thanks very much

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator

Approvals and Accreditation

Quality Assurance

NZQA



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NCNZ / NZQA Panel Visits add in nc and nzqa logos

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NCNZ: Activity/Session	NZQA: Activity/Session
9:00am – 10:00am	Pōwhiri and kai	Pōwhiri and kai
10:00am – 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 <u>prog dev team plus the guidance</u> <u>the prog developers only more than 8 people is poor quality</u>
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) <u>programme leaders</u>	Te Pūkenga Unified-Nursing Programmes development team and support teams (including programme management and quality management) — all programmes <u>programme leadership – heads of programmes from each programme and site.</u>
2:30pm – 3:30pm	<u>Transitional Head of Nursing</u> <u>transitional heads of nursing here</u>	Implementation support team — all programmes (including Heads of Nursing from Te Pūkenga Business Divisions)
3:30pm – 4:30pm	<u>Afternoon tea / panel time</u> <u>call backs – I reckon we will need this space</u>	Afternoon tea / panel time
4:30pm – 5:30pm	Joint de-brief	Joint de-brief
4:30pm – 5:30pm	<u>nzqa chair and evaluator day 1 review and day 2 confirmation with provider</u> <u>Close of day 1 / panel time</u>	Close of day 1 / panel time

Style Definition: Heading 1: Space Before: 0 pt, After: 0 pt

Formatted: Space Before: 8 pt

Commented [1]: Is this for both nzqa and nc, be good to specify

Commented [2]: I like to add column and place in the focus guidance eg this is a session to hear about the strategic relevance to te pukenga from senior leadership and to hear of the institutions ability to provide appropriate supports to the programme across delivery sites.

I like to guide the sessions with this so they stay in the areas we need for our criteria.

Panel Day 2 – Tuesday 16 May 2023

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
8:30-9:15am – 9:30am	Teaching staff - BNM	Panel time
9:30am – 10:15am	Teaching staff - BNP	Teaching staff - BNM
10:30am – 11:15am	Teaching staff - BN	Teaching staff - BNP

Commented [3]: If the room cd have tea coffee and kai in it we can graze in the 15 minute breaks for those that wd like morning tea etc/toilet stop etc.

10:30am —11:00am	Morning tea / panel time	Morning tea / panel time
11:00am —11:30am	Panel time	Teaching staff – BN
11:30am – 12:15 30pm	Bachelor of Nursing Māori - programme management	Ākonga <u>6-8</u>
12:15 30pm – 1:00pm	Lunch	Lunch
1:00pm – 1.45 2:00pm	Bachelor of Nursing - programme management	Bachelor of Nursing Māori - programme management
2:00pm – 2.45 3:00pm	Bachelor of Nursing Pacific - programme management	Bachelor of Nursing - programme management
2.45 -3.15	afternoon tea and panel time	
3:15 30pm – 4:00pm	Panel time <u>call backs if reqd</u>	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief	Joint de-brief
4:30pm- 5pm	<u>nzqa feedbk and check in for day 3 with provider</u> Close of day 2	Close of day 2

Panel Day 3 – Wednesday 17 May 2023

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Time	NCNZ: Activity/Session	NZQA: Activity/Session
8.30-9.30 09:00am – 10:00am	Research	Research
10:00am —10:30am	Morning tea / panel time	Morning tea / panel time
9.30- 10.30am 10:30am – 11:00am	Te Pūkenga Ākonga Support – all programmes	Te Pūkenga Ākonga Support – all programmes
10.30- 11.15	morning tea and panel time	
11: 15 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 (tentative)	Panel Feedback	Close of panel
3:30pm	Close of panel	

From: [Jon Smith](#)
To: [Sarah Cozens](#)
Cc: [Nuzhat Sohail](#)
Subject: RE: Bachelor of Nursing suite RFI2
Date: Wednesday, 5 April 2023 11:21:58 AM
Attachments: [image004.png](#)
[image005.png](#)
[image001.png](#)

Great thanks Sarah

Ngā mihi

Jon

Jon Smith

Manager

Approvals and Accreditation | Whakaaetanga, Whakamanatanga Akoranga

Quality Assurance Division | Te Wāhanga tino Kounga o te Manatū

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Wednesday, April 5, 2023 11:21 AM
To: Jon Smith <jon.smith@nzqa.govt.nz>
Cc: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite RFI2

Kia ora Jon,

While primarily for Maori stakeholders, where engagement and consultation were not particularly evident, it is also pertinent to others. I have discussed with Nuzhat and am amending it to read 'broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders...'.

I am also changing 'It is acknowledged that the writers of the BNurs Māori are clearly experienced and knowledgeable in the writing of this degree.' To delete BNurs Maori and state 'the programmes' to accommodate potential for broader ranging deficits in consultation and engagement.

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



From: Jon Smith <jon.smith@nzqa.govt.nz>
Sent: Wednesday, April 5, 2023 11:01 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite RF12

Thanks Sarah

The highlighted text below – Is this for all stakeholders as I read this as just Maori stakeholders – We have received a letter from Hospice NZ how they do not believe there feedback has been listened so want to demonstrate that this is something we are aware off and have asked TP about this already and it will be a focus for the panel (noting that the curriculum is for the Nursing Council sign off).

Overarching statement

It is acknowledged that the writers of the BNurs Māori are clearly experienced and knowledgeable in the writing of this degree.

NZQA is not challenging the credentials of the writers.

An evaluation of a degree programme such as the BN Māori, BN Pacific, and BN requires evidence of broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori that have contributed and supported the GPO's, content, delivery, assessment, conceptual framework to inform the body of the degree. This detail is missing and is a critical component of this and related criteria.

It would be helpful to see how this process was carried out and mapping to show who and how information was included or not in the final document.

The most critical issue is how the conceptual framework along with the mātaḗpono have framed the content, delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation

Because of tight time frames, korero around consultation and engagement is considered too substantial for an RFI. However, the above concerns will be tabled for discussion at panel.

Hope that makes sense if not please come back to me – I am in a QAD management meeting for the next 90 mins

Thanks

Ngā mihi

Jon

Jon Smith

Manager

Approvals and Accreditation | Whakaaetanga, Whakamanatanga Akoranga

Quality Assurance Division | Te Wāhanga tino Kounga o te Manatū

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



From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Sent: Wednesday, April 5, 2023 10:31 AM

To: Jon Smith <jon.smith@nzqa.govt.nz>

Cc: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Subject: Bachelor of Nursing suite RF12

Kia ora Jon

I have given you access to view the second RFI for the BN as requested. Please find it attached to this email – should you wish to edit. I am poised to send it, so please alert me to any issues as soon as possible. Thank you.

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator

Approvals and Accreditation

Quality Assurance

NZQA





From: [Miriata Tauroa](#)
To: [Nuzhat Sohail](#); [Sarah Cozens](#)
Subject: Re: BNurs
Date: Wednesday, 5 April 2023 9:06:24 AM
Attachments: [image001.png](#)

Mōrena kōrua,

Happy with the report Sarah. You've managed to capture everything succinctly - ngā mihi anō e hoa.

Also, I agree about the consultation in that if they were to do that properly, it would be a significant rewrite. Leaves us between a rock and a hard place. Will definitely leave for the panel.

The other key aspect that baffles me is the attempt to bring existing degrees together under the same GPOs but like you say, the unification aspects are difficult to see and in the case of the BNurs Māori and Pacific, it is forced rather than authenticity co-designed at the GPO level.

I'm glad you're on our team Sarah ;)

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From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Wednesday, 5 April 2023, 8:56 am
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Re: BNurs

Thank you for the clarification. The rationale for these requirements is clear. It might be good to add a statement before the staffing details requirement, acknowledging what was provided [if it isn't there already].

Love your work!

Regards
Nuzhat

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From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Wednesday, April 5, 2023 8:50:00 AM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: BNurs

Sorry, the other question about sample assessments falls out of RF1 response where we asked about the portfolio system, how it looks, and capturing 'regional variation' in assessment. The response stated among others that 'the assessment tasks for each programme and each course have been collaboratively developed by the implementation group and will be available at

Panel.' Again, the panel cannot reasonably be expected to look at assessments then

Sarah

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Sent: Wednesday, April 5, 2023 8:15 AM

To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>

Subject: Re: BNurs

Kia ora

I like how clear and tight the RFI is.

I am wondering that didn't they provide a staffing table in their initial submission? I remember [REDACTED] asking me that instead of sending CVs, if they can provide staffing details in a table format to which I said it's fine.

Is the assessment sample requirement new?

Nga mihi

Nuzhat

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Sent: Tuesday, April 4, 2023 4:04:20 PM

To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Subject: RE: BNurs

Kia ora Miriata,

Thank you for the comments and suggestions. Your very eloquent advocacy for engagement and consultation is now taking pride of place before the criteria even start. Thanks so much for this, as it really captures a significant issue with the programmes across the board.

Attached please find the draft RFI. This is as minimalist as we can afford to go. Once that's off my desk, I will send you a list of what did not make it into the RFI, but will be important panel discussions (and that's before we even get the rest of the panel's feedback). Please track any comments on to the RFI. My aim is to have it gone by 10am at the latest.

Thanks so much.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator

Approvals and Accreditation
Quality Assurance
NZQA



From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Sent: Tuesday, April 4, 2023 1:22 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: RE: BNurs

Anei e hoa – my apologies for the delay. Not many comments to read through as you’ve already done the bulk of the work! I haven’t deleted a couple of comments you’ve written to me so go ahead and delete once you’ve looked at my responses.

I’m concerned about the consultation as well. It simply hasn’t been evidenced or mapped properly. I’m also concerned about the writing of the LO’s. They don’t scaffold well enough and very task orientated but the biggest issue for me, is the application of the conceptual framework and mātāpono. I don’t see it through the language and writing; therefore, I don’t feel it through the whole degree because unification is the driver.

Ngā mihinui,
Miriata

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Monday, March 27, 2023 8:39 AM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: BNurs

Mōrena Miriata
I hope the panel went well for you and Cathy last week.

Attached is my evaluation of the response to the RFI for the Bachelor of Nursing degrees. It’s still at the messy stage (sorry!), and I am still trying to think about next steps, as there is an awful lot they intend to give us at panel. That worries me because panels are such full-on affairs we don’t have time to read additional materials.

I am still concerned about consultation, as despite all the names, and the RFI commentary, a lot of what is said seems to be anecdotal rather than specific, and I just can’t get a grip on how

much authentic external engagement there has been. Can you let me know how you are feeling about things – happy for you just to add comments on my document, or we can korero about it tomorrow, or whatever works for you.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



From: [Nuzhat Sohail](#)
To: [Sarah Cozens](#)
Subject: FW: Accreditation agenda
Date: Tuesday, 11 April 2023 2:55:47 PM
Attachments: [image004.png](#)
[NCNZ NZQA Panel Agenda Outline May 2023.docx](#)

FYI

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Tuesday, April 11, 2023 2:52 PM
To: Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: FW: Accreditation agenda

Kia ora kōrua, FYI – NCNZ has agreed to their portion of the attached but have some concerns around what they agreed with NZQA. I believe they intend to contact you for a discussion so we will be very interested in what comes out of that discussion. The fun continues whānau.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

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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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	Transitional Head of Nursing	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	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	

From: [Miriata Tauroa](#)
To: [Sarah Cozens](#)
Subject: RE: Just a question
Date: Wednesday, 19 April 2023 4:12:11 PM
Attachments: [image001.png](#)

Kia ora Sarah,

I missed our hui this afternoon, apologies I'm helping TEC to review 6 applications for contestable funding (the advancement of high proficient speakers). I hope it went okay...will call you tomorrow if you're available. I think we may need to initiate the panel member thing. Have we asked Te Pūkenga why they haven't provided names yet? It will be a huge concern if people are refusing to be on the panel, but we will see!

And to your question – in no way are you a crotchety granny! Te Pūkenga have made it very clear that partnership and giving effect to Te Tiriti are a priority. The only way to write a Māori nursing degree is to have co-design from the outset. A co-design phase is not authentic co-design. In my experience, your degree development group will consist of Māori nurse practitioners, academics, teaching staff/prog management, reps from the national council of Māori nurses (and any other similar groups), hapori Māori (with interests in Māori nurses), iwi/hapū representatives from all areas of delivery to look at the issues and opportunities that will inform a well comprised Māori nursing degree. To be honest, the lack of an ingoa Māori was the give away for me. I'm glad that they brought in Māori nurse writers, but there clearly is a lack of engagement and consultation to inform the content, resources, expectations etc. Often, we would have a steering group and a working group with our writers. Our nursing degrees don't spell that out clearly.

Does that answer your question?

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Wednesday, April 19, 2023 1:01 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Just a question

Kia ora Miriata,

Something I am struggling with in our triple whammy degree application. To me co-design means sharing the whole journey, from ideation through to the final product, yet the application talks about the co-design phase, which seemed to consist of bringing in one suitably qualified person to assist with the design at a particular stage of the process. Because of this, I fail to see this as being authentically grounded in the partnership intent of Te Tiriti o Waitangi, particularly as Māori stakeholders appear to have been 'consulted' at random times rather than taking their rightful place in the entire journey. Am I being a crotchety old granny who is entirely on the wrong track, or are there some important truths needing to be told?

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



From: [Miriata Tauroa](#)
To: [Nuzhat Sohail](#); [Sarah Cozens](#)
Subject: RE: Bachelor of Nursing suite panel
Date: Friday, 21 April 2023 9:16:25 AM
Attachments: [image001.png](#)

Cool, thank you for confirming – just got a bit confused there for a bit. We are trying our best to find the perfect Māori panel member. As Sarah mentioned, we have hit a few bumps with [REDACTED] and [REDACTED] ([REDACTED]). We may still have to have two members but will try our best!

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Friday, April 21, 2023 9:12 AM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Kia ora Miriata

Yes, attached is what we had sent to Te Pūkenga.

That is my understanding as well that the Māori rep will look at all three degrees.

Ngā mihi
Nuzhat

From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Sent: Friday, April 21, 2023 9:02 AM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Mōrena Nuzhat,

Just a quick question from me – will we only be having one academic/professional rep for the standard nursing degree as well? This would mean we'd have three representatives who are both academic and professional representatives in Māori nursing, Pasifika nursing and mainstream nursing, is that correct?

The other matter I wanted to raise is that the Māori representative will most likely be required to comment on the mātauranga Māori content within both the Pasifika and mainstream degrees as well to ensure the correct lenses are across this content and contexts. Is that your understanding?

All up we will have six core panel members and any organisational reps on top of that? Many thanks.

Ngā mihi,
Miriata

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Friday, April 21, 2023 8:48 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Mōrena Sarah

We had said that they could have Māori + academic rep or Pasifika + academic rep as we had discussed the panel otherwise would become too big.

For the Māori and academic rep, can we find out whether [REDACTED] was involved in the programme development? If [REDACTED] is still teaching, then definitely it's a no. However, if [REDACTED] had no involvement in the programme development, it should be ok.

As for the Māori and industry rep, I agree that another is required as [REDACTED]
[REDACTED] But, again, we can get that confirmation from them whether [REDACTED] was involved in programme development or not.

Please cc me in your email to Fionna.

Ngā mihi
Nuzhat

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, April 20, 2023 5:02 PM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Bachelor of Nursing suite panel
Importance: High

Kia ora Nuzhat

Te Pūkenga provided 7 panel nominees in all – many of whom were double ups (ie, nominated as Pacific rep and then again as academic). This means the choice was limited. What we do not know is how many of these nominees have been involved in the consultation and development of this degree. Do they know that this is a major no-no? It's difficult to tell from the consultation because they rarely named consultees. However, please see the yellow highlights

Internal: [REDACTED] : [REDACTED] so OK); [REDACTED] :
Academic Staff Member – [REDACTED] | Te Pūkenga ([REDACTED] so OK)
Māori and industry: need another nominee as [REDACTED]
[REDACTED] for the [REDACTED]
Māori and academic: [REDACTED] - [REDACTED]

Auckland) – [redacted] but my concern is that [redacted]
[redacted] They need a Māori
university or Wānanga nursing academic and there are some very fine ones around
Pacific and industry: [redacted] – can't find any evidence of consultation with [redacted]
so may be OK
Pacific and academic: [redacted] : [redacted]
but also on-the-ground involvement - can't find any evidence of consultation with [redacted] so may be
OK.

Given the time it has taken to find four external people, two of whom are probably ineligible, I
am, extremely concerned as to their ability to identify the right people at such short notice.
However, we cannot compromise our process. Are you happy for me to go back to [redacted]
tonight?

We may have to provide names, so I will search high and low tonight from previous nursing
panels. Miriata, any names come to mind?

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[redacted]



From: [REDACTED]
To: [Sarah Cozens; Miriata Tauroa](#)
Subject: rfi
Date: Saturday, 22 April 2023 10:09:46 AM
Attachments: [writing-learning-outcomes.pdf](#)
[LO writing.docx](#)
[Degree Approval and Accreditation RFI 2 C53077 C53078 C53079 Te Pūkenga Response Analysis 180423.docx](#)

Kia ora korua

have had a look at rfi, particularly red parts highlighted

i have made some comments to those in purple, i have attached some references for the LOs that TP could/should use

kind regards

[REDACTED]

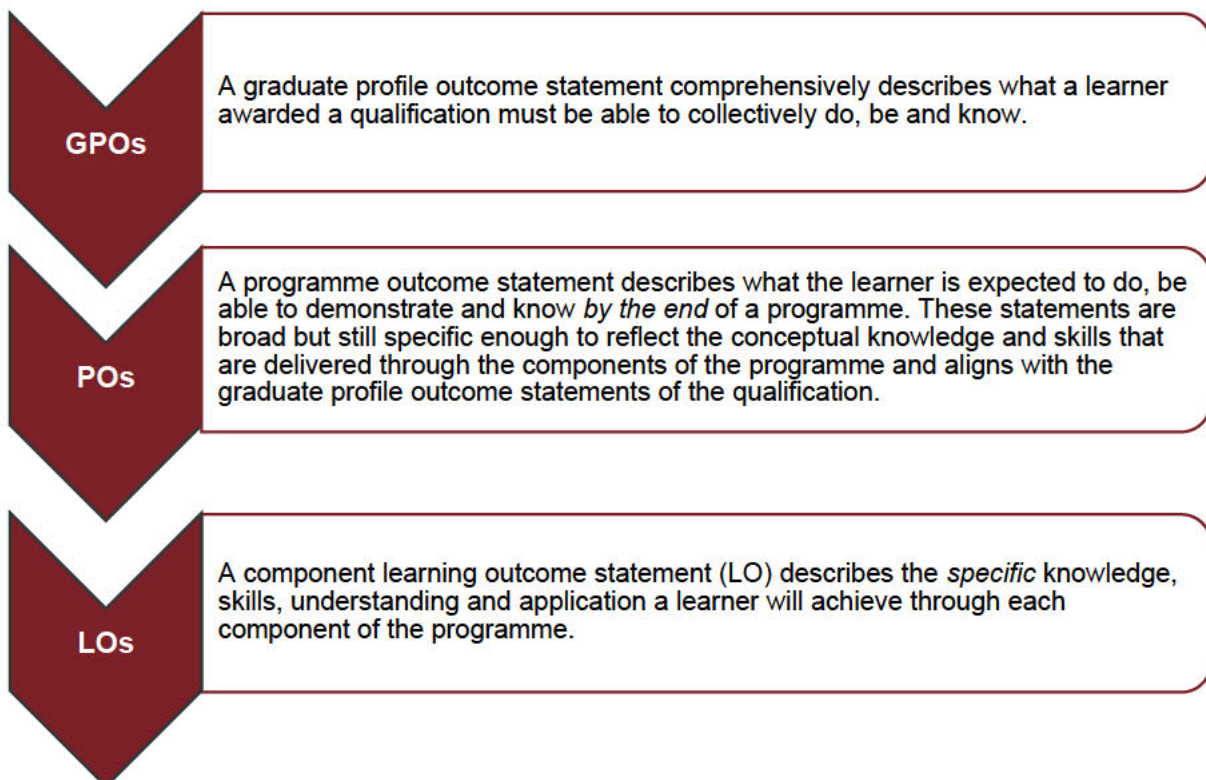
[REDACTED]

Writing learning outcomes: structure, considerations, and examples

This document provides guidance to tertiary education providers on the structure, key considerations and common mistakes to avoid when writing learning outcomes.

NZQF Programme Approval and Accreditation Rules 2021 and Training Scheme Rules 2021 establish the requirement for programmes of study and training schemes to have a set of learning outcomes to demonstrate a coherent way to achieve the qualification or intended outcomes and address the relevant needs of learners.

Learning outcomes can be at different hierarchies, depending on whether they apply to qualifications: i.e. Graduate Profile Outcomes (GPOs), programmes (programme outcomes), or component learning outcomes (LOs).



Structure

The standard format of a learning outcome includes an *action verb*, *content* and *context*:

- The action verb represents the performance a learner is expected to be able to demonstrate after engaging in a process of learning.
- The content is the knowledge and/or skills to be demonstrated in the performance.
- The context is the setting or conditions within which the performance is met.

Action verb	Content	Context
Evaluate	the implications of multiculturalism	in Aotearoa New Zealand's exercise industry

Key considerations

1. Learning outcome statements must be *SMART*:
 - a. **Specific**: unambiguous and address defined areas of competencies - short statements that enable learners to understand the learning undertaken in the respective component. Including too many concepts in a single LO would lead to difficulty in linking the learning outcome to multiple assessments thereby lacking in clarity whether the learner has achieved the learning outcome or not. However, a narrow learning outcome would restrict adaptability knowledge and skills in application.
 - b. **Measurable**: linked to observable or demonstrable knowledge, skills, and attributes. The action verb at the beginning of the learning outcome is integral in illustrating the measurability and assess-ability.
 - c. **Achievable**: written for a learner to establish a clear minimum required performance expectation.
 - d. **Relevant**: aligned to the aim, content, instructional method and assessment methodology of the component.
 - e. **Time-bound**: demonstrate achievement within a specific timeframe keeping in view the realistic constraints.
2. Manageable in terms of the number: there is no specific number of learning outcomes in a component. However, having too many learning outcomes would designate too much focus on curricular details and will be unmanageable in the process of assessment.
3. Demonstrate enduring understanding: through a detailed stakeholder consultation knowledge and skills that are *essential* should be included as learning outcomes.
4. Different from the title or purpose statements of Unit standards or GPOs of the qualification: unit standards are standards for assessment against learning outcomes, they themselves are not learning outcomes.

Examples

The following examples are selected to demonstrate the common areas of request for information (RFI) in the evaluation of the applications:

Inappropriate verbs

Action verbs describe knowledge and skills that learners are expected to demonstrate, and that are measurable through the assessments.

- *Learn about Jean Piaget's theory of cognitive development.*

The action verb *learn* does not express a process of learning here.

- *Participate in supporting students with their learning, under supervision, in the education support and care context.*

Participate is an action verb. However, in the same vein, it only implies an action that does not explicitly result from the learning process. Not all action verbs are suitable for describing learning outcomes, as not all action verbs can indicate an outcome or result that are measurable, e.g. undertake, conduct, complete, implement.

Role of an action verb in determining the level of learning outcome

The action verb is crucial when determining the level of the LO, especially for higher level cognitive activities such as synthesise or evaluate, in addition to the specific knowledge and skills (content) and the settings (context) to which they apply/relate.

An action verb may be used at different levels, e.g. with the action verb 'demonstrate' or 'apply', the level will be demonstrated by the content and context as being more advanced or specialised knowledge and skills.

- *Choose and organise relevant financial information in deciding the appropriate financing strategy for a business.*

Choose and organise relevant financial information, were this to be included as a level 8 learning outcome, is below the level 8 descriptors. The learning outcome should be focused on financial strategy decision making rather than the approach. Therefore, the following revised learning outcome statement is better aligned to the level:

Devise appropriate financial strategies for a business through evaluating and applying relevant financial information.

Another example:

- *Calculate financial ratios to measure profitability, asset utilisation, working capital management, long-term financial stability, and financial markets.*

This learning outcome was proposed as a Level 5 outcome. A restructured statement that more accurately reflects the intention and the level of the learning outcome could be:

Apply financial analysis techniques to assess profitability, asset utilisation, working capital management, long-term financial stability, and financial markets for an organisation.

Unnecessary adverbs or modifiers

Some learning outcomes carry unnecessary adverbs or modifiers, which would make the learning outcomes difficult to measure.

- *Accurately measure health-related parameters in healthy adult individuals.*
- *Correctly perform and teach the major exercises and mobility techniques required for entry into the Strength and Conditioning profession.*
- *Successfully communicate with clients about their needs.*

Addition of adverbs to learning outcomes means that additional clarification or definition of these adverbs is required prior to assessment of the learning outcomes, e.g. in what sense it (the action) is systematic/accurate/correct/successful?

Multiple verbs

When writing learning outcomes with two or more action verbs, the semantic and logical relationships between the verbs is critical. Unless both actions are significant and work together, it is better to use only one verb. For instance,

- *Plan and prepare a financial analysis report for an organisation applying ethics, professionalism and industry norms.*

Rather than use *plan and prepare*, which carry the similar meaning, it might be better to replace them with *develop*.

- *Conceptualise, plan, organise, design and independently conduct research to solve complex identified problems.*

This example uses five verbs to lead the learning outcome statement, suggesting the following:

- Conceptualise research
- Plan research
- Organise research
- Design research
- Conduct research.

The four preceding actions are embedded in the last action *conduct*, which, like *undertake*, is not a verb describing outcomes but a task. This statement requires a rewrite based on the component aim and content, with reference to assessment methods and tasks.

Writing learning outcome as assessments task

Learning outcomes indicate what learners are able to do with the knowledge and skills gained through the learning journey of a component. The achievement of the learning outcomes is judged through successful completion of assessments. In some instances, assessment tasks are proposed as learning outcomes.

- *At the successful completion of this course, students will be able to complete a small research project.*

This is a task that does not indicate the knowledge, skills and application involved. As such, this is an inappropriate learning outcome statement in terms of format, action verb, content and context.

Another example:

The learners will be able to:

- *Implement a research proposal.*
- *Undertake a comprehensive literature review within a chosen field of practice.*
- *Gather, store and critically analyse data relevant to the research topic using appropriate and justifiable methods and tools.*

The first statement in this example does not express a learning outcome but a task. In addition, the statement is not in the standard learning outcome format, as suggested above.

Similarly, the verbs *undertake*, *gather* and *store* describe tasks instead of consequential learning outcomes. These three statements present a process of actions involved in a project rather than being an outcome of a learning.

Summary

1. **Start** by reflecting what learners are expected to learn in the component, bearing in mind the considerations for selection of learning outcomes, as stated above.
2. **Begin** with a stem statement: *On successful completion of the component, the learners will be able to.*
3. **Write** simple and concise statements using the structure specified above to demonstrate most precisely the intended outcome.

Further reading guide

Kennedy, D. 2006. *Writing and using learning outcomes: a practical guide*. Cork: University College Cork. Accessed at <https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1>

Massey University Teaching and Learning Centres. Learning Outcomes. Accessed at <https://www.massey.ac.nz/massey/fms/AVC%20Academic/Teaching%20and%20Learning%20Centres/Learning-outcomes.pdf?88EDEC1C9F92D446FEBA4903793B7080>

Newcastle University. 2018. Guidance on writing learning outcomes. Accessed at <https://www.ncl.ac.uk/ltds/assets/documents/res-writinglearningoutcomes.pdf>

The Learning Institute at Queen Mary, University of London. *Good practice guide on writing aims and learning outcomes*. Accessed at <https://www.qmul.ac.uk/queenmaryacademy/education-and-learning/resources--good-practice/curriculum-design/intended-learning-outcomes/>

Moon, J. 2000. Linking levels, learning outcomes and assessment criteria. Accessed at http://www.ehea.info/media.ehea.info/file/Learning_Outcomes_Edinburgh_2004/77/4/040701-02Linking Levels plus ass crit-Moon 577774.pdf

CEDEFOP. 2017. *Defining, writing and applying learning outcomes: a European handbook*. Luxembourg: Publications Office. Accessed at <http://dx.doi.org/10.2801/566770>

LO writing

To summarise some of my feedback.

- While reviewing the LOs, consider again this question: Is it possible to collect accurate and measurable data for each outcome?
- 'Explore' and 'examine' imply a learning task rather than the outcome of the learning e.g. 'Apply a process or technique...' or 'Demonstrate advanced skills and/or specialist knowledge and skills...'.
• The LOs should avoid synonyms.
- Avoid a large number of verbs in a single LO. One, maybe two is suffice. Too many verbs can create issues for assessment and collecting accurate and measurable data etc.
- I find this pattern quite useful: Action Verb + Content + Context. You provided some really good examples in the programme that follow this pattern.

2 June 2023

MoE no: 6683

██████████
Kaihautu, Quality Assurance & Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
PO Box 19400 Hamilton 3244
Hamilton/Waikato

Tēnā koe ██████████

NZQA reference: C53077, C53078, C53079

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN)(Level 7)– request for information No. 2 (RFI2)

We have completed our evaluation of the RFI response by Te Pūkenga - New Zealand Institute of Skills and Technology. To progress your application, we need further information as set out in the attached report.

How to send the information

Please email the requested information to me by **20 April 2022**. If you need more time, or have questions about the required information, please contact me directly by phone ██████████ or email Sarah.Cozens@nzqa.govt.nz

Timeframe for analysing the application

Please note that the time that we await your response to this RFI does not count against the 130 Days timeframe for processing the application.

Guidance

Please refer to the relevant rules and guidelines to assist you prepare your response to this RFI. In addition NZQA provides specific guidance for Degree Approval and Accreditation on the NZQA website.

Nāku noa, nā

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

Request for information No. 2

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN) (Level 7)

NZQA reference: **C53077; C53078; C53079**

Overarching Comment

It is acknowledged that the writers of the programmes are clearly experienced and knowledgeable in the writing of this degree suite.

NZQA is not challenging the credentials of the writers.

An evaluation of a degree programme such as the BN Māori, BN Pacific, and BN requires evidence of broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders that have contributed and supported the GPO's, content, delivery, assessment, conceptual framework to inform the body of the degree. This detail is missing and is a critical component of this and related criteria.

It would be helpful to see how this process was carried out and mapping to show who and how information was included or not in the final document.

The most critical issue is how the conceptual framework along with the mātaōpono have framed the content, delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation

Because of tight time frames, korero around consultation and engagement is considered too substantial for an RFI. However, the above concerns will be tabled for discussion at panel.

18 April 2023

Tēnā koutou

Te Pūkenga appreciate the response to the first RFI and are happy to provide you with this response and the associated appendices.

Please note that as part of the co-design process of the unified programmes, 3 kanohi ki te kanohi (face to face) engagements with iwi and hapū forums that have the previous iterations of Bachelor of Nursing-Māori programmes delivered within their rohe were prioritised. Those existing programmes have representations of the mātauranga including kōrero tuku iho (oral traditions) and pedagogical viewpoints of those respective iwi/hapū within those programmes.

Given the change to a new unified programme being delivered within their rohe, it was important for iwi/hapū representatives to have the opportunity to meet and discuss the co-design approach and the opportunities to integrate local mātauranga as deemed appropriate by them, with the programme development team, thus further enabling authenticity within the unified programmes.

Hui details are below:

Date	Forum	Home Institute	Iwi/Hapū affiliation	Venue
16/06/22	MIT Rūnanga Māori	<ul style="list-style-type: none">• MIT	<ul style="list-style-type: none">• Ngā iwi me ngā hapū o Te Kei o te waka o Tainui• Kīngitanga	MIT Manukau Campus
22/06/22	Whitireia	<ul style="list-style-type: none">• Whitireia	<ul style="list-style-type: none">• Ngāti Toa	Whitireia
28/06/22	Ngā Manu Taupunga	<ul style="list-style-type: none">• Wintec	<ul style="list-style-type: none">• Waikato, Maniapoto, Raukawa, Hauraki	Wintec

Broad engagement and consultation has been undertaken with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders at various stages of the development:

- Codesign phase,

- Programme writing phase,
- Consultation phase,
- Expert Panel phase.

In addition to these formal phases of the development process, there has been other engagement through ad hoc and informal means. Ongoing engagement formally and informally, along with the themes that emerged from the collaborative codesign process supported the development of ngā mātāpono and the philosophical and conceptual framework of each programme, and consequently the GPO's and course descriptors. The whakatauākī also provided the foundation for the programmes and this in turn supported the development of the stages of growth articulated in the programmes.

As part of the phase of preparation for delivery, there are a number of working group/curriculum writers that continue to have key roles in the implementation phase. One Māori Nurse Educator leads the development of aspects related to the Bachelor of Nursing Māori and Te Ao Māori woven through the Bachelor of Nursing programme; a Pacific Nurse Educator leads the development of aspects related specifically to the Bachelor of Nursing Pacific and aspects related to Pacific worldviews in the Bachelor of Nursing programme; a Māori Nurse Educator leads the indigenization in the Bachelor of Nursing programme. This group work collaboratively with the Head of Nursing and other development groups to ensure ngā mātāpono and philosophical concepts that evolved as part of the codesign and were articulated in the programme documentation are realised in the way they were intended.

We look forward to having further korero at panel regarding these aspects.

This continues to be a concern. It appears that Te Pūkenga has addressed the concerns expressed around consultation almost solely with regard to the BN Māori, whereas in fact the concerns are equally relevant to the BN Pacific and BN, where te ao and mātauranga Māori content will be delivered to a less informed, therefore less critical, audience. If we are not fully informed as to how consultation has taken place, on what foundation of engagement the content was developed, it is difficult to be confident that the existing content hits the mark and ensures that graduates will be authentic and culturally safe practitioners. Noted that consultation/engagement with stakeholders beyond Māori has not even been touched upon in this response. In terms of the table of engagement with Māori, have they got the engagement right? I would have thought that MIT would have involved Ngāti Whātua Ōrakei, given that the catchment area for the BN Māori is likely to extend across Tāmaki Makaurau. Why is Wintec consulting with Raukawa?

Pukenga - For each degree please detail who was met with, what they told developers, how developers responded to the feedback, provide evidence that nay feedback was used as appropriate. We expect to see evidence of input/codesign from maori academics from the field, maori practitioners in the field, mana whenua in all areas/regions of delivery.

Programme Approval Criteria

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Evaluator feedback	Required	Response
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>	<p>NZQA acknowledges the further work done on the programme aim statements. While the contexts of each degree are more distinct, there remains significant crossover. It is understood that all three degrees must align with Nursing Council standards, and therefore there will be underpinning similarities. However, some outstanding points to consider:</p> <ul style="list-style-type: none"> Although desirable that nurses be compassionate, it is questioned how compassion will be taught and assessed objectively, and therefore its appropriateness in an aim statement. 	<p>Please address the points specified in the aim statements of the three degrees.</p>	<p>The aim statements have been updated and attached as Appendix 2.2a Updated Programme Aims.</p> <p>Please note:</p> <ul style="list-style-type: none"> Compassion has been removed. OK Targeted communities have been clarified – graduates will meet NCNZ competencies and be “<i>ready to provide high-quality and culturally safe Nursing care to individuals, families, whānau and communities in Aotearoa New Zealand and beyond</i>”. OK Bachelor of Nursing Māori graduates will also be able to “<i>confidently engage with iwi, hapū, hapori and whānau Māori</i>”, and Bachelor of Nursing Pacific graduates will

	<ul style="list-style-type: none"> • The targeted communities for each of the degree appear somewhat siloed, and it is unclear whether graduates will be able to operate beyond their specified communities. This seemingly contradicts the final sentences of paras 2 and 3 of each aim statement. • BN Māori – the aims do limit graduates’ skills to just serving iwi, hapū, hapori and whānau Māori. Would strongly advise wordsmithing to clarify that graduates will specialise in caring for iwi, hapū, hapori and whānau Māori that these specialised skills enhance nursing practice for all tūroro. • Use of <i>ākonga</i> for BN and BN Māori, yet <i>learners</i> for BN Pacific. • BN Pacific – question the wording: <i>will be confident within their Pacific Heritage</i>. What is intended by this, and how will it be captured? • BN Pacific –<i>identify with a Pacific Heritage</i>. Does this phrase make it sufficiently 		<p>be able to “<i>confidently engage with whānau, fanau, aiga potopoto, kaiga or anau and Pacific communities</i>”. OK</p> <ul style="list-style-type: none"> - Te Pūkenga Ohu Reo and Tikanga have provided guidance regarding use of: <ul style="list-style-type: none"> ○ Ākonga – refers to all learners ○ Ākonga Māori – refers specifically to Māori learners ○ Pacific learners – refers specifically to Pacific learners (noting that when referring specifically to Pacific learners it is not appropriate to use ākonga). OK - Bachelor of Nursing Pacific aim statement has been amended: <ul style="list-style-type: none"> ○ “<i>This programme is designed for Pacific learners who identify with a Pacific Heritage and strongly reflects a Pacific worldview...</i>” OK ○ Graduates “<i>will be strong in their own Pacific identity</i>” Still need clarity here. Pursue at panel. - Bachelor of Nursing programme aim amended to
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	<p>clear that ākonga will be of Pasifika heritage?</p> <ul style="list-style-type: none"> • BN graduates will be capable of authentic engagement and critical reflection, yet these or like capabilities are not reflected in the BN Māori or BN Pacific. As these are fairly high-level qualities, their absence from the other degrees is questioned. 		<p>align with the other programme aims:</p> <ul style="list-style-type: none"> ○ <i>“Graduates will meet the Nursing Council of New Zealand competencies for the Registered Nurse scope of practice, enabling them to practice confidently, competently and collaboratively as Registered Nurses who are well prepared to serve whatever community of people and Nursing context they choose to work within”.</i> OK
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>	<p>The amendments made to GPOs to create distinctions in each degree are noted, and this will be further discussed at panel.</p> <p>Whilst the uara Māori are supported conceptually, the GPOs require better wording to align with the intent of each uara. Some statements appear mis-aligned e.g., Pūkengatanga is present across all GPO statements provided therefore should be written accordingly. Appears that the uara have been placed after the fact, rather than the frame for GPO's – caution. GPO's are written as tasks and need to be rewritten.</p>		<p>The Graduate Profile Outcomes have been updated and attached as Appendix 2.3a Updated GPOs.</p> <p>The GPO alignment with values have been reviewed following this feedback and amendments made.</p> <ul style="list-style-type: none"> - As one of the mātāpono values are integrated throughout the programme, and whilst GPO have been linked to specific values, it does not mean that the GPO is the only GPO that aligns to that values. We've tried to identify those that best align; however, the programme takes an integrated approach

	<p>Several GPOs continue to be task- or function-based, and the idea of the Level 7 graduate as a reflective practitioner is not always evident. As an example, GPOs 2 and 3: <i>Practise as a safe and competent beginning Registered Nurse.</i> and <i>Meet the Nursing Council of New Zealand's theoretical and clinical experience requirements in the Registered Nurse scope of practice:</i> While it is comprehended that practice and the ability to meet registration requirements are an encapsulation of knowledge and skills acquired across the degrees, these GPOs would be enhanced if the attendant knowledge and skills were made more explicit.</p> <p>There continues to be a significant focus on practice or provision of nursing in the revised GPOs (2, 5, 8, 9, 11). These continue to have a task focus. The extent to which they are measurable is likewise unclear.</p> <p>GPO8; <i>recognising the impact</i> is questioned in this statement. Is it sufficient to recognise it when practising, or should it be more focussed on using the knowledge of impacts and determinants of health and wellbeing to mitigate their effects or otherwise inform safe practice?</p> <p>GPO 10 would be better re-ordered with the utilisation or application of science, critical thinking, etc, as the starting point.</p>		<p>and the uara are integrated throughout. GPOs provide Merits further discussion. Concern remains uara have been placed after the fact.</p> <ul style="list-style-type: none"> - The headings for GPO help to shown connected with the whakapapa of the programme development. OK - Most GPOS have been updated to enhance and make the attendant knowledge and skills more explicit and reduce the task focus of the GPOs. Leave for the panel to decide. Some improvement, but still very practice based. - GPO 8 has been updated to confirm that the outcome is the provision of safe Nursing care. OK - GPO 10 has been updated to reflect that the starting point is the utilisation of knowledge to inform care. OK - GPO 6 and 7 updated to align across the three programmes, whilst recognising the three distinct programmes. OK - Aim statements have been reviewed, along with the GPOs to ensure the alignment between them. OK - Pacific research has been used as this is an inclusive term and does not privilege one Pacific framework over another. OK, but merits
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	<p>BN GPOs 6 and 7 are more limited in scope than their BN Pacific counterparts in terms of the contexts in which graduates will be able to apply their collaborative skills (GPO6) or the desired result of their provision of Te Tiriti o Waitangi informed Nursing care (GPO7). Should this be the case?</p> <p>BN aim statement specifies a commitment to diversity and inclusiveness to achieve equitable health outcomes for Māori and all other healthcare recipients, but this does not come through strongly in the GPOs.</p> <p>BN Pacific GPO10 <i>research and Pacific research</i> could benefit from re-wording. Is there a commonly understood Pasifika term rather than <i>Pacific research</i>?</p>		<p>further discussion. Does Rangahau not privilege one term?</p>
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>	<p>The work undertaken by Te Pūkenga to update component LOs is acknowledged. The following points remain to be addressed:</p> <p>Level 5</p> <p>Several component LOs continue to be reflective of assessment tasks rather than the knowledge, skills, and attributes that graduates of a given component will acquire. This is particularly evident in components 5101-5108, 5201-5208 and 5301-5308.</p>	<p>Please attend to the points raised around LOs in the commentary.</p>	<p>Learning Outcomes have been updated and attached as Appendix 2.3b Updated LOs BN Māori, Appendix 2.3b Updated LOs BN Pacific, Appendix 2.3b Updated LOs BN.</p> <p>Amendments have been made in line with Evaluator feedback and are inclusive of:</p> <ul style="list-style-type: none"> - All level 5 LOs reviewed, and updates made accordingly, in line with feedback - Ensuring reflection of knowledge, skills and

	<p>LOs lack an end purpose, so that there is no clear indication of the relevance or applicability of the knowledge or skill(s) referenced. This issue most frequently arises from the task-based nature of many LOs.</p> <p>Indicative examples include:</p> <ul style="list-style-type: none"> • 5101/5201/5301 LO3: Explain whakawhiti kōrero, whakarongo and other principles of communication for Nursing practice in Aotearoa New Zealand/ Explain the principles of communication for Nursing practice in Aotearoa New Zealand – what purpose does such an explanation serve? • 5103/5203/5303/ LO2 Describe ethical and legal responsibilities in Nursing practice – what beyond description of the responsibilities will the component graduate be capable of, how will it serve the discipline and/or the profession? • 5207/5307 LO1 Discuss a Te Ao Māori worldview of human anatomy and physiology does the resultant knowledge merit 		<p>attributes, and articulation of end purpose</p> <ul style="list-style-type: none"> - Addressing previous predominance of describe and discuss in Level 5 LOs - Addressing previous frequency of 'apply' and to a lesser extent 'demonstrate' in Level 6 LOs - <p>There appear to be issues regarding the writing of LOs. Many of those that have been rewritten continue to be reflective more of assessment tasks</p> <p>see attachments I have provided</p>
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	<p>only discussion; what is its purpose in relation to practice?</p> <ul style="list-style-type: none"> • There remains in some Level 5 components a predominance of describe and discuss (e.g., 5103, 5203, 5303, 5106, 5206, 5306). This over-use is limiting in terms of the spectrum of skills the learner will have attained on completion of study. <p>Level 6</p> <p>Changes made to Level 6 LOs – several have addressed the feedback provided; however, please see the following.</p> <p>NURS6102/6202/6302 LO1 - the rationale for the format of this LO is comprehended; however, it is noted that commentary regarding the frequent use of 'apply' and to a lesser extent 'demonstrate' in 6101/6201/6301, 6102/6202/6302, and 6106) has resulted in increased use of 'apply'. While it is understood that 6102/6202/6302 and 6106/6206/6306 are clinical components, these outcomes do not provide insight into the depth of learning and practical and theoretical knowledge leading to application, analysis and generation of solutions, and the ability to select and apply</p>		
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	<p>standard and non-standard processes.</p> <p>NURS6103/6203/6303 LO1</p> <p>While the rationale is in terms of the newness of linking of worldviews and stories to pathophysiology is acknowledged, 'discuss' infers a lower level of learning which understates the importance of the content and the links being made. It is suggested that 'Integrate' or similar be considered, as this allows Te Ao Māori and Pasifika worldviews to inform the learning of the entire component.</p> <p>NURS7102/7202/7302 LO2</p> <p>No change was made to LO2.</p> <p>This LO continues to be expressed as a task with a focus on critical analysis, whereas it is suggested that it is more about how critical thinking is used in nursing care. It is also noted that the current wording suggests that critical analysis is undertaken with consumers and their whānau – a suggestion is in the Nursing care with of health consumers and their whanau.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>	<p>Owing to the changes made to aims, GPOs, and LOs, and subsequent changes to be made, Te Pūkenga is asked to re-map the component LOs against the GPOs to ensure all</p>	<p>Please provide a re-mapping of the component LOs against the GPOs for all three qualifications. This should also be included in materials sent to the panel.</p>	<p>Coherency Mapping has been updated and attached as Appendix 2.4a Updated Map BNMāori, Appendix 2.4a Updated Map BNPacific, Appendix 2.4a</p>

	Ākonga will meet the GPOs of their respective qualifications.		Updated Map BN. OK – leave to panel contingent on their perspectives of GPOs, LOs.
2.4c The structure of the component parts (courses) provides a coherent programme of study.	Because many of the LOs at present are very task based with a strong focus on practice, it is difficult to gain a comprehensive picture of the knowledge and skills driving practice. This also means that there is not a clear picture of the way knowledge and skills scaffold throughout the programmes. Te Pūkenga is asked to consider this when addressing the LOs under 2.3b above.	Please refer to 2.3b above.	As above

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Evaluator feedback	Required	Response
3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.	Tables 1.7.1.4 and 1.8.1 were considered at the time of the initial evaluation. However, it would be useful if Te Pūkenga could include in the application material sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	Please include in documentation sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	Indicative delivery schedule is provided as Appendix 3.1 indicative Delivery Schedule. Detailed delivery schedule provided. Up to panel and NC to determine whether the balance is right.

<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>	<p>(Year 1 learning experience hours): Ākonga will be encouraged to develop partnerships within their local community and an agreement will be made with each partner clarifying the roles and responsibilities for Te Pūkenga, ākonga and learning experience provider. Te Pūkenga is asked to provide this sample in the materials sent to the panel.</p> <p>Placement agreements: While former ITPs have significant experience in running clinical working experiences, and will utilise their current policies and procedures, offering unified programmes means having a unified approach to how the clinicals are run and supported. This will need to be in place before programme commencement, based on a commonality of purpose and understanding. To this end, a sample draft MoU outlining the roles and responsibilities of all parties involved in the placement is needed.</p>	<p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement covering off the roles and responsibilities of all parties in Year 1 learning experience in community organisations.</p> <p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement for clinical placements.</p>	<p>Year 1 learning experience sample provided as Appendix 3.2a Year 1 Learning Experience Sample Agreement.</p> <p>1.5 If [TE PŪKENGA BUSINESS DIVISION NAME] requires the ākonga to undertake specific activities during the Placement [TE PŪKENGA BUSINESS DIVISION NAME] will provide You written notice of those activities. Surely in each case there would be specific activities – otherwise how can the quality and consistency of these placements be judged?</p> <p>Clinical placement sample provided as Appendix 3.2b Clinical Placement sample agreement. Please note that the example provided relates to an existing programme currently being provided by a Business Division. The relevant sections will be updated accordingly with the unified programme data.</p> <p>Sample MoU – from Wintec. Has NC any comment or issues with this? Query how they are going to place learners if they still have no unified MoU in place. Would be concerned if this was to be another case of grandparenting of existing business divisions' agreements.</p> <p>Seem to be no IP provisions.</p>
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			Is there going to be (or is it necessary) a separate MoU for the BN Māori and BN Pacific?.
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Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Evaluator feedback	Required	Response
6.1 Assessment methodology and planning is appropriate.	We acknowledge that Te Pūkenga is in the process of collaboratively developing programme assessments and has offered to make them available at panel. With respect, the panel process is tightly scheduled and therefore panellists may not be positioned to read these documents. Instead, it would be useful for the panel to receive with the panel documentation some sample assessments that have already been developed for the programmes.	Please supply in the panel documentation sample assessments,	Further details will be provided as part of panel documentation. OK. I hope they mean what will be sent out prior to panel.
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that	An updated internal and external moderation schedule is requested as part of this RFI and should also be sent with the application materials sent to the panel.	Please supply as part of this RFI an updated internal and external moderation schedule. This should also be included in the application documentation sent to the panel.	Updated internal and external moderation schedules are attached as Appendix 6.6 Moderation Schedule. OK, updated schedule supplied. HOWEVER, still very

<p>assessment outcomes are fair and consistent.</p>			<p>concerned that we have no idea if Te Pūkenga is moving from its current position on external moderation, which is more reminiscent of internal moderation, without the focussed subject expertise. How will this work, and how does it represent an external lens\ . Given the issues this application has faced in relation to te ao and mātauranga Māori, strong need to ensure that there is external scrutiny to ensure that Te Pūkenga is getting it right.</p> <p>if tp is essentially doing internal moderation as a result of rove how does it assure itself that it is receiving rigorous and critical feedback re moderation of objective rigour.</p>
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ACCREDITATION CRITERIA

Criterion 2 Resources









The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.





NZQA Criteria	Evaluator feedback	Required	Response
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) 	<p>The question of the logistics of staffing will be discussed at panel. Te Pūkenga has offered to supply updated staff lists at panel. However, the panel schedule may not allow panellists the time to examine these lists to form a stance on staffing. In the interim, Te Pūkenga is asked to supply as part of this RFI updated lists of teaching staff which specify their location; qualifications; registration status; teaching qualifications; programme and components they will teach; and research in relation to the components they will teach.</p>	<p>Please supply an update list of teaching staff for the programmes that includes the following: location; qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p>	<p>Further details are being collated from each Business Division and will be provided prior to Panel. Sigh!</p> <p>the panel expectation is:</p> <p>all materials will be provided for evaluation before the panel starts and in enough time for panelists to review the material.</p> <p>that the presented materials will be clear and simply organised with high accuracy/formatting etc.</p> <p>that no additional materials or reading will be required at or during the panel.</p> <p>this is part of a quality orientation</p>

<p>c) have experience and expertise in teaching, with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>			
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Application Criteria	Required Information	Provider response

Appendices

Section	Appendix	Attachment
2.2a	Updated Programme Aims	 Appendix 2.2a Updated Programme
2.3a	Updated GPOs	 Appendix 2.3a Updated GPOs.pdf
2.3b	Updated LOs BNMāori	 Appendix 2.3b Updated LOs BNMāo
2.3b	Updated LOs BNPacific	 Appendix 2.3b Updated LOs BNPacif
2.3b	Updated LOs BN	 Appendix 2.3b Updated LOs BN.pdf
2.4a	Updated Map BNMāori	 Appendix 2.4a Updated Map BNMāc
2.4a	Updated Map BNPacific	 Appendix 2.4a Updated Map BNPaci
2.4a	Updated Map BN	 Appendix 2.4a Updated Map BN.pdf

3.1	Indicative Delivery Schedule	 <p>Appendix 3.1 Indicative Delivery Sch</p>
3.2a	Year 1 Learning Experience Sample Agreement	 <p>Appendix 3.2a Learning Experience S</p>
3.2b	Clinical Placement Sample Agreement	 <p>Appendix 3.2b Clinical Placement san</p>
6.6	Moderation Schedule	 <p>Appendix 6.6 Moderation Schedule.</p>

From: [Miriata Tauroa](#)
To: [REDACTED]
Cc: [Sarah Cozens](#)
Subject: Nursing panel update
Date: Friday, 21 April 2023 11:26:41 AM
Attachments: [NCNZ NZQA Panel Agenda Outline May 2023.docx](#)
[Degree Approval and Accreditation RFI 2 C53077 C53078 C53079 Te Pūkenga Response Analysis 180423.docx](#)

Kia ora [REDACTED],

Hope you've had a good week.

As you're aware, Te Pūkenga nursing panel is not far off and we're working steadily to ensure key tasks are met prior to 15 May.

I've attached for you the latest agenda and RFI (with notes confidential to you, me and Sarah).

Sarah and I are keen to catch up perhaps Thursday or Friday next week to talk through the agenda, RFI and status regarding the panel.

Do you have an hour on those days? Sarah isn't available on Wednesday. I'm away on Monday and Tuesday is ANZAC. Can also look to hui the following week as well if that helps.

Ngā mihi,

Māua ko Sarah

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	Transitional Head of Nursing	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	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes	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

Time	NCNZ: Activity/Session	NZQA Panel: Activity/Session
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

Time	NCNZ: Activity/Session	NZQA: Activity/Session
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	

2 June 2023

MoE no: 6683

██████████
Kaihautu, Quality Assurance & Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
PO Box 19400 Hamilton 3244
Hamilton/Waikato

Tēnā koe ██████████

NZQA reference: C53077, C53078, C53079

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN)(Level 7)– request for information No. 2 (RFI2)

We have completed our evaluation of the RFI response by Te Pūkenga - New Zealand Institute of Skills and Technology. To progress your application, we need further information as set out in the attached report.

How to send the information

Please email the requested information to me by **20 April 2022**. If you need more time, or have questions about the required information, please contact me directly by phone (██████████) or email Sarah.Cozens@nzqa.govt.nz

Timeframe for analysing the application

Please note that the time that we await your response to this RFI does not count against the 130 Days timeframe for processing the application.

Guidance

Please refer to the relevant rules and guidelines to assist you prepare your response to this RFI. In addition NZQA provides specific guidance for Degree Approval and Accreditation on the NZQA website.

Nāku noa, nā

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

Request for information No. 2

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN) (Level 7)

NZQA reference: **C53077; C53078; C53079**

Overarching Comment

It is acknowledged that the writers of the programmes are clearly experienced and knowledgeable in the writing of this degree suite.

NZQA is not challenging the credentials of the writers.

An evaluation of a degree programme such as the BN Māori, BN Pacific, and BN requires evidence of broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders that have contributed and supported the GPO's, content, delivery, assessment, conceptual framework to inform the body of the degree. This detail is missing and is a critical component of this and related criteria.

It would be helpful to see how this process was carried out and mapping to show who and how information was included or not in the final document.

The most critical issue is how the conceptual framework along with the mātaōpono have framed the content, delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation

Because of tight time frames, korero around consultation and engagement is considered too substantial for an RFI. However, the above concerns will be tabled for discussion at panel.

18 April 2023

Tēnā koutou

Te Pūkenga appreciate the response to the first RFI and are happy to provide you with this response and the associated appendices.

Please note that as part of the co-design process of the unified programmes, 3 kanohi ki te kanohi (face to face) engagements with iwi and hapū forums that have the previous iterations of Bachelor of Nursing-Māori programmes delivered within their rohe were prioritised. Those existing programmes have representations of the mātauranga including kōrero tuku iho (oral traditions) and pedagogical viewpoints of those respective iwi/hapū within those programmes.

Given the change to a new unified programme being delivered within their rohe, it was important for iwi/hapū representatives to have the opportunity to meet and discuss the co-design approach and the opportunities to integrate local mātauranga as deemed appropriate by them, with the programme development team, thus further enabling authenticity within the unified programmes.

Hui details are below:

Date	Forum	Home Institute	Iwi/Hapū affiliation	Venue
16/06/22	MIT Rūnanga Māori	<ul style="list-style-type: none">• MIT	<ul style="list-style-type: none">• Ngā iwi me ngā hapū o Te Kei o te waka o Tainui• Kīngitanga	MIT Manukau Campus
22/06/22	Whitireia	<ul style="list-style-type: none">• Whitireia	<ul style="list-style-type: none">• Ngāti Toa	Whitireia
28/06/22	Ngā Manu Taupunga	<ul style="list-style-type: none">• Wintec	<ul style="list-style-type: none">• Waikato, Maniapoto, Raukawa, Hauraki	Wintec

Broad engagement and consultation has been undertaken with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders at various stages of the development:

- Codesign phase,

- Programme writing phase,
- Consultation phase,
- Expert Panel phase.

In addition to these formal phases of the development process, there has been other engagement through ad hoc and informal means. Ongoing engagement formally and informally, along with the themes that emerged from the collaborative codesign process supported the development of ngā mātāpono and the philosophical and conceptual framework of each programme, and consequently the GPO's and course descriptors. The whakatauākī also provided the foundation for the programmes and this in turn supported the development of the stages of growth articulated in the programmes.

As part of the phase of preparation for delivery, there are a number of working group/curriculum writers that continue to have key roles in the implementation phase. One Māori Nurse Educator leads the development of aspects related to the Bachelor of Nursing Māori and Te Ao Māori woven through the Bachelor of Nursing programme; a Pacific Nurse Educator leads the development of aspects related specifically to the Bachelor of Nursing Pacific and aspects related to Pacific worldviews in the Bachelor of Nursing programme; a Māori Nurse Educator leads the indigenization in the Bachelor of Nursing programme. This group work collaboratively with the Head of Nursing and other development groups to ensure ngā mātāpono and philosophical concepts that evolved as part of the codesign and were articulated in the programme documentation are realised in the way they were intended.

We look forward to having further korero at panel regarding these aspects.

This continues to be a concern. It appears that Te Pūkenga has addressed the concerns expressed around consultation almost solely with regard to the BN Māori, whereas in fact the concerns are equally relevant to the BN Pacific and BN, where te ao and mātauranga Māori content will be delivered to a less informed, therefore less critical, audience. If we are not fully informed as to how consultation has taken place, on what foundation of engagement the content was developed, it is difficult to be confident that the existing content hits the mark and ensures that graduates will be authentic and culturally safe practitioners. Noted that consultation/engagement with stakeholders beyond Māori has not even been touched upon in this response. In terms of the table of engagement with Māori, have they got the engagement right? I would have thought that MIT would have involved Ngāti Whātua Ōrakei, given that the catchment area for the BN Māori is likely to extend across Tāmaki Makaurau. Why is Wintec consulting with Raukawa?

Programme Approval Criteria

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Evaluator feedback	Required	Response
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>	<p>NZQA acknowledges the further work done on the programme aim statements. While the contexts of each degree are more distinct, there remains significant crossover. It is understood that all three degrees must align with Nursing Council standards, and therefore there will be underpinning similarities. However, some outstanding points to consider:</p> <ul style="list-style-type: none"> • Although desirable that nurses be compassionate, it is questioned how compassion will be taught and assessed objectively, and therefore its appropriateness in an aim statement. • The targeted communities for each of the degree appear somewhat siloed, and it is unclear whether graduates will be able to 	<p>Please address the points specified in the aim statements of the three degrees.</p>	<p>The aim statements have been updated and attached as Appendix 2.2a Updated Programme Aims.</p> <p>Please note:</p> <ul style="list-style-type: none"> - Compassion has been removed. OK - Targeted communities have been clarified – graduates will meet NCNZ competencies and be “<i>ready to provide high-quality and culturally safe Nursing care to individuals, families, whānau and communities in Aotearoa New Zealand and beyond</i>”. OK - Bachelor of Nursing Māori graduates will also be able to “<i>confidently engage with iwi, hapū, hapori and whānau Māori</i>”, and Bachelor of Nursing Pacific graduates will be able to “<i>confidently engage with whānau, fanau, aiga potopoto, kaiga or anau and Pacific communities</i>”. OK

	<p>operate beyond their specified communities. This seemingly contradicts the final sentences of paras 2 and 3 of each aim statement.</p> <ul style="list-style-type: none"> • BN Māori – the aims do limit graduates’ skills to just serving iwi, hapū, hapori and whānau Māori. Would strongly advise wordsmithing to clarify that graduates will specialise in caring for iwi, hapū, hapori and whānau Māori that these specialised skills enhance nursing practice for all tūroro. • Use of <i>ākonga</i> for BN and BN Māori, yet <i>learners</i> for BN Pacific. • BN Pacific – question the wording: <i>will be confident within their Pacific Heritage</i>. What is intended by this, and how will it be captured? • BN Pacific – <i>identify with a Pacific Heritage</i>. Does this phrase make it sufficiently clear that <i>ākonga</i> will be of Pasifika heritage? • BN graduates will be capable of authentic engagement and critical 		<ul style="list-style-type: none"> - Te Pūkenga Ohu Reo and Tikanga have provided guidance regarding use of: <ul style="list-style-type: none"> ○ <i>Ākonga</i> – refers to all learners ○ <i>Ākonga Māori</i> – refers specifically to Māori learners ○ Pacific learners – refers specifically to Pacific learners (noting that when referring specifically to Pacific learners it is not appropriate to use <i>ākonga</i>). OK - Bachelor of Nursing Pacific aim statement has been amended: <ul style="list-style-type: none"> ○ “<i>This programme is designed for Pacific learners who identify with a Pacific Heritage and strongly reflects a Pacific worldview...</i>” OK ○ Graduates “<i>will be strong in their own Pacific identity</i>” Still need clarity here. Pursue at panel. - Bachelor of Nursing programme aim amended to align with the other programme aims: <ul style="list-style-type: none"> ○ “<i>Graduates will meet the Nursing Council of New Zealand</i>”
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	<p>reflection, yet these or like capabilities are not reflected in the BN Māori or BN Pacific. As these are fairly high-level qualities, their absence from the other degrees is questioned.</p>		<p><i>competencies for the Registered Nurse scope of practice, enabling them to practice confidently, competently and collaboratively as Registered Nurses who are well prepared to serve whatever community of people and Nursing context they choose to work within".</i> OK</p>
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>	<p>The amendments made to GPOs to create distinctions in each degree are noted, and this will be further discussed at panel.</p> <p>Whilst the uara Māori are supported conceptually, the GPOs require better wording to align with the intent of each uara. Some statements appear mis-aligned e.g., Pūkengatanga is present across all GPO statements provided therefore should be written accordingly. Appears that the uara have been placed after the fact, rather than the frame for GPO's – caution. GPO's are written as tasks and need to be rewritten.</p> <p>Several GPOs continue to be task- or function-based, and the idea of the Level 7 graduate as a reflective practitioner is not always evident. As an example, GPOs 2 and 3: <i>Practise as a safe and competent beginning</i></p>		<p>The Graduate Profile Outcomes have been updated and attached as Appendix 2.3a Updated GPOs.</p> <p>The GPO alignment with values have been reviewed following this feedback and amendments made.</p> <ul style="list-style-type: none"> - As one of the mātāpono values are integrated throughout the programme, and whilst GPO have been linked to specific values, it does not mean that the GPO is the only GPO that aligns to that values. We've tried to identify those that best align; however, the programme takes an integrated approach and the uara are integrated throughout. GPOs provide Merits further discussion. Concern remains uara have been placed after the fact.

	<p><i>Registered Nurse. and Meet the Nursing Council of New Zealand's theoretical and clinical experience requirements in the Registered Nurse scope of practice:</i> While it is comprehended that practice and the ability to meet registration requirements are an encapsulation of knowledge and skills acquired across the degrees, these GPOs would be enhanced if the attendant knowledge and skills were made more explicit.</p> <p>There continues to be a significant focus on practice or provision of nursing in the revised GPOs (2, 5, 8, 9, 11). These continue to have a task focus. The extent to which they are measurable is likewise unclear.</p> <p>GPO8; <i>recognising the impact</i> is questioned in this statement. Is it sufficient to recognise it when practising, or should it be more focussed on using the knowledge of impacts and determinants of health and wellbeing to mitigate their effects or otherwise inform safe practice?</p> <p>GPO 10 would be better re-ordered with the utilisation or application of science, critical thinking, etc, as the starting point.</p> <p>BN GPOs 6 and 7 are more limited in scope than their BN Pacific counterparts in terms of the contexts in which graduates will be able to apply their collaborative skills (GPO6) or the desired result of their provision of Te Tiriti o Waitangi</p>		<ul style="list-style-type: none"> - The headings for GPO help to shown connected with the whakapapa of the programme development. OK - Most GPOS have been updated to enhance and make the attendant knowledge and skills more explicit and reduce the task focus of the GPOs. Leave for the panel to decide. Some improvement, but still very practice based. - GPO 8 has been updated to confirm that the outcome is the provision of safe Nursing care. OK - GPO 10 has been updated to reflect that the starting point is the utilisation of knowledge to inform care. OK - GPO 6 and 7 updated to align across the three programmes, whilst recognising the three distinct programmes. OK - Aim statements have been reviewed, along with the GPOs to ensure the alignment between them. OK - Pacific research has been used as this is an inclusive term and does not privilege one Pacific framework over another. OK, but merits further discussion. Does Rangahau not privilege one term?
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	<p>informed Nursing care (GPO7). Should this be the case?</p> <p>BN aim statement specifies a commitment to diversity and inclusiveness to achieve equitable health outcomes for Māori and all other healthcare recipients, but this does not come through strongly in the GPOs.</p> <p>BN Pacific GPO10 <i>research and Pacific research</i> could benefit from re-wording. Is there a commonly understood Pasifika term rather than <i>Pacific research</i>?</p>		
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>	<p>The work undertaken by Te Pūkenga to update component LOs is acknowledged. The following points remain to be addressed:</p> <p>Level 5</p> <p>Several component LOs continue to be reflective of assessment tasks rather than the knowledge, skills, and attributes that graduates of a given component will acquire. This is particularly evident in components 5101-5108, 5201-5208 and 5301-5308.</p> <p>LOs lack an end purpose, so that there is no clear indication of the relevance or applicability of the knowledge or skill(s) referenced. This issue most frequently arises from the task-based nature of many LOs.</p> <p>Indicative examples include:</p>	<p>Please attend to the points raised around LOs in the commentary.</p>	<p>Learning Outcomes have been updated and attached as Appendix 2.3b Updated LOs BNMāori, Appendix 2.3b Updated LOs BNPacific, Appendix 2.3b Updated LOs BN.</p> <p>Amendments have been made in line with Evaluator feedback and are inclusive of:</p> <ul style="list-style-type: none"> - All level 5 LOs reviewed, and updates made accordingly, in line with feedback - Ensuring reflection of knowledge, skills and attributes, and articulation of end purpose - Addressing previous predominance of describe and discuss in Level 5 LOs - Addressing previous frequency of 'apply' and to a

	<ul style="list-style-type: none"> • 5101/5201/5301 LO3: Explain whakawhiti kōrero, whakarongo and other principles of communication for Nursing practice in Aotearoa New Zealand/ Explain the principles of communication for Nursing practice in Aotearoa New Zealand – what purpose does such an explanation serve? • 5103/5203/5303/ LO2 Describe ethical and legal responsibilities in Nursing practice – what beyond description of the responsibilities will the component graduate be capable of, how will it serve the discipline and/or the profession? • 5207/5307 LO1 Discuss a Te Ao Māori worldview of human anatomy and physiology does the resultant knowledge merit only discussion; what is its purpose in relation to practice? • There remains in some Level 5 components a predominance of describe and discuss (e.g., 5103, 		<p>lesser extent 'demonstrate' in Level 6 LOs</p> <p>-</p> <p>There appear to be issues regarding the writing of LOs. Many of those that have been rewritten continue to be reflective more of assessment tasks</p>
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	<p>5203, 5303, 5106, 5206, 5306). This over-use is limiting in terms of the spectrum of skills the learner will have attained on completion of study.</p> <p>Level 6</p> <p>Changes made to Level 6 LOs – several have addressed the feedback provided; however, please see the following.</p> <p>NURS6102/6202/6302 LO1 - the rationale for the format of this LO is comprehended; however, it is noted that commentary regarding the frequent use of ‘apply’ and to a lesser extent ‘demonstrate’ in 6101/6201/6301, 6102/6202/6302, and 6106) has resulted in increased use of ‘apply’. While it is understood that 6102/6202/6302 and 6106/6206/6306 are clinical components, these outcomes do not provide insight into the depth of learning and practical and theoretical knowledge leading to application, analysis and generation of solutions, and the ability to select and apply standard and non-standard processes.</p> <p>NURS6103/6203/6303 LO1</p> <p>While the rationale is in terms of the newness of linking of worldviews and stories to pathophysiology is acknowledged, ‘discuss’ infers a lower level of learning which</p>		
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	<p>understates the importance of the content and the links being made. It is suggested that 'Integrate' or similar be considered, as this allows Te Ao Māori and Pasifika worldviews to inform the learning of the entire component.</p> <p>NURS7102/7202/7302 LO2</p> <p>No change was made to LO2.</p> <p>This LO continues to be expressed as a task with a focus on critical analysis, whereas it is suggested that it is more about how critical thinking is used in nursing care. It is also noted that the current wording suggests that critical analysis is undertaken with consumers and their whānau – a suggestion is in the Nursing care with of health consumers and their whanau.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>	<p>Owing to the changes made to aims, GPOs, and LOs, and subsequent changes to be made, Te Pūkenga is asked to re-map the component LOs against the GPOs to ensure all Ākonga will meet the GPOs of their respective qualifications.</p>	<p>Please provide a re-mapping of the component LOs against the GPOs for all three qualifications. This should also be included in materials sent to the panel.</p>	<p>Coherency Mapping has been updated and attached as Appendix 2.4a Updated Map BN Māori, Appendix 2.4a Updated Map BN Pacific, Appendix 2.4a Updated Map BN. OK – leave to panel contingent on their perspectives of GPOs, LOs.</p>
<p>2.4c The structure of the component parts (courses) provides a coherent programme of study.</p>	<p>Because many of the LOs at present are very task based with a strong focus on practice, it is difficult to gain a comprehensive picture of the knowledge and skills driving practice.</p>	<p>Please refer to 2.3b above.</p>	<p>As above</p>

	This also means that there is not a clear picture of the way knowledge and skills scaffold throughout the programmes. Te Pūkenga is asked to consider this when addressing the LOs under 2.3b above.		
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Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Evaluator feedback	Required	Response
<p>3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.</p>	<p>Tables 1.7.1.4 and 1.8.1 were considered at the time of the initial evaluation. However, it would be useful if Te Pūkenga could include in the application material sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.</p>	<p>Please include in documentation sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.</p>	<p>Indicative delivery schedule is provided as Appendix 3.1 indicative Delivery Schedule.</p> <p>Detailed delivery schedule provided. Up to panel and NC to determine whether the balance is right.</p>
<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>	<p>(Year 1 learning experience hours): Ākonga will be encouraged to develop partnerships within their local community and an agreement will be made with each partner clarifying the roles and responsibilities for Te Pūkenga, ākonga and learning experience provider. Te Pukenga is asked to</p>	<p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement covering off the roles and responsibilities of all parties in Year 1 learning experience in community organisations.</p> <p>Please supply as part of this RFI, and include in documentation to the</p>	<p>Year 1 learning experience sample provided as Appendix 3.2a Year 1 Learning Experience Sample Agreement.</p> <p>1.5 If [TE PŪKENGA BUSINESS DIVISION NAME] requires the ākonga to undertake specific activities during the Placement [TE PŪKENGA BUSINESS DIVISION NAME] will provide You written</p>

	<p>provide this sample in the materials sent to the panel.</p> <p>Placement agreements: While former ITPs have significant experience in running clinical working experiences, and will utilise their current policies and procedures, offering unified programmes means having a unified approach to how the clinicals are run and supported. This will need to be in place before programme commencement, based on a commonality of purpose and understanding. To this end, a sample draft MoU outlining the roles and responsibilities of all parties involved in the placement is needed.</p>	<p>panel, a sample agreement for clinical placements.</p>	<p><i>notice of those activities. Surely in each case there would be specific activities – otherwise how can the quality and consistency of these placements be judged?</i></p> <p>Clinical placement sample provided as Appendix 3.2b Clinical Placement sample agreement. Please note that the example provided relates to an existing programme currently being provided by a Business Division. The relevant sections will be updated accordingly with the unified programme data.</p> <p><i>Sample MoU – from Wintec. Has NC any comment or issues with this? Query how they are going to place learners if they still have no unified MoU in place. Would be concerned if this was to be another case of grandparenting of existing business divisions' agreements.</i></p> <p><i>Seem to be no IP provisions.</i></p> <p><i>Is there going to be (or is it necessary) a separate MoU for the BN Māori and BN Pacific?.</i></p>
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Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Evaluator feedback	Required	Response
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<p>6.1 Assessment methodology and planning is appropriate.</p>	<p>We acknowledge that Te Pūkenga is in the process of collaboratively developing programme assessments and has offered to make them available at panel. With respect, the panel process is tightly scheduled and therefore panellists may not be positioned to read these documents. Instead, it would be useful for the panel to receive with the panel documentation some sample assessments that have already been developed for the programmes.</p>	<p>Please supply in the panel documentation sample assessments,</p>	<p>Further details will be provided as part of panel documentation. OK. I hope they mean what will be sent out prior to panel.</p>
<p>6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.</p>	<p>An updated internal and external moderation schedule is requested as part of this RFI and should also be sent with the application materials sent to the panel.</p>	<p>Please supply as part of this RFI an updated internal and external moderation schedule. This should also be included in the application documentation sent to the panel.</p>	<p>Updated internal and external moderation schedules are attached as Appendix 6.6 Moderation Schedule. OK, updated schedule supplied. HOWEVER, still very concerned that we have no idea if Te Pūkenga is moving from its current position on external moderation, which is more reminiscent of internal moderation, without the focussed subject expertise. How will this work, and how does it represent an external lens\. Given the issues this application has faced in relation to te ao and mātauranga Māori, strong need to ensure that there is external scrutiny to ensure that Te Pūkenga is getting it right.</p>

ACCREDITATION CRITERIA

Criterion 2 Resources









The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.





NZQA Criteria	Evaluator feedback	Required	Response
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) 	<p>The question of the logistics of staffing will be discussed at panel. Te Pūkenga has offered to supply updated staff lists at panel. However, the panel schedule may not allow panellists the time to examine these lists to form a stance on staffing. In the interim, Te Pūkenga is asked to supply as part of this RFI updated lists of teaching staff which specify their location; qualifications; registration status; teaching qualifications; programme and components they will teach; and research in relation to the components they will teach.</p>	<p>Please supply an update list of teaching staff for the programmes that includes the following: location; qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p>	<p>Further details are being collated from each Business Division and will be provided prior to Panel. Sigh!</p>

<p>c) have experience and expertise in teaching, with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>			
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Application Criteria	Required Information	Provider response

Appendices

Section	Appendix	Attachment
2.2a	Updated Programme Aims	 Appendix 2.2a Updated Programme
2.3a	Updated GPOs	 Appendix 2.3a Updated GPOs.pdf
2.3b	Updated LOs BNMāori	 Appendix 2.3b Updated LOs BNMāo
2.3b	Updated LOs BNPacific	 Appendix 2.3b Updated LOs BNPacif
2.3b	Updated LOs BN	 Appendix 2.3b Updated LOs BN.pdf
2.4a	Updated Map BNMāori	 Appendix 2.4a Updated Map BNMāc
2.4a	Updated Map BNPacific	 Appendix 2.4a Updated Map BNPaci
2.4a	Updated Map BN	 Appendix 2.4a Updated Map BN.pdf

3.1	Indicative Delivery Schedule	 <p>Appendix 3.1 Indicative Delivery Sch</p>
3.2a	Year 1 Learning Experience Sample Agreement	 <p>Appendix 3.2a Learning Experience S</p>
3.2b	Clinical Placement Sample Agreement	 <p>Appendix 3.2b Clinical Placement san</p>
6.6	Moderation Schedule	 <p>Appendix 6.6 Moderation Schedule.</p>

From: [REDACTED]
To: [Sarah Cozens](#)
Cc: [Miriata Tauroa](#); [Nuzhat Sohail](#)
Subject: RE: Bachelor of Nursing Suite - panel nominations
Date: Friday, 21 April 2023 1:00:04 PM
Attachments: [image002.png](#)
[image003.png](#)

Kia ora Sarah, [REDACTED] will be supporting that mahi but is on leave until Wednesday next week. Please copy him in and quality@tepukenka.ac.nz so I can manage anything until he is back in the office.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenka.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, 21 April 2023 12:56 pm
To: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing Suite - panel nominations

Kia ora [REDACTED],
Thank you; we appreciate all your to-ing and fro-ing.

I am going to contact the panel that we have identified thus far in the next couple of days. Could you please let me know who from your organisation I should CC into my initial panel email as the person who will be doing all the co-ordinating side of things (ie, contact re travel arrangements, dietary requirements, etc). Would you and/or [REDACTED] also wish to be included in that email?

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Sent: Friday, April 21, 2023 12:13 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing Suite - panel nominations

Kia ora Sarah, I have forwarded this to the team and we will come back asap with other candidates.

Ngā mihi,

[REDACTED]

Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenka.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, 21 April 2023 10:09 am
To: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Bachelor of Nursing Suite - panel nominations

Kia ora [REDACTED],

Thank you for your work in sending through the nominees for the various panel roles. I confirm the following:

Internal: [REDACTED]; [REDACTED]
Pacific and industry: [REDACTED]
Pacific and academic: [REDACTED]: Waikato University

However, we will have to ask that you supply replacement nominees for Māori academic and industry roles. [REDACTED] is documented in your application (Consultation log) as a participant in the consultation for the programmes, which is a conflict of interest as per NZQA's Guidelines for Degree panels:

<https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Guidelines-for-the-Degree-Panels-March-2023.pdf> (p21)

Our understanding regarding the CV of [REDACTED] is that she is now employed by Auckland City Hospital, and therefore does not qualify as an academic representative, who *must be working in an academic role at an institution other than that of the applicant at the time they are nominated to the panel. They must be teaching and researching in the same discipline at a similar or higher level as the programme under consideration* (p7). We also note that [REDACTED] until 2022 was employed by Unitec, and therefore Te Pūkenga, which also is a conflict of interest.

If it would help, I could suggest you approach [REDACTED] (Ngāpuhi) of Massey University for the Māori academic role. Miriata and I are happy to try to come up with other suggestions if you need our assistance.

In the meantime, you are welcome to send out the application documentation to the confirmed panel.

Thank you, [REDACTED], and do let me know if I can help in any way.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



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From: [REDACTED]
To: [Miriana Tauroa](#); [Sarah Cozens](#)
Subject: agenda
Date: Friday, 21 April 2023 4:49:09 PM
Attachments: [NCNZ NZQA Panel Agenda Outline May 2023.docx](#)

kia ora korua,

ive reviewed an agenda for this panel already and advised best approach, the agenda i got does not seem to looked at what i have provided, i have done another version as attached,

notes: we will ensure we follow and do not deviate from our process - that is dangerous and unethical.

the provider will have to ensure we can do our evaluation work or we will not be in a position to provide a response and so a panel visit will have to be rescheduled at a time when all panel members can reconvene - that's the risk

happy to talk with whomever but 30 minute sessions are not appropriate.

also, they cannot have a cast of thousands or we cant get through our work, remember half these people will be zooming in, a hybrid approach, that's another logistical messy task to manage, overall, the panel is being compromised by the approach and by the short time frames that they are attempting, however for the govt, nzqa and potential students - our stakeholders, we shd not accommodate short cuts.

pls feel free to send feedback

many thanks

[REDACTED]

[REDACTED]

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	NZQA: Activity/Session
9:00am – 10:30am	Pōwhiri and kai
10:30am – 11:00am	Panel time
10:45am – 11:30am	Panel time
11:30am – 12:30pm	Executive and Senior Leadership Team <u>names pls and designations</u>
12:30pm – 1:15pm	Lunch / panel time
1:15pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes <u>we only want 8 people, any more and its unmanageable and does not allow a quality oriented evaluation to be done the intros alone for more than 8 take half our time</u> <u>needs names and designations</u>
2:30pm – 3:45pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions) <u>names and no more than 8</u>
3:45pm – 4:00pm	Afternoon tea / panel time
4:00pm – 4:30pm	<u>nzqa team debrief</u> <u>joint de brief</u>
4:30pm – 5pm <u>nzqa chair nd evaluator debrief with nc</u>	Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	NZQA Panel: Activity/Session
9:00am – 9:30am	Panel time
9:30am – 10:00am	Teaching staff - <u>BNM</u>
10:00am – 10:30am	Teaching staff - <u>BNP</u>
10:30am – 11:00am	Morning tea / panel time
11:00am – 11:30am	Teaching staff - <u>BN</u>

Commented [1]: Nzqa logo here too?

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Commented [2]: Each degree needs 45 minutes with teaching staff per degree the provider needs to find a way to achieve this 30 minutes is not enough for 1 degree staffing team. Its about an independent quality evaluation that can stand up to interrogation.

Commented [3R2]: Need names for sessions except students session, and no more than 8 people per session, need to stress this as time is short,

11:30am – 12:30pm	Ākonga
12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Bachelor of Nursing Māori - programme management
2:00pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 4:00pm	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief
4:30pm	Close of day 2

Commented [4]: 8 akonga or 3 per prog max

Commented [5]: A better structure to flow logically and to triangulate is exec. Prog management, staff students, stakeholders, research, students, I wd prefer prog management appear after exec.

Commented [6]: The nzqa panel must debrief as an nzqa panel first, then the panel can go except for chair and eval who can do a joint debrief and then nzqa needs to meet with provider, we have our process and must maintain our process, nc can follow theres as they see fit but we cant compromise ours.

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Commented [7]: No way, 1 hr, for 3 degrees, its usually 1 hour for 1 degree, 30 minutes - no way.

Commented [8]: No sessions will ever be 30 minutes, ever. Minimum wd be 45, but for a professional degree with 3 progs across 3 ethnic philosophies etc 1.15 wd be minimum, we are looking at 3 distinct degrees and 3 apporvals. They will be evaluated in their own light and will have 3 report backs. Undoubtedly their will be different outcomes.

Commented [9]: Who are these people??

Commented [10]: Panel needs 1 hour minute to deliberate, consider outcome of panel visit.

Panel Day 3 – Wednesday 17 May 2023

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

From: [Miriata Tauroa](#)
To: [REDACTED]
Cc: [Sarah Cozens](#)
Subject: RE: agenda
Date: Friday, 21 April 2023 5:54:28 PM

Yes, of course. Feedback has been relayed accordingly.
m

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Friday, April 21, 2023 5:45 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Cc: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: Re: agenda

hi all, selection with you guys as normal,

my fdbk might have needed rewriting as it was going only to you both i thort, can you pull it back and we reword it for the new audience?

[REDACTED]
[REDACTED]

On Fri, Apr 21, 2023 at 5:30 PM Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Thanks [REDACTED]. Apologies for sending through the same agenda, where you've had to provide the same feedback. Duh me.
Your feedback has been sent to Te Pūkenga and we're awaiting the amended agenda. Agree with your comments and we have asked Nuzhat to follow this up urgently. With regard to the panel composition, we have received CV's for the Māori panel reps but unfortunately one had been involved in the consultation and the other is not a current academic with a registered provider/uni. Te Pūkenga will be providing further CV's by next week. Would you like to see these CV's once they come through or are you okay with selection sitting with us?
m

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Friday, April 21, 2023 4:48 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: agenda

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many thanks

[Redacted]

[Redacted]

[Redacted]

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NZQA reserves the right to monitor all email communications through its network.

From: [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)
To: [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)
Subject: FW: Bachelor of Nursing suite panel email chain to Nuzhat re CoI of some nominees
Date: Monday, 24 April 2023 8:00:39 AM
Attachments: [image001.png](#)

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Friday, April 21, 2023 9:34 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Ok, let's do it! while ensuring that we align with our previous guidance regarding combining panellists.

In the meantime, if we can ask Te Pūkenga to send the documents to the confirmed panellist, then that would be great!

Nuzhat

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, April 21, 2023 9:26 AM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Re: Bachelor of Nursing suite panel

Kia ora Nuzhat,

In the past, even when we have said we can have panellists taking on dual roles, we normally are given a greater range.

I have documented evidence as per the consultation log pin the application document that that [REDACTED] was involved in the consultation.

With [REDACTED], I will clarify the issues. She was nominated for academic and industry roles(!) She is still on LinkedIn as being at Unitec, so I am wondering if she still does some lecturing for them, even if her main role is now [REDACTED] at Auckland City Hospital. If [REDACTED] is no longer employed by Unitec, she can no longer be considered an academic currently teaching on a like programme. If she is doing anything at all for Unitec, she is not an external academic. Either way, I feel we need to ask for a replacement to remain entirely transparent. We go through this for all other panels to maintain the integrity of the process. I can soften the blow by making another suggestion for a Māori academic, and I know Miriata is hard at work on this as well.

Sarah

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Sent: Friday, April 21, 2023 8:47:33 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Bachelor of Nursing suite panel

Mōrena Sarah

We had said that they could have Māori + academic rep or Pasifika + academic rep as we had discussed the panel otherwise would become too big.

For the Māori and academic rep, can we find out whether she was involved in the programme development? If she is still teaching, then definitely it's a no. However, if she had no involvement in the programme development, it should be ok.

As for the Māori and industry rep, I agree that another is required as they were part of the programme development and probably looked at the programme structure. But, again, we can get that confirmation from them whether [REDACTED] was involved in programme development or not.

Please cc me in your email to [REDACTED].

Ngā mihi
Nuzhat

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, April 20, 2023 5:02 PM
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Bachelor of Nursing suite panel
Importance: High

Kia ora Nuzhat

Te Pūkenga provided 7 panel nominees in all – many of whom were double ups (ie, nominated as Pacific rep and then again as academic). This means the choice was limited. What we do not know is how many of these nominees have been involved in the consultation and development of this degree. Do they know that this is a major no-no? It's difficult to tell from the consultation because they rarely named consultees. However, please see the yellow highlights

Internal: [REDACTED] : [REDACTED] | Te Pūkenga [REDACTED] so OK); [REDACTED] :
Academic Staff Member – [REDACTED] | Te Pūkenga ([REDACTED] so OK)
Māori and industry: need another nominee as [REDACTED]
[REDACTED] f [REDACTED]
Māori and academic: [REDACTED] ([REDACTED] [REDACTED]
Auckland) – [REDACTED], but my concern is that [REDACTED] was [REDACTED]
at [REDACTED] v [REDACTED] They need a Māori university or
Wānanga nursing academic and there are some very fine ones around

Pacific and industry: [REDACTED] – can't find any evidence of consultation with [REDACTED] so may be OK

Pacific and academic: [REDACTED] : [REDACTED] but also on-the-ground involvement - can't find any evidence of consultation with [REDACTED] so may be OK.

Given the time it has taken to find four external people, two of whom are probably ineligible, I am, extremely concerned as to their ability to identify the right people at such short notice. However, we cannot compromise our process. Are you happy for me to go back to [REDACTED] tonight?

We may have to provide names, so I will search high and low tonight from previous nursing panels. Miriata, any names come to mind?

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [Sarah Cozens](#)
To: [Sarah Cozens](#)
Subject: FW: Email trail pre panel appointments to [REDACTED]
Date: Monday, 24 April 2023 8:02:41 AM
Attachments: [writing-learning-outcomes.pdf](#)
[LO writing.docx](#)
[Degree Approval and Accreditation RFI 2 C53077 C53078 C53079 Te Pūkenga Response Analysis 180423.docx](#)

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Saturday, April 22, 2023 10:09 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: rfi

Kia ora korua

have had a look at rfi, particularly red parts highlighted

i have made some comments to those in purple, i have attached some references for the LOs that TP could/should use

kind regards

[REDACTED]

[REDACTED]

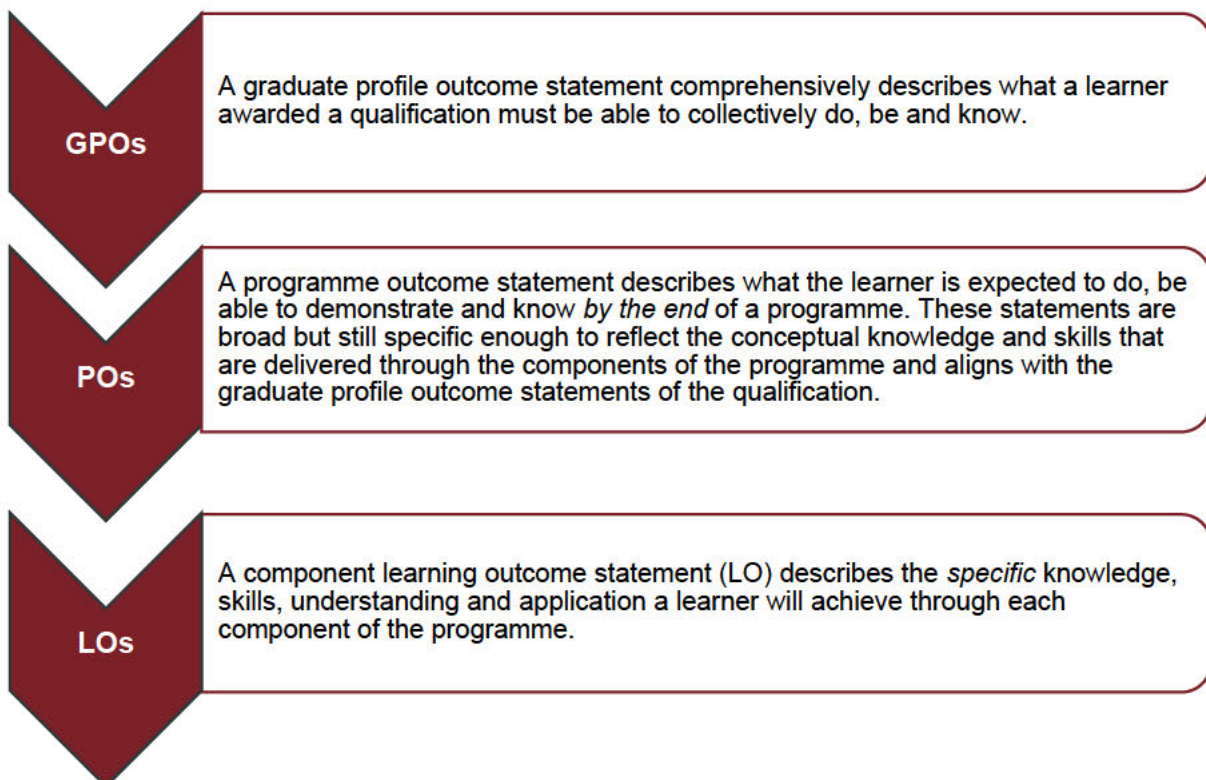
[REDACTED]

Writing learning outcomes: structure, considerations, and examples

This document provides guidance to tertiary education providers on the structure, key considerations and common mistakes to avoid when writing learning outcomes.

NZQF Programme Approval and Accreditation Rules 2021 and Training Scheme Rules 2021 establish the requirement for programmes of study and training schemes to have a set of learning outcomes to demonstrate a coherent way to achieve the qualification or intended outcomes and address the relevant needs of learners.

Learning outcomes can be at different hierarchies, depending on whether they apply to qualifications: i.e. Graduate Profile Outcomes (GPOs), programmes (programme outcomes), or component learning outcomes (LOs).



Structure

The standard format of a learning outcome includes an *action verb*, *content* and *context*:

- The action verb represents the performance a learner is expected to be able to demonstrate after engaging in a process of learning.
- The content is the knowledge and/or skills to be demonstrated in the performance.
- The context is the setting or conditions within which the performance is met.

Action verb	Content	Context
Evaluate	the implications of multiculturalism	in Aotearoa New Zealand's exercise industry

Key considerations

1. Learning outcome statements must be *SMART*:
 - a. **Specific**: unambiguous and address defined areas of competencies - short statements that enable learners to understand the learning undertaken in the respective component. Including too many concepts in a single LO would lead to difficulty in linking the learning outcome to multiple assessments thereby lacking in clarity whether the learner has achieved the learning outcome or not. However, a narrow learning outcome would restrict adaptability knowledge and skills in application.
 - b. **Measurable**: linked to observable or demonstrable knowledge, skills, and attributes. The action verb at the beginning of the learning outcome is integral in illustrating the measurability and assess-ability.
 - c. **Achievable**: written for a learner to establish a clear minimum required performance expectation.
 - d. **Relevant**: aligned to the aim, content, instructional method and assessment methodology of the component.
 - e. **Time-bound**: demonstrate achievement within a specific timeframe keeping in view the realistic constraints.
2. Manageable in terms of the number: there is no specific number of learning outcomes in a component. However, having too many learning outcomes would designate too much focus on curricular details and will be unmanageable in the process of assessment.
3. Demonstrate enduring understanding: through a detailed stakeholder consultation knowledge and skills that are *essential* should be included as learning outcomes.
4. Different from the title or purpose statements of Unit standards or GPOs of the qualification: unit standards are standards for assessment against learning outcomes, they themselves are not learning outcomes.

Examples

The following examples are selected to demonstrate the common areas of request for information (RFI) in the evaluation of the applications:

Inappropriate verbs

Action verbs describe knowledge and skills that learners are expected to demonstrate, and that are measurable through the assessments.

- *Learn about Jean Piaget's theory of cognitive development.*

The action verb *learn* does not express a process of learning here.

- *Participate in supporting students with their learning, under supervision, in the education support and care context.*

Participate is an action verb. However, in the same vein, it only implies an action that does not explicitly result from the learning process. Not all action verbs are suitable for describing learning outcomes, as not all action verbs can indicate an outcome or result that are measurable, e.g. undertake, conduct, complete, implement.

Role of an action verb in determining the level of learning outcome

The action verb is crucial when determining the level of the LO, especially for higher level cognitive activities such as synthesise or evaluate, in addition to the specific knowledge and skills (content) and the settings (context) to which they apply/relate.

An action verb may be used at different levels, e.g. with the action verb 'demonstrate' or 'apply', the level will be demonstrated by the content and context as being more advanced or specialised knowledge and skills.

- *Choose and organise relevant financial information in deciding the appropriate financing strategy for a business.*

Choose and organise relevant financial information, were this to be included as a level 8 learning outcome, is below the level 8 descriptors. The learning outcome should be focused on financial strategy decision making rather than the approach. Therefore, the following revised learning outcome statement is better aligned to the level:

Devise appropriate financial strategies for a business through evaluating and applying relevant financial information.

Another example:

- *Calculate financial ratios to measure profitability, asset utilisation, working capital management, long-term financial stability, and financial markets.*

This learning outcome was proposed as a Level 5 outcome. A restructured statement that more accurately reflects the intention and the level of the learning outcome could be:

Apply financial analysis techniques to assess profitability, asset utilisation, working capital management, long-term financial stability, and financial markets for an organisation.

Unnecessary adverbs or modifiers

Some learning outcomes carry unnecessary adverbs or modifiers, which would make the learning outcomes difficult to measure.

- *Accurately measure health-related parameters in healthy adult individuals.*
- *Correctly perform and teach the major exercises and mobility techniques required for entry into the Strength and Conditioning profession.*
- *Successfully communicate with clients about their needs.*

Addition of adverbs to learning outcomes means that additional clarification or definition of these adverbs is required prior to assessment of the learning outcomes, e.g. in what sense it (the action) is systematic/accurate/correct/successful?

Multiple verbs

When writing learning outcomes with two or more action verbs, the semantic and logical relationships between the verbs is critical. Unless both actions are significant and work together, it is better to use only one verb. For instance,

- *Plan and prepare a financial analysis report for an organisation applying ethics, professionalism and industry norms.*

Rather than use *plan and prepare*, which carry the similar meaning, it might be better to replace them with *develop*.

- *Conceptualise, plan, organise, design and independently conduct research to solve complex identified problems.*

This example uses five verbs to lead the learning outcome statement, suggesting the following:

- Conceptualise research
- Plan research
- Organise research
- Design research
- Conduct research.

The four preceding actions are embedded in the last action *conduct*, which, like *undertake*, is not a verb describing outcomes but a task. This statement requires a rewrite based on the component aim and content, with reference to assessment methods and tasks.

Writing learning outcome as assessments task

Learning outcomes indicate what learners are able to do with the knowledge and skills gained through the learning journey of a component. The achievement of the learning outcomes is judged through successful completion of assessments. In some instances, assessment tasks are proposed as learning outcomes.

- *At the successful completion of this course, students will be able to complete a small research project.*

This is a task that does not indicate the knowledge, skills and application involved. As such, this is an inappropriate learning outcome statement in terms of format, action verb, content and context.

Another example:

The learners will be able to:

- *Implement a research proposal.*
- *Undertake a comprehensive literature review within a chosen field of practice.*
- *Gather, store and critically analyse data relevant to the research topic using appropriate and justifiable methods and tools.*

The first statement in this example does not express a learning outcome but a task. In addition, the statement is not in the standard learning outcome format, as suggested above.

Similarly, the verbs *undertake*, *gather* and *store* describe tasks instead of consequential learning outcomes. These three statements present a process of actions involved in a project rather than being an outcome of a learning.

Summary

1. **Start** by reflecting what learners are expected to learn in the component, bearing in mind the considerations for selection of learning outcomes, as stated above.
2. **Begin** with a stem statement: *On successful completion of the component, the learners will be able to.*
3. **Write** simple and concise statements using the structure specified above to demonstrate most precisely the intended outcome.

Further reading guide

Kennedy, D. 2006. *Writing and using learning outcomes: a practical guide*. Cork: University College Cork. Accessed at <https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1>

Massey University Teaching and Learning Centres. Learning Outcomes. Accessed at <https://www.massey.ac.nz/massey/fms/AVC%20Academic/Teaching%20and%20Learning%20Centres/Learning-outcomes.pdf?88EDEC1C9F92D446FEBA4903793B7080>

Newcastle University. 2018. Guidance on writing learning outcomes. Accessed at <https://www.ncl.ac.uk/ltds/assets/documents/res-writinglearningoutcomes.pdf>

The Learning Institute at Queen Mary, University of London. *Good practice guide on writing aims and learning outcomes*. Accessed at <https://www.qmul.ac.uk/queenmaryacademy/education-and-learning/resources--good-practice/curriculum-design/intended-learning-outcomes/>

Moon, J. 2000. Linking levels, learning outcomes and assessment criteria. Accessed at http://www.ehea.info/media.ehea.info/file/Learning_Outcomes_Edinburgh_2004/77/4/040701-02Linking Levels plus ass crit-Moon 577774.pdf

CEDEFOP. 2017. *Defining, writing and applying learning outcomes: a European handbook*. Luxembourg: Publications Office. Accessed at <http://dx.doi.org/10.2801/566770>

LO writing

To summarise some of my feedback.

- While reviewing the LOs, consider again this question: Is it possible to collect accurate and measurable data for each outcome?
- 'Explore' and 'examine' imply a learning task rather than the outcome of the learning e.g. 'Apply a process or technique...' or 'Demonstrate advanced skills and/or specialist knowledge and skills...'.
• The LOs should avoid synonyms.
- Avoid a large number of verbs in a single LO. One, maybe two is suffice. Too many verbs can create issues for assessment and collecting accurate and measurable data etc.
- I find this pattern quite useful: Action Verb + Content + Context. You provided some really good examples in the programme that follow this pattern.

2 June 2023

MoE no: 6683

Mr [REDACTED]
Kaihautu, Quality Assurance & Approvals
Te Pūkenga - New Zealand Institute of Skills and Technology
PO Box 19400 Hamilton 3244
Hamilton/Waikato

Tēnā koe [REDACTED]

NZQA reference: C53077, C53078, C53079

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN)(Level 7)– request for information No. 2 (RFI2)

We have completed our evaluation of the RFI response by Te Pūkenga - New Zealand Institute of Skills and Technology. To progress your application, we need further information as set out in the attached report.

How to send the information

Please email the requested information to me by **20 April 2022**. If you need more time, or have questions about the required information, please contact me directly by phone [REDACTED] or email Sarah.Cozens@nzqa.govt.nz

Timeframe for analysing the application

Please note that the time that we await your response to this RFI does not count against the 130 Days timeframe for processing the application.

Guidance

Please refer to the relevant rules and guidelines to assist you prepare your response to this RFI. In addition NZQA provides specific guidance for Degree Approval and Accreditation on the NZQA website.

Nāku noa, nā

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance

Request for information No. 2

Application for Bachelor of Nursing Māori (BN Māori); Bachelor of Nursing Pacific (BN Pacific); Bachelor of Nursing (BN) (Level 7)

NZQA reference: **C53077; C53078; C53079**

Overarching Comment

It is acknowledged that the writers of the programmes are clearly experienced and knowledgeable in the writing of this degree suite.

NZQA is not challenging the credentials of the writers.

An evaluation of a degree programme such as the BN Māori, BN Pacific, and BN requires evidence of broad engagement and consultation with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders that have contributed and supported the GPO's, content, delivery, assessment, conceptual framework to inform the body of the degree. This detail is missing and is a critical component of this and related criteria.

It would be helpful to see how this process was carried out and mapping to show who and how information was included or not in the final document.

The most critical issue is how the conceptual framework along with the mātaḗpono have framed the content, delivery and entire degree to ensure mātauranga Māori and whakaaro Māori are woven through authentically e.g. how is whanaungatanga expressed, privileged and articulated in the documentation with regard to: stakeholder engagement, design and development, delivery, teaching staff, quality assurance mechanisms and across Te Pūkenga as a network? This should be explicit throughout the documentation

Because of tight time frames, korero around consultation and engagement is considered too substantial for an RFI. However, the above concerns will be tabled for discussion at panel.

18 April 2023

Tēnā koutou

Te Pūkenga appreciate the response to the first RFI and are happy to provide you with this response and the associated appendices.

Please note that as part of the co-design process of the unified programmes, 3 kanohi ki te kanohi (face to face) engagements with iwi and hapū forums that have the previous iterations of Bachelor of Nursing-Māori programmes delivered within their rohe were prioritised. Those existing programmes have representations of the mātauranga including kōrero tuku iho (oral traditions) and pedagogical viewpoints of those respective iwi/hapū within those programmes.

Given the change to a new unified programme being delivered within their rohe, it was important for iwi/hapū representatives to have the opportunity to meet and discuss the co-design approach and the opportunities to integrate local mātauranga as deemed appropriate by them, with the programme development team, thus further enabling authenticity within the unified programmes.

Hui details are below:

Date	Forum	Home Institute	Iwi/Hapū affiliation	Venue
16/06/22	MIT Rūnanga Māori	<ul style="list-style-type: none">• MIT	<ul style="list-style-type: none">• Ngā iwi me ngā hapū o Te Kei o te waka o Tainui• Kīngitanga	MIT Manukau Campus
22/06/22	Whitireia	<ul style="list-style-type: none">• Whitireia	<ul style="list-style-type: none">• Ngāti Toa	Whitireia
28/06/22	Ngā Manu Taupunga	<ul style="list-style-type: none">• Wintec	<ul style="list-style-type: none">• Waikato, Maniapoto, Raukawa, Hauraki	Wintec

Broad engagement and consultation has been undertaken with Māori nurses, Māori academics, appropriate health practitioners, iwi, hapū, hapori Māori, and other relevant stakeholders at various stages of the development:

- Codesign phase,

- Programme writing phase,
- Consultation phase,
- Expert Panel phase.

In addition to these formal phases of the development process, there has been other engagement through ad hoc and informal means. Ongoing engagement formally and informally, along with the themes that emerged from the collaborative codesign process supported the development of ngā mātāpono and the philosophical and conceptual framework of each programme, and consequently the GPO's and course descriptors. The whakatauākī also provided the foundation for the programmes and this in turn supported the development of the stages of growth articulated in the programmes.

As part of the phase of preparation for delivery, there are a number of working group/curriculum writers that continue to have key roles in the implementation phase. One Māori Nurse Educator leads the development of aspects related to the Bachelor of Nursing Māori and Te Ao Māori woven through the Bachelor of Nursing programme; a Pacific Nurse Educator leads the development of aspects related specifically to the Bachelor of Nursing Pacific and aspects related to Pacific worldviews in the Bachelor of Nursing programme; a Māori Nurse Educator leads the indigenization in the Bachelor of Nursing programme. This group work collaboratively with the Head of Nursing and other development groups to ensure ngā mātāpono and philosophical concepts that evolved as part of the codesign and were articulated in the programme documentation are realised in the way they were intended.

We look forward to having further korero at panel regarding these aspects.

This continues to be a concern. It appears that Te Pūkenga has addressed the concerns expressed around consultation almost solely with regard to the BN Māori, whereas in fact the concerns are equally relevant to the BN Pacific and BN, where te ao and mātauranga Māori content will be delivered to a less informed, therefore less critical, audience. If we are not fully informed as to how consultation has taken place, on what foundation of engagement the content was developed, it is difficult to be confident that the existing content hits the mark and ensures that graduates will be authentic and culturally safe practitioners. Noted that consultation/engagement with stakeholders beyond Māori has not even been touched upon in this response. In terms of the table of engagement with Māori, have they got the engagement right? I would have thought that MIT would have involved Ngāti Whātua Ōrakei, given that the catchment area for the BN Māori is likely to extend across Tāmaki Makaurau. Why is Wintec consulting with Raukawa?

Pukenga - For each degree please detail who was met with, what they told developers, how developers responded to the feedback, provide evidence that nay feedback was used as appropriate. We expect to see evidence of input/codesign from maori academics from the field, maori practitioners in the field, mana whenua in all areas/regions of delivery.

Programme Approval Criteria

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Evaluator feedback	Required	Response
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>	<p>NZQA acknowledges the further work done on the programme aim statements. While the contexts of each degree are more distinct, there remains significant crossover. It is understood that all three degrees must align with Nursing Council standards, and therefore there will be underpinning similarities. However, some outstanding points to consider:</p> <ul style="list-style-type: none"> • Although desirable that nurses be compassionate, it is questioned how compassion will be taught and assessed objectively, and therefore its appropriateness in an aim statement. 	<p>Please address the points specified in the aim statements of the three degrees.</p>	<p>The aim statements have been updated and attached as Appendix 2.2a Updated Programme Aims.</p> <p>Please note:</p> <ul style="list-style-type: none"> - Compassion has been removed. OK - Targeted communities have been clarified – graduates will meet NCNZ competencies and be “<i>ready to provide high-quality and culturally safe Nursing care to individuals, families, whānau and communities in Aotearoa New Zealand and beyond</i>”. OK - Bachelor of Nursing Māori graduates will also be able to “<i>confidently engage with iwi, hapū, hapori and whānau Māori</i>”, and Bachelor of Nursing Pacific graduates will

	<ul style="list-style-type: none"> • The targeted communities for each of the degree appear somewhat siloed, and it is unclear whether graduates will be able to operate beyond their specified communities. This seemingly contradicts the final sentences of paras 2 and 3 of each aim statement. • BN Māori – the aims do limit graduates’ skills to just serving iwi, hapū, hapori and whānau Māori. Would strongly advise wordsmithing to clarify that graduates will specialise in caring for iwi, hapū, hapori and whānau Māori that these specialised skills enhance nursing practice for all tūroro. • Use of <i>ākonga</i> for BN and BN Māori, yet <i>learners</i> for BN Pacific. • BN Pacific – question the wording: <i>will be confident within their Pacific Heritage</i>. What is intended by this, and how will it be captured? • BN Pacific – <i>identify with a Pacific Heritage</i>. Does this phrase make it sufficiently 		<p>be able to “<i>confidently engage with whānau, fanau, aiga potopoto, kaiga or anau and Pacific communities</i>”. OK</p> <ul style="list-style-type: none"> - Te Pūkenga Ohu Reo and Tikanga have provided guidance regarding use of: <ul style="list-style-type: none"> ○ Ākonga – refers to all learners ○ Ākonga Māori – refers specifically to Māori learners ○ Pacific learners – refers specifically to Pacific learners (noting that when referring specifically to Pacific learners it is not appropriate to use ākonga). OK - Bachelor of Nursing Pacific aim statement has been amended: <ul style="list-style-type: none"> ○ “<i>This programme is designed for Pacific learners who identify with a Pacific Heritage and strongly reflects a Pacific worldview...</i>” OK ○ Graduates “<i>will be strong in their own Pacific identity</i>” Still need clarity here. Pursue at panel. - Bachelor of Nursing programme aim amended to
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	<p>clear that ākonga will be of Pasifika heritage?</p> <ul style="list-style-type: none"> • BN graduates will be capable of authentic engagement and critical reflection, yet these or like capabilities are not reflected in the BN Māori or BN Pacific. As these are fairly high-level qualities, their absence from the other degrees is questioned. 		<p>align with the other programme aims:</p> <ul style="list-style-type: none"> ○ <i>“Graduates will meet the Nursing Council of New Zealand competencies for the Registered Nurse scope of practice, enabling them to practice confidently, competently and collaboratively as Registered Nurses who are well prepared to serve whatever community of people and Nursing context they choose to work within”.</i> OK
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p>	<p>The amendments made to GPOs to create distinctions in each degree are noted, and this will be further discussed at panel.</p> <p>Whilst the uara Māori are supported conceptually, the GPOs require better wording to align with the intent of each uara. Some statements appear mis-aligned e.g., Pūkengatanga is present across all GPO statements provided therefore should be written accordingly. Appears that the uara have been placed after the fact, rather than the frame for GPO's – caution. GPO's are written as tasks and need to be rewritten.</p>		<p>The Graduate Profile Outcomes have been updated and attached as Appendix 2.3a Updated GPOs.</p> <p>The GPO alignment with values have been reviewed following this feedback and amendments made.</p> <ul style="list-style-type: none"> - As one of the mātāpono values are integrated throughout the programme, and whilst GPO have been linked to specific values, it does not mean that the GPO is the only GPO that aligns to that values. We've tried to identify those that best align; however, the programme takes an integrated approach

	<p>Several GPOs continue to be task- or function-based, and the idea of the Level 7 graduate as a reflective practitioner is not always evident. As an example, GPOs 2 and 3: <i>Practise as a safe and competent beginning Registered Nurse.</i> and <i>Meet the Nursing Council of New Zealand's theoretical and clinical experience requirements in the Registered Nurse scope of practice:</i> While it is comprehended that practice and the ability to meet registration requirements are an encapsulation of knowledge and skills acquired across the degrees, these GPOs would be enhanced if the attendant knowledge and skills were made more explicit.</p> <p>There continues to be a significant focus on practice or provision of nursing in the revised GPOs (2, 5, 8, 9, 11). These continue to have a task focus. The extent to which they are measurable is likewise unclear.</p> <p>GPO8; <i>recognising the impact</i> is questioned in this statement. Is it sufficient to recognise it when practising, or should it be more focussed on using the knowledge of impacts and determinants of health and wellbeing to mitigate their effects or otherwise inform safe practice?</p> <p>GPO 10 would be better re-ordered with the utilisation or application of science, critical thinking, etc, as the starting point.</p>		<p>and the uara are integrated throughout. GPOs provide Merits further discussion. Concern remains uara have been placed after the fact.</p> <ul style="list-style-type: none"> - The headings for GPO help to shown connected with the whakapapa of the programme development. OK - Most GPOS have been updated to enhance and make the attendant knowledge and skills more explicit and reduce the task focus of the GPOs. Leave for the panel to decide. Some improvement, but still very practice based. - GPO 8 has been updated to confirm that the outcome is the provision of safe Nursing care. OK - GPO 10 has been updated to reflect that the starting point is the utilisation of knowledge to inform care. OK - GPO 6 and 7 updated to align across the three programmes, whilst recognising the three distinct programmes. OK - Aim statements have been reviewed, along with the GPOs to ensure the alignment between them. OK - Pacific research has been used as this is an inclusive term and does not privilege one Pacific framework over another. OK, but merits
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	<p>BN GPOs 6 and 7 are more limited in scope than their BN Pacific counterparts in terms of the contexts in which graduates will be able to apply their collaborative skills (GPO6) or the desired result of their provision of Te Tiriti o Waitangi informed Nursing care (GPO7). Should this be the case?</p> <p>BN aim statement specifies a commitment to diversity and inclusiveness to achieve equitable health outcomes for Māori and all other healthcare recipients, but this does not come through strongly in the GPOs.</p> <p>BN Pacific GPO10 <i>research and Pacific research</i> could benefit from re-wording. Is there a commonly understood Pasifika term rather than <i>Pacific research</i>?</p>		<p>further discussion. Does Rangahau not privilege one term?</p>
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>	<p>The work undertaken by Te Pūkenga to update component LOs is acknowledged. The following points remain to be addressed:</p> <p>Level 5</p> <p>Several component LOs continue to be reflective of assessment tasks rather than the knowledge, skills, and attributes that graduates of a given component will acquire. This is particularly evident in components 5101-5108, 5201-5208 and 5301-5308.</p>	<p>Please attend to the points raised around LOs in the commentary.</p>	<p>Learning Outcomes have been updated and attached as Appendix 2.3b Updated LOs BN Māori, Appendix 2.3b Updated LOs BN Pacific, Appendix 2.3b Updated LOs BN.</p> <p>Amendments have been made in line with Evaluator feedback and are inclusive of:</p> <ul style="list-style-type: none"> - All level 5 LOs reviewed, and updates made accordingly, in line with feedback - Ensuring reflection of knowledge, skills and

	<p>LOs lack an end purpose, so that there is no clear indication of the relevance or applicability of the knowledge or skill(s) referenced. This issue most frequently arises from the task-based nature of many LOs.</p> <p>Indicative examples include:</p> <ul style="list-style-type: none"> • 5101/5201/5301 LO3: Explain whakawhiti kōrero, whakarongo and other principles of communication for Nursing practice in Aotearoa New Zealand/ Explain the principles of communication for Nursing practice in Aotearoa New Zealand – what purpose does such an explanation serve? • 5103/5203/5303/ LO2 Describe ethical and legal responsibilities in Nursing practice – what beyond description of the responsibilities will the component graduate be capable of, how will it serve the discipline and/or the profession? • 5207/5307 LO1 Discuss a Te Ao Māori worldview of human anatomy and physiology does the resultant knowledge merit 		<p>attributes, and articulation of end purpose</p> <ul style="list-style-type: none"> - Addressing previous predominance of describe and discuss in Level 5 LOs - Addressing previous frequency of 'apply' and to a lesser extent 'demonstrate' in Level 6 LOs - <p>There appear to be issues regarding the writing of LOs. Many of those that have been rewritten continue to be reflective more of assessment tasks</p> <p>see attachments I have provided</p>
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	<p>only discussion; what is its purpose in relation to practice?</p> <ul style="list-style-type: none"> • There remains in some Level 5 components a predominance of describe and discuss (e.g., 5103, 5203, 5303, 5106, 5206, 5306). This over-use is limiting in terms of the spectrum of skills the learner will have attained on completion of study. <p>Level 6</p> <p>Changes made to Level 6 LOs – several have addressed the feedback provided; however, please see the following.</p> <p>NURS6102/6202/6302 LO1 - the rationale for the format of this LO is comprehended; however, it is noted that commentary regarding the frequent use of 'apply' and to a lesser extent 'demonstrate' in 6101/6201/6301, 6102/6202/6302, and 6106) has resulted in increased use of 'apply'. While it is understood that 6102/6202/6302 and 6106/6206/6306 are clinical components, these outcomes do not provide insight into the depth of learning and practical and theoretical knowledge leading to application, analysis and generation of solutions, and the ability to select and apply</p>		
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	<p>standard and non-standard processes.</p> <p>NURS6103/6203/6303 LO1</p> <p>While the rationale is in terms of the newness of linking of worldviews and stories to pathophysiology is acknowledged, 'discuss' infers a lower level of learning which understates the importance of the content and the links being made. It is suggested that 'Integrate' or similar be considered, as this allows Te Ao Māori and Pasifika worldviews to inform the learning of the entire component.</p> <p>NURS7102/7202/7302 LO2</p> <p>No change was made to LO2.</p> <p>This LO continues to be expressed as a task with a focus on critical analysis, whereas it is suggested that it is more about how critical thinking is used in nursing care. It is also noted that the current wording suggests that critical analysis is undertaken with consumers and their whānau – a suggestion is in the Nursing care with of health consumers and their whanau.</p>		
<p>2.4a Learning outcomes are consistent with the aims and level of the programme.</p>	<p>Owing to the changes made to aims, GPOs, and LOs, and subsequent changes to be made, Te Pūkenga is asked to re-map the component LOs against the GPOs to ensure all</p>	<p>Please provide a re-mapping of the component LOs against the GPOs for all three qualifications. This should also be included in materials sent to the panel.</p>	<p>Coherency Mapping has been updated and attached as Appendix 2.4a Updated Map BNMāori, Appendix 2.4a Updated Map BNPacific, Appendix 2.4a</p>

	Ākonga will meet the GPOs of their respective qualifications.		Updated Map BN. OK – leave to panel contingent on their perspectives of GPOs, LOs.
2.4c The structure of the component parts (courses) provides a coherent programme of study.	Because many of the LOs at present are very task based with a strong focus on practice, it is difficult to gain a comprehensive picture of the knowledge and skills driving practice. This also means that there is not a clear picture of the way knowledge and skills scaffold throughout the programmes. Te Pūkenga is asked to consider this when addressing the LOs under 2.3b above.	Please refer to 2.3b above.	As above

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Evaluator feedback	Required	Response
3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.	Tables 1.7.1.4 and 1.8.1 were considered at the time of the initial evaluation. However, it would be useful if Te Pūkenga could include in the application material sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	Please include in documentation sent to the panel an indicative delivery schedule incorporating the theoretical/practical/clinical learning.	Indicative delivery schedule is provided as Appendix 3.1 indicative Delivery Schedule. Detailed delivery schedule provided. Up to panel and NC to determine whether the balance is right.

<p>3.2 Any practical, field-based or work-based components, including research, which are based away from the delivery site are integrated into the programme.</p>	<p>(Year 1 learning experience hours): Ākonga will be encouraged to develop partnerships within their local community and an agreement will be made with each partner clarifying the roles and responsibilities for Te Pūkenga, ākonga and learning experience provider. Te Pūkenga is asked to provide this sample in the materials sent to the panel.</p> <p>Placement agreements: While former ITPs have significant experience in running clinical working experiences, and will utilise their current policies and procedures, offering unified programmes means having a unified approach to how the clinicals are run and supported. This will need to be in place before programme commencement, based on a commonality of purpose and understanding. To this end, a sample draft MoU outlining the roles and responsibilities of all parties involved in the placement is needed.</p>	<p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement covering off the roles and responsibilities of all parties in Year 1 learning experience in community organisations.</p> <p>Please supply as part of this RFI, and include in documentation to the panel, a sample agreement for clinical placements.</p>	<p>Year 1 learning experience sample provided as Appendix 3.2a Year 1 Learning Experience Sample Agreement.</p> <p>1.5 If [TE PŪKENGA BUSINESS DIVISION NAME] requires the ākonga to undertake specific activities during the Placement [TE PŪKENGA BUSINESS DIVISION NAME] will provide You written notice of those activities. Surely in each case there would be specific activities – otherwise how can the quality and consistency of these placements be judged?</p> <p>Clinical placement sample provided as Appendix 3.2b Clinical Placement sample agreement. Please note that the example provided relates to an existing programme currently being provided by a Business Division. The relevant sections will be updated accordingly with the unified programme data.</p> <p>Sample MoU – from Wintec. Has NC any comment or issues with this? Query how they are going to place learners if they still have no unified MoU in place. Would be concerned if this was to be another case of grandparenting of existing business divisions' agreements.</p> <p>Seem to be no IP provisions.</p>
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			Is there going to be (or is it necessary) a separate MoU for the BN Māori and BN Pacific?.
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Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Evaluator feedback	Required	Response
6.1 Assessment methodology and planning is appropriate.	We acknowledge that Te Pūkenga is in the process of collaboratively developing programme assessments and has offered to make them available at panel. With respect, the panel process is tightly scheduled and therefore panellists may not be positioned to read these documents. Instead, it would be useful for the panel to receive with the panel documentation some sample assessments that have already been developed for the programmes.	Please supply in the panel documentation sample assessments,	Further details will be provided as part of panel documentation. OK. I hope they mean what will be sent out prior to panel.
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that	An updated internal and external moderation schedule is requested as part of this RFI and should also be sent with the application materials sent to the panel.	Please supply as part of this RFI an updated internal and external moderation schedule. This should also be included in the application documentation sent to the panel.	Updated internal and external moderation schedules are attached as Appendix 6.6 Moderation Schedule. OK, updated schedule supplied. HOWEVER, still very

<p>assessment outcomes are fair and consistent.</p>			<p>concerned that we have no idea if Te Pūkenga is moving from its current position on external moderation, which is more reminiscent of internal moderation, without the focussed subject expertise. How will this work, and how does it represent an external lens\ . Given the issues this application has faced in relation to te ao and mātauranga Māori, strong need to ensure that there is external scrutiny to ensure that Te Pūkenga is getting it right.</p> <p>if tp is essentially doing internal moderation as a result of rove how does it assure itself that it is receiving rigorous and critical feedback re moderation of objective rigour.</p>
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ACCREDITATION CRITERIA

Criterion 2 Resources









The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.





NZQA Criteria	Evaluator feedback	Required	Response
<p>2.1 Academic Staffing</p> <p>The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved in the course:</p> <ul style="list-style-type: none"> a) are adequate in number and appropriately qualified for the outcomes of the course to be met; b) are engaged in research;(see special issues, item 6) 	<p>The question of the logistics of staffing will be discussed at panel. Te Pūkenga has offered to supply updated staff lists at panel. However, the panel schedule may not allow panellists the time to examine these lists to form a stance on staffing. In the interim, Te Pūkenga is asked to supply as part of this RFI updated lists of teaching staff which specify their location; qualifications; registration status; teaching qualifications; programme and components they will teach; and research in relation to the components they will teach.</p>	<p>Please supply an update list of teaching staff for the programmes that includes the following: location; qualifications; registration status; teaching qualifications; programme and components they will teach; research in relation to the components they will teach.</p>	<p>Further details are being collated from each Business Division and will be provided prior to Panel. Sigh!</p> <p>the panel expectation is:</p> <p>all materials will be provided for evaluation before the panel starts and in enough time for panelists to review the material.</p> <p>that the presented materials will be clear and simply organised with high accuracy/formatting etc.</p> <p>that no additional materials or reading will be required at or during the panel.</p> <p>this is part of a quality orientation</p>

<p>c) have experience and expertise in teaching, with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p><i>b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.</i></p>			
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Application Criteria	Required Information	Provider response

Appendices

Section	Appendix	Attachment
2.2a	Updated Programme Aims	 Appendix 2.2a Updated Programme
2.3a	Updated GPOs	 Appendix 2.3a Updated GPOs.pdf
2.3b	Updated LOs BNMāori	 Appendix 2.3b Updated LOs BNMāo
2.3b	Updated LOs BNPacific	 Appendix 2.3b Updated LOs BNPacif
2.3b	Updated LOs BN	 Appendix 2.3b Updated LOs BN.pdf
2.4a	Updated Map BNMāori	 Appendix 2.4a Updated Map BNMāc
2.4a	Updated Map BNPacific	 Appendix 2.4a Updated Map BNPaci
2.4a	Updated Map BN	 Appendix 2.4a Updated Map BN.pdf

3.1	Indicative Delivery Schedule	 <p>Appendix 3.1 Indicative Delivery Sch</p>
3.2a	Year 1 Learning Experience Sample Agreement	 <p>Appendix 3.2a Learning Experience S</p>
3.2b	Clinical Placement Sample Agreement	 <p>Appendix 3.2b Clinical Placement san</p>
6.6	Moderation Schedule	 <p>Appendix 6.6 Moderation Schedule.</p>

From: [REDACTED]
To: [REDACTED]
Cc: [Miriata Tauroa](#); [Sarah Cozens](#)
Subject: Fwd: C53077, C53078, C53079 Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing (Te Pūkenga)
Date: Monday, 24 April 2023 7:53:21 AM
Attachments: [image001.png](#)
[Contract template.docx](#)
[Conflict of Interest Oct 2016.doc](#)
[DAA Preliminary Evaluation Template.docx](#)
[Guidelines for the Degree Panels August 2022.docx](#)
[guidelines-degree-and-related-quals.pdf](#)

Kia ora [REDACTED], as per Sarahs email can i please have both an e-copy and hard copy of each programme document, best address for courier is [REDACTED].

nga mihi nui
[REDACTED]

----- Forwarded message -----

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Date: Sun, Apr 23, 2023 at 8:44 PM
Subject: C53077, C53078, C53079 Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing (Te Pūkenga)
To: [REDACTED]
<[REDACTED]>
<[REDACTED]>
Cc: [REDACTED] <[\[REDACTED\]@tepukenga.ac.nz](mailto:[REDACTED]@tepukenga.ac.nz)>, quality@tepukenga.ac.nz <quality@tepukenga.ac.nz>, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>

Kia ora koutou

You will be aware that Te Pūkenga – New Zealand Institute of Skills and Technology has nominated you as a panellist for the panel process for the approval and accreditation of their new Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing. I need to double check and confirm that you will be available for the panel starting on Monday morning 15 May at 9am and running through Tuesday 16 May and Wednesday 17 May. (The start and finish times are subject to confirmation as Te Pūkenga will set the agenda.) You must be present for the entire time of the panel and attend all meetings to ensure the panel process is robust and meets all statutory requirements. If you are unable to undertake this role and attend all meetings, please let me know urgently by return email.

If you are able to be part of the panel, you will be receiving a few emails from me over the next couple of weeks. The role of Miriata Tauroa and myself is to lead the pre-panel evaluation of the application materials, record, and report on the actual panel process, and

liaise between the panel and Te Pūkenga. The chair for the panel is [REDACTED].

Panel member documentation

Could you please complete the following two attached documents.

1. NZQA Contract template (used to raise a contract for your work). All panellists (apart from [REDACTED] and [REDACTED]) must possess an NZQA contract prior to the panel visit. It is therefore important that you complete the template as soon as possible to allow time for the contract to be raised prior to the visit. Any previous panellist contract you may have had with NZQA will now be invalid, so please complete the attached template.

Please return the completed contract template via email to Quality Assurance Administration (qaadmin@nzqa.govt.nz) and copy me in. In the email subject line please quote: C53077, C53078, C53079 Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing (Te Pūkenga) panellist contract.

Quality Assurance Administration will process the contract template. Once that process is completed, a contract will be sent to you for consideration. You will then need to sign and return the contract to NZQA to complete the process.

2. Conflict of Interest attestation.

All panellists (again apart from [REDACTED] and [REDACTED]) must complete this attestation to ensure that potential conflicts of interest are evaluated at NZQA prior to the panel visit. Please list any potential conflicts of interest - for example, if you:

- are involved in any Local Advisory Board activity at Te Pūkenga;
- are or recently have been involved in teaching activities in similar programmes at this institution;
- have been involved in any advisory work for this proposed programme;
- have professional or personal links to staff who will teach on the proposed programme;
- have the potential to financially gain from the approval and accreditation of the proposed programme.

Declaring potential conflicts of interest does not necessarily mean that you will be unable to act as a panel member in this instance. NZQA will review the conflict-of-interest attestation and be in touch where necessary.

An agenda for the panel visit is currently being worked on and will be sent to you in due course.

3. Programme documentation

Shortly Te Pūkenga will send you an electronic copy of the programme documentation. If you also would like a hard copy, please email [REDACTED] whom I have CCd in above. The documentation will provide a detailed overview of the three programmes and the capability of Te Pūkenga to deliver them.

A preliminary evaluation template is also attached for all panel members to complete. [REDACTED] and [REDACTED], please complete the evaluation form too. This template includes all approval and accreditation criteria and forms the basis for the panel visit process. There may be some areas where you feel you are unable to comment – please feel free to leave those sections blank. The panel is made up of several people, each of whom brings a different perspective to the process, so collectively all criteria will be addressed during the pre-evaluation process. I have also attached the NZQA degree guidelines to give you some additional guidance.

Your evaluation should note the areas for which you seek more information, or where you consider that further work or change may be necessary. Note or question form is fine. We ask that you fill in the form as a doc. file – no handwritten pdf files, please.

Important: As this panel will be evaluating three distinct degrees for approval and accreditation, please evaluate each degree. You are encouraged to record your comments on the one evaluation form. However, when you comment, please specify which degree you are referring to (ie, BN Māori, BN Pacific, BN, or where feedback refers to the three degrees – All)

In case you are unfamiliar with the NZQA panel process, I have attached the document Guidelines for Degree Panels. Of course, you are more than welcome to call me ([REDACTED]) if you have any questions.

Please submit your feedback to me (sarah.cozens@nzqa.govt.nz) by close of business on **Wednesday 10 May**. This time frame will allow time for a summary of the feedback to be collated. This collated document will be sent to Te Pūkenga, and to all panel members prior to the panel commencing. This provides Te Pūkenga and panel members with an outline of the panel's thinking ahead of the meeting and provides a focus for the initial discussion. The panel process requires that all panellists provide written feedback.

Please note that completion of the preliminary evaluation template does not preclude panellists from raising additional points as the panel visit proceeds.

I look forward to hearing from you as to your availability to participate in this panel and look forward to working with you.

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator

Approvals and Accreditation

Quality Assurance

NZQA



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Declaration of Potential Conflict of Interest

This should be updated if circumstances change during the year

Name:

Position:

I declare that I have a potential conflict of interest:
(If yes please detail below)

Yes

No

- 1 I work for the following TEO:
- 2 I am the internal representative on the panel for the TEO
- 3 I have been involved in the consultation process during the programme development phase
- 4 I am a guest lecturer for the department/TEO
- 5 I have immediate family member(s) at the following TEOs:

Name(s):

TEO:

Relationship:

- 6 The following activity could result in a conflict of interest
(e.g. writing/moderating assessment materials for another TEO, a private business producing assessment materials):

Conflict(s):

TEO:

Signed:

Date:

This form must be completed and returned to Client Services:

Client Services
Quality Assurance Division
NZQA
PO Box 160
WELLINGTON

Telephone: 04 463 3000
Fax: 04 463 3114

Email: qaadmin@nzqa.govt.nz



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Request for Contract Details - for ITP, Wananga, and PTE Degrees or related programmes

NZQA will use this information to prepare a contract/s for service. The contract/s will then be sent to you for consideration. Please indicate the type of work that you are being asked to undertake on behalf of NZQA - (please tick)

- Degree or related qualification panel member
- Degree or related qualification Panel Chair
- Degree or related qualification/Level 7 Monitor
- Degree or related qualification /Level 7 Moderator

Please note: if you have been asked to consider more than one of these roles, please indicate above. For example, you may be offered the opportunity to monitor Level 7 programmes as well as to moderate assessments at level 7. If this is the case, two contracts will be generated and sent to you for consideration.

Please indicate whether you are intending to undertake this work:

as an individual to be paid directly by NZQA

as part of your work within another organisation and you wish NZQA to pay your organisation directly

If you are undertaking this work as an individual to be paid directly by NZQA, please complete the following section:

Name:	
Title and Position:	
Postal Address:	
Delivery Address (if different from above):	
Contact Number:	
Email Address:	

If you are undertaking this work as part of your work within another organisation, and you wish NZQA to pay your organisation directly, please complete the following section:

Organisation Name:	
Postal Address:	
Contact Person (Manager) in Organisation:	
Position of Contact Person:	
Location of Contact person:	
Contact Number of Contact Person:	
Email of Contact Person:	

Please return this form to qaadmin@nzqa.govt.nz

If you **have not** been contracted by NZQA before, please provide us with your financial details below. (This section will be forwarded onto our Finance Division to arrange payment for services.)

Request to Create New Supplier Account

Supplier (contractor)

Supplier Name: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 1: <input style="width: 95%; height: 20px;" type="text"/>
Email Address: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 2: <input style="width: 95%; height: 20px;" type="text"/>
Telephone Number: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 3: <input style="width: 95%; height: 20px;" type="text"/>
Purpose of Supplier: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 4: <input style="width: 95%; height: 20px;" type="text"/>

Payment Details Please attach a verified deposit slip or other authoritative support (e.g. copy invoice on headed paper, bank statement etc)

Bank Name: <input style="width: 95%; height: 20px;" type="text"/>
Branch: <input style="width: 95%; height: 20px;" type="text"/>
Account Number: <input style="width: 95%; height: 20px;" type="text"/>

Thank you.

QUALITY ASSURANCE DIVISION – Client Services - INTERNAL USE ONLY –

Enter into Conexa Yes No

Finance contact details for contractor

Name: <input style="width: 95%; height: 20px;" type="text"/>	E-mail Address: <input style="width: 95%; height: 20px;" type="text"/>
Job Title: <input style="width: 95%; height: 20px;" type="text"/>	Telephone Number: <input style="width: 95%; height: 20px;" type="text"/>

Form prepared by: Name: Ext:

Note: Suppliers will automatically be set up with payment terms of 20th of the month following invoice date. Should you require terms different to these please state what terms are requested and provide a reason why these need to differ from standard commercial terms.

Payment terms requested..... Reason.....

Approvals:

Approver Name (Initial Cost Centre Manager that requests the supplier be created)

Approved:

Yes No Date

Manager, Financial Accounting (or other Finance Manager):

Yes No Date

PRELIMINARY EVALUATION

Applicant:	
Title of Programme:	
Reference:	

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is to be used by panel members to provide feedback on the application. It will be used as a starting point for panel discussions. This information is confidential to NZQA and its contracted panel members. A consolidated version of all panel member's feedback will be provided to the applicant organisation.

This document is based on the [NZQCF Programme Approval, Recognition and Accreditation Rules 2022](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

NZQA Qualification Descriptions

<https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>

PROGRAMME APPROVAL CRITERIA

Criterion 1 Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type in the NZQCF Qualification and Micro-credential Listing and Operational 2022

NZQA Criteria	Reference	Panel feedback	
1.1 The programme meets the published definition of the applicable qualification type.			
1.2 The level and credit value of any qualification to which the programme leads are appropriate, clearly identified and meet the minimum requirements of the NZQCF			

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Panel feedback	
2.1a The title of the programme(s) provides an accurate indication of its general subject area.			
2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications and Credentials Framework (NZQCF).			
2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.			
2.2b The aim includes identification of any specifically-targeted student body and the relationship between the programme and any industrial, professional or community need.			
2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQCF.			
2.3b Clear learning outcomes are specified for each component part (course) of the programme.			

2.4a Learning outcomes are consistent with the aims and level of the programme.			
2.4b Appropriate levels and credits are allocated to each component of the programme.			
2.4c The structure of the component parts (courses) provides a coherent programme of study.			
2.4d An appropriate New Zealand Standard For Classification of Education (NZSCED) classification is identified.			

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Panel feedback	
3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.			
3.2 Any practical, field-based or work-based components, including research, which are based away from			

the delivery site are integrated into the programme.			
3.3 Delivery methods do not place students or the public at risk (emotional or physical).			
3.4 Any specific resources necessary for the delivery of the programme are clearly outlined.			

Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Panel feedback	
4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.			
4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.			
4.3 The consultation summary provides a clear summary of the extent of the consultation.			

<p>4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.</p>			
<p>4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori, academic, employer, industry, professional, and other bodies.</p>			

Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- *admission*
- *credit recognition and transfer*
- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme*

NZQA Criteria	Reference	Panel feedback	
<p>5.1 There are clear, relevant, and appropriate regulations that specify requirements for:</p>			
<p>5.1a</p>			

• admission			
5.1b • credit recognition and transfer			
5.1c • recognition of prior learning			
5.1d • programme length and structure			
5.1e • integration of practical and work-based components			
5.1f • assessment procedures, including authenticity of student work			
5.1g • normal progression within the programme.			

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Panel feedback	
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6.1 Assessment methodology and planning is appropriate.			
6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.			
6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.			
6.4 Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.			
6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.			
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.			

Criterion 7 Programme review

The institution:

- *assesses the currency and content of the programme*
- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*

- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly*

NZQA Criteria	Reference	Panel feedback	
7.1 The institution:			
<p>7.1a</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme <p>Include a suggested review date for the programme here, between one and five years depending on subject matter (which could affect pace at which content will need refreshing), the programme's relationship with other degree programmes offered by the provider, size of the programme, etc.</p> <p>Review date to be entered on QUAL, included on report and in outcome letter.</p>			
<p>7.1b</p> <ul style="list-style-type: none"> • has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 			

7.1c <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 			
7.1d <ul style="list-style-type: none"> updates the programme accordingly 			

Criterion 8 Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

NZQA Criteria	Reference	Panel feedback	
8.1 The links between research and the curriculum are clear, adequate, and effective.			

ACCREDITATION CRITERIA

Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

NZQA Criteria	Reference	Panel feedback	
1.1 The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.			

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Panel feedback	
2.1 Academic Staffing The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.			

Collectively, the academic staff involved in the course:

- a) are adequate in number and appropriately qualified for the outcomes of the course to be met;
- b) are engaged in research;(see special issues, item 6)
- c) have experience and expertise in teaching, with regard to the proposed delivery modes; and
- d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.

b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.

In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.

<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>			
<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>			
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or • established detailed development and acquisition schedules appropriate to the programme implementation timetable. 			

<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or experienced support staff for the outcomes of the programme to be met</p>			
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>			
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.</p>			
<p>2.6 Quality management system</p> <p>The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or</p>			

programme committees as appropriate).			
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Criterion 3 Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

NZQA Criteria	Reference	Panel feedback	
If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.			

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Panel feedback	
4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for			

ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.			
4.2 There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews			
4.3 Changes to approved courses are managed consistently with any external requirements.			
4.4 There is a process for determining whether the programme should continue to be delivered.			

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Panel feedback	
5.1 Staff conduct research to an appropriate level within their area of experience which advances knowledge and understanding and supports their function as teachers.			
5.2 The quantity and quality of staff research outputs are monitored and			

<p>the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.</p>			
<p>5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.</p>			
<p>5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including:</p> <ul style="list-style-type: none"> • Guidance on the development and approval of research projects; • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 			
<p>5.5 The ways in which research-teaching links are made in the</p>			

curriculum are adequate and appropriate.			
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OTHER	Reference	Panel feedback	



NEW ZEALAND QUALIFICATIONS AUTHORITY
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QUALIFY FOR THE FUTURE WORLD
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Guidelines for degree panels



Version 1.0
August 2022

NZQA
125 The Terrace
PO Box 160
Wellington 6014

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1. Introduction | Whakarāpopototanga

New degree applications to NZQA will consist of a panel event which is a peer review of the application by a group of experts. In many instances some of the participants, including members of the panel, are not familiar with how a panel operates; this document is designed to provide support for all participants, but it is primarily targeted at those who are unfamiliar with the conduct of the panels.

To meet this need, this document provides a summary of the NZQA processes that shape the panel's operation and deliberations in the NZQA approval processes. It is designed to ensure a consistent approach is taken for degree applications so that tertiary education organisations know what to expect and what is expected of them. It is underpinned by NZQA's commitment to Te Tiriti O Waitangi and to ensuring equity of access and equitable outcomes, particularly for Māori and Pasifika learners.

It is also informed by an ethos of fairness and of ensuring that all parties to the panel event are heard and considered.

The correct and effective operation of a panel is an integral part of the quality assurance process for programme approval and accreditation at degree level, providing an independent judgement that the programme meets these criteria. Panels are established to obtain feedback on the proposed programme from the perspectives of key stakeholders and to triangulate that feedback to inform its recommendations to NZQA.

It will greatly assist in the smooth running of the event if all participants study the contents of this document in advance of the event.

Degree programme approval provides confirmation that a programme of study meets the defined criteria specified in the [NZQF Programme Approval and Accreditation Rules 2021](#) (the Rules) and the [Guidelines for Approving and Maintaining Degrees and Related Qualifications](#).

NZQA degree panels are generally face-to-face at the delivery site[s] that the applicant will provide the programme. However, NZQA is prepared to conduct panel events virtually in certain exceptional circumstances; for example, arising from restrictions in place owing to the COVID-19 pandemic.

The applicant Tertiary Education Organisation (TEO) arranges, in agreement with NZQA, the date, time, and location of the panel meeting that is acceptable to all panel members and that facilitates the attendance of all key stakeholders.

The responsibilities of each panel member are detailed on pages 8-11 of this document. It is important also that the applicant organisation, as host, is familiar with the panel process and their responsibilities under this process prior to the event.

2. Panel Composition | Te Titonga

NZQA panels generally comprise five or six people. Māori representation is essential on a panel and, where Pasifika communities are a key stakeholder for the programme, NZQA will appoint a Pasifika representative to the panel. NZQA tries to ensure that panels comprise five individuals in total.

Applications for Level 10 programmes involve a larger panel. Where TEOs are planning to apply for a Level 10 programme, NZQA requires that they discuss panel requirements with NZQA directly before making an application.

Applications for programmes that involve registration body approval will include panellists nominated by those bodies. Where TEOs are planning to apply for a programme that requires regulatory or professional body approval they must approach NZQA to discuss panel requirements before making an application.

Panel Appointments

The TEO that has applied for approval and accreditation to provide the degree in question will nominate members to the panel who are selected in agreement with NZQA. In certain circumstances, and subject to agreement between NZQA and the applicant TEO, panels may include representatives from relevant regulatory and professional bodies as observers.

NZQA has Memoranda of Understanding (MoU) with a number of regulatory and professional bodies¹ which contain collaborative arrangements for the evaluation of degrees and for the conduct of shared panels, where professional registration or recognition is a prerequisite for practising in a particular profession or occupation. In these circumstances, panel composition will increase to include agreed nominees of the professional body in question. Panel membership must still adhere to the requirements of the Guidelines.

The panel operates as one and its members are collectively responsible for all matters contained in the panel's report, including commendations, recommendations, and requirements.

As part of the application, TEOs must submit two nominations to NZQA for each position on the panel; these nominations must include the CVs of the nominees. The final decision on the panel composition and membership is made by NZQA.

3. Attendance | Ko wai i tae mai

To enable the panel to fully discharge its responsibilities all panel members must be available to attend all meetings and activities on the agenda. Furthermore, panellists must

¹ The Nursing Council of New Zealand, Teaching Council of Aotearoa New Zealand, Social Workers Registration Board, Midwifery Council of New Zealand, Occupational Therapy Board of New Zealand, New Zealand Association of Counsellors & the Osteopathic Council of New Zealand.

fully prepare for the panel visit, attend scheduled pre-meetings and be available to complete their work in a timely manner.

The panel deliberations are not a public forum and are to be held in private, attended only by those nominated to the panel or those arranged by the panel Chair to attend various sessions. The panel must inform the TEO's CE or nominee should they need to contact any other party or parties. Where the TEO's CE or nominee do not wish this contact to occur, advice from NZQA will be sought.

It is expected that where the panel requests attendance of a person or persons to inform its deliberations the TEO will agree and facilitate any such attendance.

The Chairperson will be the final arbitrator as to who attends each session on the agenda and retains the power to include or exclude.

4. Equity | Te Mana Taurite

The NZQA Quality Assurance Division statement on equity is: our quality assurance systems, policies and processes will enable Māori and Pasifika learners to have fair and equitable access to a high quality education that supports them to experience success and equality of outcomes. Panel deliberations are to be informed by this equity position.

Panel deliberations and consideration are to be informed by NZQA's position on equity which is that quality assurance systems, policies and processes will ensure Māori and Pasifika learners have fair and equitable access to a high-quality education that supports them to experience success and equality of outcomes.

NZQA's position is described by NZQA's [Statements of Intent](#) which have been informed by the [Tertiary Education Strategy 2020](#) that encompasses the concept of equity and guides our approach in this regard.

5. Process | Ngā Tukanga

The initial evaluation of the degree application involves preliminary evaluation of the proposed programme by NZQA followed by a request for further information (RFI). The intention of an RFI is to address minor gaps in the evidence provided, or to clarify design and/or delivery, and may lead to a not approved outcome if the response does not address these gaps sufficiently.

If, following preliminary evaluation and RFI, NZQA determines that the proposed programme is of sufficient quality to proceed to panel, the panel is appointed and the application is presented to the panel for an independent peer review. NZQA may not proceed with conducting a panel, if RFI response has not sufficiently addressed the gaps.

Panel members are then sent the application for evaluation and must complete and submit their preliminary evaluation and feedback to the NZQA evaluator. Based on the compiled feedback from the panel, NZQA will then determine whether it is prudent for the panel visit to proceed.

If the compiled panel feedback identifies major issues that would require redevelopment of the programme, or that the TEO will not be able to address pre-panel or during the visit, NZQA will contact the TEO to suggest they withdraw the application.

During the panel process, the panel investigates a range of outstanding or pertinent aspects of the programme in relation to the approval and accreditation criteria in the Rules and Guidelines, evaluates whether these criteria are met, and recommends to NZQA whether the programme be approved and whether the TEO be accredited to offer the programme.

To inform and support the panel's work, a series of formal scheduled meetings take place with internal stakeholders, including appropriate members of the institution's Senior Management Team (SMT), programme development team, programme tutors and support staff, existing students and a range of external key stakeholders.

The information provided during these meetings needs to triangulate with the written documentation provided by the TEO and the evaluation conducted by NZQA; this information is synthesised into a final report to NZQA which may recommend approval and/or accreditation of the application, or that it be declined.

To recommend approval and/or accreditation the panel must agree by the end of the visit that the programme is fit for purpose, meets all formal requirements, and meets the needs of the tertiary education sector, industry and community.

Following the event, the panel will be required to consider the applicant's response to requirements or other matters, if applicable, and conduct a full review of the written report and provide feedback.

6. Operation of the Panel | Ngā whakahaerenga a te paewhiri

The procedure used by NZQA to evaluate degree approval and accreditation applications may extend over a six-month period. The panel's work consists of three stages:

- i. Preparation for the panel visit, including reviewing the programme document and evaluation of the application
- ii. The panel visit to the delivery sites, and
- iii. Reviewing and approving the report of the visit written by the NZQA evaluator.

As part of the panel appointment process, NZQA will provide each panel member with an indication of the expected work and time involved, including:

- i. Estimated preparation time
- ii. Time and date by which initial evaluation is due
- iii. Time and date of pre-meetings if required

- iv. Post-panel requirements, and
- v. NZQA contact person for any queries on the process and timeframes.

Note estimated preparation time is variable depending on the panel member's specific role in the panel, therefore a degree of flexibility will be considered when this estimate is provided. An agenda for the panel visit should be drawn up in the first instance by the TEO in agreement with NZQA and the Chair to provide direction, structure and purpose to the panel event and should be followed in order, unless the Chairperson and TEO agree otherwise. The agenda should be circulated prior to the first meeting of the panel so that the panel members and key stakeholders can prepare and make a well-informed contribution.

The agenda should include meetings with some or all of the following as appropriate: appropriate members of the SMT, the programme development team, teaching staff/tutors, external stakeholders consulted during programme development, learners from the same or similar faculty or current learners if a degree change application, the student support team, and the research co-ordinators.

Preparation for the Panel Visit

An NZQA Evaluator is assigned to coordinate the evaluation process and guide panellists in terms of their responsibilities.

All panel members will initially be provided with the relevant key documents associated with the application four to six weeks in advance of the panel visit; this will include the programme document after it has been evaluated by NZQA.

An NZQA evaluator will email each panellist the *Guidelines for Approving and Maintaining Degree and Related Qualifications*, the *NZQA Guidelines for Degree Panels* as well as a preliminary evaluation template. Panellists are asked to read and consider the documentation against the criteria, as listed on the preliminary evaluation template.

Panellists are required to complete the evaluation template as a MS-Word document by a date provided by the relevant NZQA evaluator. There may be some areas where panellists feel unable to comment – these may be left blank. The NZQA evaluator will provide the collated panel comments to the TEO and circulate the TEO's response to the panel for further feedback.

The Panel Visit

The provider may conduct a formal or an informal welcome for the panel. The NZQA panel should respond in the most appropriate way in accordance with NZQA's commitments to Te Tiriti o Waitangi. In advance of the panel event the evaluator and the panel chair will liaise with the applicant on the details of the mihi/whakatau and will brief the panel members to ensure that all are fully prepared. NZQA's response to the welcome will be discussed at the panel's pre-meeting.

A pre-meeting should be held prior to the panel and include all panellists, the chair and the NZQA evaluator. This meeting should occur so that the panel can meet one another properly before the panel proceedings, the NZQA evaluator can provide a brief summary of the process, and a plan for each of the meetings at the panel can be drafted (please see Appendix 6).

Pre-meetings should ideally be about one hour in duration. Tikanga of the organisation must be taken into consideration – it may be more suitable to hold a meeting the night before at another venue rather than on the morning of the panel for this reason, but this should be discussed between the NZQA evaluator and the chair prior. Panellists must only bill for hours spent discussing the application and the panel proceedings.

The panel visit itself usually takes one or two days, depending on the type and complexity of the application.

At the completion of the first day of discussions the panel chair, accompanied by the NZQA representative, will normally discuss with the TEO's Senior Management Team (SMT) the progress of the panel and any concerns that have arisen. If during the panel's deliberations it concludes that the programme may not be approved and/or the TEO accredited, the panel must still complete the agenda and visit in its entirety.

A tour of the campus may be necessary to validate resources.

At the end of the visit the panel chair, in the presence of the panel, will present an oral summary of findings to members of the TEO's SMT, and other staff as agreed with the Chair.

The business of all meetings is recorded by the NZQA representative who will produce the report on behalf of the panel.

Panel outcomes

Panel-only time is included in the agenda to allow the panel to review progress, and to evaluate the significance and appropriateness of information and evidence provided in various agenda meetings. This is to ensure a thorough and robust triangulation, and that all matters are understood and comprehensively addressed.

At the culmination of the first day's activities the panel will have a scheduled period to deliberate. On the second day they will formulate commendations, recommendations, and requirements as applicable (please see section below).

Following the visit, the NZQA evaluator will prepare a draft report against all relevant approval and accreditation criteria. It will then be circulated to panellists for confirmation of accuracy. The draft report is then sent to the TEO to be checked for factual accuracy.

The TEO response to the draft report, including any actions taken in response to any requirements or recommendations, are circulated to the panel for consideration. Panellists are asked to confirm (in writing) that all criteria have been met and that the final report is

true and accurate before making a recommendation to NZQA for approval and accreditation. It should be noted that a panellist's role is not complete until they have had the opportunity to read and feedback on the final report.

In instances where the panel does not collectively agree that a criterion/criteria have been met, the evaluator will recommend solution options to the Chair and panel . A summary of actions taken will be included in the report.

The report of the panel must conclude with a recommendation to NZQA to approve or decline the application.

A degree monitoring visit is conducted one year after the approved programme has commenced delivery. The appointed degree monitor will usually be the academic representative on the panel. The first monitoring visit is viewed by NZQA as the last step of the degree programme approval and accreditation process, the "closing of the quality assurance loop". The purpose of the visit is for the monitor to test the veracity of any requirements made during the panel, and to examine the provider's response and actions taken to meet any recommendations made by the panel.

7. Requirements, recommendations and commendations | Ngā herenga, ngā taunakitanga me ngā whakamiha

Requirements and recommendations are incorporated as part of the panel process to ensure that all Degree Programme Approval and Accreditation criteria are met under the Rules, and to strengthen the programme in general.

A requirement specifies an action to be completed by the TEO to ensure that a specific criterion or criteria have been met before the panel can recommend approval of the application to NZQA. The purpose of a requirement is to clarify aspects of programme design and/or delivery, or to address minor gaps that are discovered during panel deliberations. The provider's response to requirements will be evaluated by the NZQA evaluator considering the panel members' feedback before a recommendation to approve is made.

Requirements could be such as an indicative research or staff plan, revision of the aim or strategic purpose of the qualification.

There is no maximum number of requirements – the Chair and panel must exercise discretion as to the scale of the requirements and their impact on the approval and/or accreditation of the programme. For example, one large requirement may require complete redevelopment and cause the programme approval application to be declined whereas five minor requirements could be remedied within a short time frame.

TEOs are provided with 20 working days to submit response to the requirements. An extension to submit will be provided, on a case-by-case basis.

The panel may also make recommendations to the institution. A recommendation is an advisory statement of an activity requiring attention that the panel considers to be beneficial

and will enhance the programmes and/or its delivery. Completion of a recommended action improves the programme quality. A recommendation must be materially addressed as soon as practicable by the applicant TEO and progress on activity related to recommendations must be reported to the degree monitor during the first visit for the programme. Should a TEO have decided not to address a recommendation, it must provide a credible rationale for this decision, and an alternative course of action. The degree monitor will examine and measure the progress of each recommendation.

Commendations can only be formally added to a degree approval report to reflect exceptional or outstanding practice in regard to the programme quality or programme delivery. It is the recognition of excellent practice with demonstrable good outcomes.

The chair in his or her oral summary should acknowledge such features as the attitude, approach, organisation, efforts, and input put into the panel proceedings, where applicable.

8. Roles of each panellist | Ngā tūranga mahi o ia kaiwhiriwhiri

Panel chair

The panel chair is in charge of the panel process. In this regard the Chair must act impartially and independently to ensure that the business of the panel is conducted in a proper, fair, and efficient manner and that all parties are given the opportunity to fully participate. Therefore, the Chair will regulate the course of the meetings to keep proceedings relevant, focused and conducted in a timely manner.

The role of the panel chair includes:

- agreeing an agenda for the visit with the applicant TEO and NZQA Evaluator
- organising the pre-panel meeting
- in conjunction with the panel, arranging the focus of each meeting, relevant key questions, and the persons to initially raise these questions during the panel
- directing and leading the panel process; including presenting questions, ensuring that the timing of the agenda is adhered to, that the proceedings are fair and equitable, and coordinating panel times and any call backs
- ensuring the visit is completed in its entirety prior to the panel making its decisions
- requiring that any requests for further information which arise during the visit are made to the institution through the panel chairperson only
- reporting back to the institution during and at the end of the panel visit process, and
- providing feedback on the draft report.

Academic panellist

The academic nominees must be working in an academic role at an institution other than that of the applicant at the time they are nominated to the panel. They must be teaching

and researching in the same discipline at a similar or higher level as the programme under consideration.

Any changes to their employment role should be notified to the TEO and their agreement sought in advance to allow the parties to source an appropriate replacement, if necessary.

The academic panellist is present to ensure the programme meets academic needs and standards.

The role of the academic panellist includes:

- conducting preliminary evaluation of the proposed programme from the academic perspective
- commenting primarily on the academic aspects of the programme
- presenting questions from the panel that relate to the academic perspective of the programme
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Industry panellist

The industry nominees must be in a senior role from a programme-related industry with appropriate tertiary qualifications and experience in the subject of the application at the level of the application, or higher.

The industry panellist role is to ensure that the programme meets the needs and the requirements of the industry, that it supports industry and meets a skills need.

The role of the industry panellist includes:

- conducting preliminary evaluation of the proposed programme from the industry perspective
- commenting primarily on the professional aspects of the programme
- presenting questions from the panel that relate to the professional/industry perspective of the programme
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Māori panellist (Pasifika panellist if applicable)

Māori nominees should come from the local Iwi and have appropriate qualifications and experience that are related to the field of the proposed programme at the level of the programme so that it meets the needs and aspirations of Māori.

A Pasifika panellist should also be representative of the Pasifika community who must be able to comment upon the extent to which the proposal supports the aspiration for increased Pasifika student success and that enables Pasifika learners to succeed.

The Māori panellist is to ensure that the programme meets the needs of, provides equitable access for Māori, and that their community voice is evident in the programme. The role of the Māori panellist includes:

- conducting preliminary evaluation of the proposed programme from a Māori perspective
- commenting primarily on the aspects of the programme that are related to Māori
- interpreting how the proposed programme will foster, promote and support Māori student success
- presenting questions from the panel that relate to Māori needs and community voice
- assisting the chairperson during the panel process where necessary, e.g., representing the panel in the mihi whakataū, and
- providing feedback on the draft report.

Panel member from applying TEO

Internal TEO nominees must be a senior academic from a different discipline with appropriate qualifications and experience.

The applicant's own internal representative attends to ensure that the TEO's perspective is considered on the panel. However, as a member of the panel, the internal TEO panellist must take a neutral stance and act independently of the TEO. The role of the internal TEO panellist includes:

- conducting preliminary evaluation of the proposed programme from the academic perspective
- commenting on the aspects of the programme that are common to different disciplines
- presenting questions at the panel that relate to the programme in terms of development, delivery, and support
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Regulatory or Professional Body panellist

The Regulatory or Professional Body panellist are present to ensure that all requirements of their respective institution are met in the programme design, so that graduates will hold the specific attributes required to gain registration with the regulatory body where applicable.

The Regulatory or Professional Body panellist is not contracted to NZQA and therefore is not required to complete the NZQA preliminary evaluation procedure that other panellists complete. The panellist will likely have their own documentation related to the requirements of their institution that they will use during the course of the panel.

NZQA panellist

The NZQA evaluator is present to ensure that the gazetted criteria are adhered to, and during the visit, provide guidance to the panel and ensure that the panel process is followed.

The NZQA evaluator has done the preliminary evaluation and requested any further information from the TEO prior to forming the panel. The NZQA evaluator determines the final panel composition out of the nominations supplied by the TEO.

The role of the NZQA panellist is:

- to ensure that the gazetted criteria as documented in the Rules and Guidelines are adhered to and that the panel process is followed correctly
- to compile appropriate notation
- to collaborate with the panel chair as appropriate, prior to, during and after the panel
- to receive and coordinate the responses to the draft report from the TEO and produce a final report
- to provide guidance to the panel, making notes and presenting questions (if necessary) during the panel
- to compile a draft report after the visit and circulate it to the panel, and
- to finalise the report and progress the application to a conclusion.

Appendix 1 – Mihi/ Whakatau process and waiata

A welcoming ceremony may take place at the beginning of a panel visit to formally welcome the panel on site, and for informal introductions between parties to occur. The structure of the welcome may vary from a general conversation to more formal proceedings according to the tikanga of the organisation.

NZQA will respond in the most appropriate way to reflect the welcome.

A male member of the panel is required to respond in te reo Māori on behalf of the manuhiri (guests/panel), however in the absence of a male member of the panel or indeed if there is no male member that is comfortable responding, the NZQA evaluator will organise internally within NZQA for an appropriate male to respond formally in te reo Māori.

The panel will ordinarily recite a waiata as part of this response. The panel will normally respond with *Te aroha* (below, waiata number one). The NZQA evaluator will inform the panel of the chosen waiata in advance of the panel event.

The welcome ceremony will likely be followed with hongi between institution and panel, and kai (food).

The [Te Puāwai app](#) includes sung versions of some waiata and also a description of protocols and etiquette. It also facilitates the composition of a pepeha or an abridged pepeha for non-Māori.

1. [Te aroha](#) [link to Youtube]

Te aroha	Love
Te whakapono	Faith
Me te rangimarie	and peace
Tātou, tātou e.	be amongst us all.

Alternative waiata:

2. [E Toru Ngā Mea](#) [link to Youtube]

E toru ngā mea	There are three things
Ngā mea nui	Very important things
E kī ana	As stated in
Te Paipera	The Bible
Tūmanako	Hope
Whakapono	Faith
Ko te mea nui	And the greatest thing is
Ko te aroha.	Charity/Love

3. [Ngā Maunga Tapu](#) [link to Youtube]

Ngā Maunga Tapu e tū nei
Ngā awaawa e tere nei
Ki runga o ngā marae
Me ngā whare tūpuna.

Our sacred mountains that stand
Our rivers that flow
Upon our marae
And throughout our ancestral meeting houses

Chorus

Mihia, mihia e ngā iwi
Ngā marae, ngā awa e tere nei
Ngā maunga kōrero e karanga nei
Ngā reo, ngā mana, nau mai, Kia ora rā.

Greetings to the people
The marae and rivers that flow
The esteemed mountains that speak to us
All voices, all authorities, welcome, be well

Te aroha tuia te iwi
Tuia te miro tāngata
Ki runga o ngā marae
Me ngā whare tūpuna.

It is compassion that binds people
Bind together the people
Upon our marae
And throughout our ancestral meeting houses

Chorus

Mihia, mihia e ngā iwi
Ngā marae, ngā awa e tere nei
Ngā maunga kōrero e karanga nei
Ngā reo, ngā mana, nau mai, Kia ora rā.

Greetings to the people
The marae and rivers that flow
The esteemed mountains that speak to us
All voices, all authorities, welcome, be well

Appendix 2 – Protocol | Ngā Kawa

Panellists must objectively contribute to enhance the potential quality of the proposed programme and its delivery, while also recognising that it is not their role to redesign a proposed programme. Panel members should always be empathetic towards the applying institution, particularly those individuals who have been involved in developing the programme under consideration and are expected to conduct themselves professionally at all times.

All panellists should be aware of the time allocated to each discussion session, acknowledging that all panellists may wish to ask questions during the session.

Any requests for further information that arise during the visit will be made to the institution through the panel chair only.

All panellists are required to be present and engaged throughout the entirety of the panel visit to enable all evidence to be presented and ensure a fair process.

Cell phones should remain off throughout all discussion sessions out of respect for the applying institution (unless there are exceptional circumstances, which must be discussed with the chairperson prior to commencement of discussions).

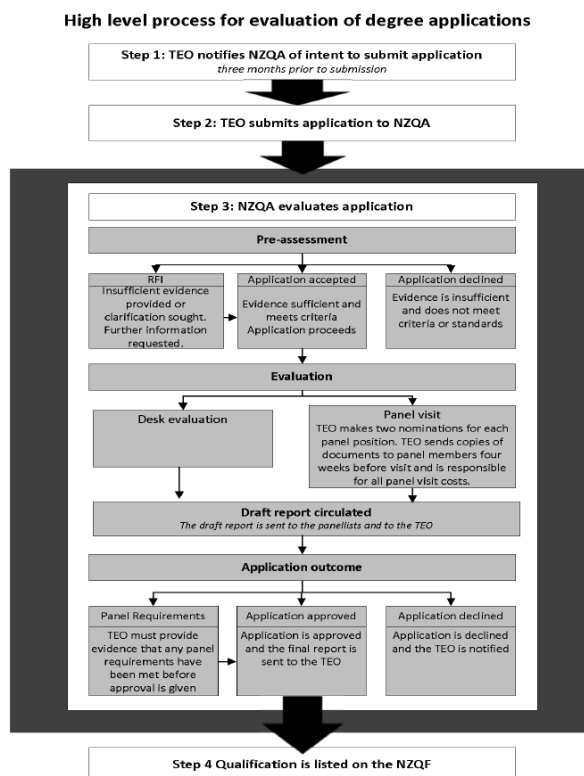
Questions about the institution's financial situation are not generally within the remit of the panel.

Appendix 3 - Approval and Accreditation process | Ngā tukanga o te Whakaaetanga me te Whakamanatanga (akoranga)

A very brief outline of the degree approval and accreditation process is below:

1. The applicant plans and finds out about the relevant requirements
2. The applicant develops their degree programme
3. The applicant submits their degree application for approval and accreditation, including panel nominations, to NZQA. NZQA evaluates the documentation and may request more information
4. NZQA sets up a panel for a site visit, and the applicant TEO prepares hard copies for the panel.
5. Panel conducts a site visit[s]
6. Panel confirms findings and NZQA writes the report
7. The applicant receives the report to check for factual accuracy
8. If the report includes requirements, the applicant must provide a response to the requirements within the given timeframe, typically 20 working days. The panel will evaluate the response before an outcome is decided
9. NZQA notifies the applicant of the outcome
10. NZQA publishes the outcome.

More details about the full approval and accreditation process can be found in the *Guidelines for Approving and Maintaining Degrees and Related Qualifications*, available on the NZQA website.



Appendix 4 - Panel preparation information (for pre-meeting) | Ngā taipitopito kōrero mō ngā whakaritenga a te paewhiri (i mua i te hui)

During the course of a discussion session within a panel, panellists may note down questions they wish to ask but do not have time for. The panel chair can ask the institutions' panel convenor to arrange a call-back session toward the end of the day in these instances.

- Introductions
- Quick briefing about panel process (NZQA evaluator)
- Quick panel discussion: key issues noted in application
- Planning for the panel:

Topic	Question (eg issues to be addressed resulting from pre-evaluation report)	Panel member to lead this session	Groups to be asked	Supplementary or call-back questions	Possible requirements or recommendations

Appendix 5 - Contracts for panellists | Ngā kirimana mō ngā kaiwhiriwhiri

Panellists, except for the TEO's internal representative and representatives of professional bodies, are required to hold a valid NZQA contract at the time of the panel visit; a *Request For Contract Details* form and a *Conflict of Interest* form will be sent to panellists by NZQA and must be returned to Quality Assurance Administration via email (gaadmin@nzqa.govt.nz) with the NZQA evaluator copied in, within five working days of receipt.

The *Conflict of Interest* form must be carefully considered by panellists to avoid situations that would invalidate the findings of the panel due to any undeclared relationship or perceived conflicts.

A valid NZQA contract signed by both parties is required to be held by NZQA well in advance of the panel site visit.

NZQA reserves the right to remove suggested panellists from a panel if contract documentation is not returned within a timely fashion, or if a conflict of interest that cannot be mitigated is identified.

Panellists are required to complete the preliminary evaluation of the programme documentation, attend and contribute to the panel pre-meeting and panel visit, and feedback on the panel report within the timeframes specified by the NZQA evaluator.

The NZQA contract template is used to raise a panellist contract. All panellists (barring the TEO's internal representative and representatives of regulatory or professional bodies) must possess an NZQA contract prior to the panel visit.

The NZQA evaluator will discuss and provide an estimate of suitable hours each panellist should charge in their invoice at the end of the panel.

Appendix 6 - Conflict of Interest attestation | Whakamōhio mai ngā pānga rongorua

All panellists (barring the TEO's internal representative) must complete this attestation to ensure that potential conflicts of interest are evaluated at NZQA prior to the panel visit.

Please list any potential conflicts of interest - for example, if you:

- are involved in any Local Advisory Board activity at the applicant TEO
- are currently involved in teaching activities in similar programmes at this institution
- have been involved in any advisory work for this proposed programme
- have personal links to staff who will teach on the proposed programme, and
- have the potential to financially gain from the approval and accreditation of the proposed programme.
- have previously been employed by the applicant TEO.

Declaring potential conflicts of interest does not necessarily mean that you will be unable to act as a panel member. NZQA will review the conflict of interest attestation and be in touch where necessary.

Quality Assurance Administration will process the contract template and sent back to the panellist for confirmation. Panellists must then sign the documentation and return it to NZQA.

Appendix 7 – Sample Claim Form

CLAIM FORM/ TAX INVOICE– NZQA – Quality Assurance Division

Note: To assist us in processing your claim efficiently, please complete all the details requested in this form – *Thank you.*

Contract No:		Contractor's Role:		Date:	
Name and Address:					
Have you previously been paid by NZQA as a panel member/panel chair/monitor? (please circle)		Yes / No	Telephone:		
			Email:		
IRD No: <i>(Must appear on all claims)</i>	____ / ____ / ____		IR330 Declaration attached? <i>(tick box if yes)</i>		<input type="checkbox"/>
GST No (where applicable)					

*Name of the Provider (mandatory):		NZQA Application Case number (mandatory):	Case No:
*Name of the Programme (mandatory):			
<i>Provider's Representative/ Contact:</i>			If you require payment direct to your account please provide a pre-printed bank deposit slip.
<i>NZQA Contact:</i>	Manager, Approvals and Accreditation Quality Assurance Division	Tick if you require a cheque to be sent to the address above	<input type="checkbox"/>

CLAIMS FOR TRAVEL AND ACCOMMODATION

Date	Claim Details (e.g. Airfare, Taxi, Parking) <i>Receipts required</i>	Amount
	(Breakdown of hours required – planning and preparation, onsite, reporting/review)	
		Total
		GST

CLAIMS FOR SERVICES

Date	Claim Details	Hours	Rate	Amount		
	(Travel cost .77c/km to Max \$150) (NZQA updates this annually, so please check with us before filling)					
	(Travel time \$40/hr max 5 hr \$200)					
	(Meals max claimable \$65/day)					
	Total (GST not claimable on services)					
<p>NB: GST registered taxpayers must supply a tax invoice with this claim.</p> <p>Attach all supporting documentation, e.g. receipts and invoices.</p> <p>Scan claims/invoices to: gadinvoices@nzqa.govt.nz</p>		<p>I verify that this claim is correct and within the terms of my contract with NZQA</p> <p>Contractor's Signature:</p>				
<p>NZQA USE ONLY</p> <p>I certify that this account is true and correct and that funds are available to meet the cost of goods/services received</p>						
Cost Centre	G/L Code	Project Code / Case ID	Task No.	Item Description		Amount
				Name of Contractor	Delete One	
429.16/429.53	3110/3110		050/ 900	First Name / Last Name	- Panelist Fees - Monitor Fees	\$
429.16/429.53	3120/3120		800	First Name / Last Name	- Panelist Expenses - Monitor Expenses	\$
429.16/429.53	3120/3120		800	First Name / Last Name	Mileage	\$ (excl GST)
<p>Job Task # Entered in Conexa? Yes / No</p> <p>If yes, PO #</p>			<p>Manager's Approval Signature</p> <p>Date</p>			

Appendix 8 – Sample Virtual Panel Agenda

NZQA Approval and Accreditation Degree Panel Visit (Virtual)

Dates:

Degree[s]:

Provider:

Panel Membership

Panel Chair

NZQA Evaluator

Academic panel member

Internal panel member

Industry representative

Māori representative

Pre-panel meet	Virtual Link (Teams or Zoom)
Afternoon before panel	Activity Meet fellow members of Panel, discuss process for the following days
TEO's IT Technical support staff member to attend.	

Panel Day 1	Virtual Link (Teams or Zoom)		
Suggested Times	Activity		Participants
9:00 - 9:30	Whakatau [no waiata]	Meet and greet, etc	Panel, TEO management, staff and/or TEO contact person.
9:30 - 10:15	Break - Panel time		

10:15 - 11:00	Meeting with senior management	High-level overview of programme[s]	Panel All senior managers
11:00 - 11:15 Break - Panel time			
11:15 - 12:15	Meeting with programme manager[s], quality manager & development team	Programme overview, structure, delivery and evaluation.	Panel and Programme leader(s), Academic/Quality Manager
12:15 - 13:15 Lunch & Panel time			
13:15 - 14:15	Meeting with teaching staff	Teaching perspective	Panel and programme teaching staff (should exclude programme leader(s) and academic/quality manager)
14:15 - 14:30 Break - Panel time			
14:30 - 15:15	Meeting with students	Student perspective	Panel and current students on this programme from all years
15:15 – 16:30 Panel time and call-back if necessary			
Panel Day 2	Virtual Link (Teams or Zoom)		
Suggested Times	Activity		Participants
09:00 – 10:00	Meeting with Industry Advisory Group/external stakeholders	Discussion relating to the activity of the Group, the programme and its graduates.	Panel, external Advisory Group members only
10:00 - 10:30 Break - Panel time			
10:30 - 11:15	Meeting with Research Manager & staff		
11:15-11:30 Break - Panel time			
11:30 - 12:15	Meeting with support staff	Pastoral, academic and operational support	Panel and support staff
12:15 - 13:15 Lunch & Panel time			
13:15 – 14:45	Discussion and synthesising.		Panel only
15:00 – 15:45	Concluding meeting	Report back to TEO and farewell	Panel, senior leadership, programme manager, and other staff.

NZQA guidelines for degree panels

Version 1.0

August 2022



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Guidelines for approving and maintaining degrees and related qualifications

Version 2.3

October 2020

NZQA
125 The Terrace
PO Box 160
Wellington

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Introduction

The guidelines

These guidelines outline quality assurance processes for tertiary education organisations (TEOs) other than universities that provide programmes of study leading to degrees and related qualifications listed on the New Zealand Qualifications Framework (NZQF):

- bachelor's degrees
- graduate certificates and diplomas
- bachelor honours degrees
- postgraduate certificates and diplomas
- master's degrees
- doctoral degrees.

Degrees and related programmes are defined in the *New Zealand Qualifications Framework*.

These guidelines explain how tertiary education organisations (other than universities):

- **apply for approval** of programmes of study leading to degrees and related qualifications at Levels 7–10 of the NZQF
- **list qualifications** on the NZQF
- **apply for accreditation** to deliver an approved programme of study leading to a qualification listed on the NZQF
- **maintain approval and accreditation** to provide a programme of study leading to a qualification listed on the NZQF.

The regulatory authority for NZQA Rules is under section 452 of the Education and Training Act 2020 (the Act). Approval and accreditation is required under sections 441 and 439 of the Act.

The role of research in degrees and related qualifications

Section 454(3) of the Act requires that the award of a degree must recognise the completion of a programme of advanced learning that is “taught mainly by people engaged in research”.

The type of research people engage in will be relevant to the nature of the degree. A professional or applied degree may have a greater focus on applied research, while a theory-based degree could result in more theoretical, strategic and scholarship type of research.

Quality assurance

NZQA's quality assurance integrates 'front-end' quality assurance with the ongoing self-assessment activities an education organisation undertakes to assure itself of the quality of graduate outcomes. NZQA uses an evaluative approach to reach judgements on a transparent, robust and credible basis, underpinned by the following principles:

- strategic and needs-based
- focused on outcomes
- quality as a dynamic concept – including ongoing improvement
- flexibility
- accountability.

Each TEO has the responsibility for demonstrating how its graduates will meet qualification requirements and outcomes through a programme of study. A TEO can show this through its self-assessment processes.

Te Hono o Te Kahurangi Evaluative Quality Assurance

TEOs can choose to have a degree or related qualification evaluated through the Te Hono o te Kahurangi Framework. If a TEO chooses this, the application (s) will be evaluated by the Quality Assurance Maori team.

Te Hono o Te Kahurangi is the quality assurance approach used for qualifications and programmes leading to qualifications that are distinctively based on kaupapa Māori principles. This approach also includes programmes leading to qualifications specific to wānanga.

The following kaupapa underpin Māori programmes quality assured using Te Hono o Te Kahurangi:

- Rangatiratanga
- Manaakitanga
- Whanaungatanga
- Kaitiakitanga
- Pūkengatanga
- Te reo Māori.

Each education organisation has the responsibility for demonstrating how graduates will meet qualification requirements and outcomes through a programme of study, through the organisation's Whare Whakairi Kōrero framework.

For more information see Te Hono o Te Kahurangi quality assurance on the NZQA website.

1. Using the evaluative approach

The decision to approve a programme of study leading to a degree or related qualification, or to accredit a TEO, is based on the quality and sufficiency of evidence provided in an application.

The application should meet criteria set out in part 4 of the *NZQF Qualification Listing and Operational Rules 2016*, and parts 1 and 2 of the *NZQF Programme Approval and Accreditation Rules 2018*.

The evaluative methodology enables decisions about quality and value to be reached on a consistent and reliable basis, and requires NZQA to:

- be explicit about the information and evidence on which judgements are made as well as the logic of its interpretation, and
- write the outcome in a clear, concise report which explains the key factors and reasons for the final decision.

1.1 Decision to list a qualification and approve the programme

The decision to approve a degree or related qualification for listing on the NZQF and approve the programme leading to the qualification is made by meeting the criteria and by answering the evaluation question:

How well does the qualification and programme meet the stated purpose and outcome?

NZQA reviews the information and the evidence provided in the application.

Rubric one (below) sets out the expected levels of performance in relation to the evaluation question.

“Good evidence”:

- is relevant to answering the evaluation question
- comes from more than one source (i.e. is corroborated or triangulated)
- is of more than one type (e.g. quantitative and qualitative data)
- makes sense in the context of the question.

Rubric one: Criteria for rating answers to the evaluation question to list a qualification

	Criteria
Qualification approved	ALL of the following: <ul style="list-style-type: none">• Good evidence that there is a distinct need for the qualification and programme.• Good evidence that the qualification and programme purpose and outcomes meet the evidenced need.• No significant gaps or weaknesses in the qualification and programme.
Qualification not approved	ANY of the following: <ul style="list-style-type: none">• The nature, quality and integrity of the information and evidence does not convincingly demonstrate a distinct need for the qualification and programme.• Insufficient evidence that the qualification and programme purpose and outcomes meet the evidenced need.• Significant gaps or weaknesses in the qualification.

1.2 Decision to accredit an education provider

A decision to accredit a TEO is reached by meeting the criteria and by answering the evaluation question:

To what extent does the education provider have the ongoing capability and resources to support sustained delivery of the approved programme?

NZQA reviews information and evidence using rubric two. Rubric two (below) sets out the expected levels of performance in relation to the evaluation question to decide whether to accredit the TEO.

Rubric two: Criteria for rating the answers to the evaluation question to accredit an education provider to provide an approved programme

	Criteria
Education organisation accredited	<p>ALL of the following:</p> <ul style="list-style-type: none">• Good evidence the education organisation has the capability and resources to provide the programme.• Good evidence that the education organisation can manage the impacts of any specific programme requirements.• Good evidence of formal arrangements with the programme owner where this is required.• Good evidence of satisfactory and appropriate research that is adequately resourced.• No significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation.
Education organisation not accredited	<p>ANY of the following:</p> <ul style="list-style-type: none">• Insufficient evidence the education organisation has the capability and resources to provide the programme.• Insufficient evidence that the education organisation can manage the impacts of any specific programme requirements.• Formal arrangements with the programme owner where these are required are insufficient to manage the provision of the programme.• Insufficient evidence of satisfactory and appropriate research that is adequately resourced.• Significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation.

2. Programme approval of degrees and related qualifications

NZQA uses the criteria in Rule 4.1 of the *NZQF Programme Approval and Accreditation Rules 2013* and the following evaluative question to determine whether an application will be approved or not.

How well does the qualification and programme meet the stated purpose and outcome?

2.1 Understanding the criteria

Criterion 1: Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type listed in the second column of the Table in the Appendix to the NZQF Qualification Listing and Operational Rules 2016.

The TEO must demonstrate that the level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the *New Zealand Qualifications Framework*.

The graduate profile of the qualification must clearly describe what the graduate will do, be and know if they successfully complete the qualification.

Criterion 2: Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the *New Zealand Qualifications Framework*.

TEOs must demonstrate the purpose of the qualification through the graduate profile statement, as well as how the programme's aims and outcomes will be fulfilled through the subjects, delivery modes and practical components (e.g. what gives the degree programme its unique focus).

The stated programme aims must be clearly defined, and be appropriate to the nature and the level of the qualification the programme leads to.

The aims of the programme must clearly match the qualification's purpose and the graduate profile statement. The qualification's use and relevance to learners, industry and communities are clearly developed from a need for the programme. The learner group is identified and the programme clearly articulates the purpose of the programme and the qualification to which it leads.

Coherence

The programme structure must integrate the aims and learning outcomes in order to form a coherent programme. The programme must demonstrate that:

- the progression and integration of learning through the programme and its components meets the purpose statement, graduate profile, level and credit value of the qualification
- the combination of components is consistent with and supports the aims and learning outcomes of the degree programme.

Criterion 3: Delivery modes and methods

The delivery modes and methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

The applicant TEO must:

- demonstrate the appropriateness of the programme delivery modes (e.g. face-to-face, online, distance, blended) and methods
- ensure that academic integrity will be maintained through the delivery process
- demonstrate consideration of cultural safety and ethical practice.

It is important that the delivery methods do not place learners or the public at risk. The TEO must identify any potential risks, and demonstrate how they will be addressed.

Practical or work-based components

The TEO must identify and describe any practical, field-based or work-based components in the programme (including research and the supervision of research) that are based away from the stated delivery site.

Research components

In the case of degree programmes with research components, the TEO must provide evidence of the level and scale of the research involved in the programme.

Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including ākongā, whānau, hapū, iwi, or hapori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under section 482(1)(g) of the Act has been obtained.

The TEO needs to provide evidence of consultation that considers the needs of stakeholders, which includes the relevant Workforce Development Council (WDC). Although WDC endorsement of the proposed programme is not required for programmes leading to degrees and related qualifications, the WDC may be a key stakeholder and should be consulted as such. This evidence must demonstrate that the TEO has appointed a designated advisory group within the specified subject area prior to or during development of the programme, and that this group has contributed to and supported the development of the programme.

The advisory group should be composed primarily of external representatives of industry, the relevant WDC as appropriate, academics in relevant disciplines and tangata whenua. Evidence of this should be included in the application.

The application should provide evidence of the depth and breadth of consultation undertaken, the feedback received, and evidence of how feedback was used in decision making processes.

Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme.

Recognition of prior learning (RPL) and credit recognition and transfer (CRT)

The TEO's application must demonstrate how the provisions and procedures for the awarding of recognition of prior learning, and credit recognition and transfer, will be applied to the programme. TEOs should refer to the NZQA website for guidance on CRT and RPL.

Criterion 6: Assessment and moderation

Assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

The TEO must detail the assessment rationale and methodologies to explain:

- how a learner will demonstrate the meeting of learning outcomes and/or the graduate profile and graduate outcomes
- modes of assessment (e.g. online; classroom-based, work-based, project-based), including culturally appropriate methodologies
- where appropriate, assessment policies and practices which allow learners to request assessment in te reo Māori.

Assessment of research

The TEO must ensure:

- research components exceeding 60 credits will be assessed by at least one external assessor, who is suitably qualified in research and the discipline. Normally the assessors will be academics, engaged in a similar field of research, and employed by a university, polytechnic, wānanga or private training establishment delivering in that discipline. The assessment of research components is paired with an effective moderation system that examines assessment materials, processes and decisions for fairness, equity, validity and consistency
- it provides evidence of any systems for implementing improvements as a result of moderation.

Criterion 7: Programme review

The TEO:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content
- updates the programme accordingly.

TEOs must demonstrate the procedures used to ensure that the programme remains relevant and quality outcomes continue to be delivered to learners and stakeholders.

Criterion 8: Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

The TEO needs to demonstrate that teaching staff conduct research within their area of expertise and that this research advances knowledge and/or supports the continued development of the programme and its delivery.

TEOs should be able to demonstrate the link between staff research and the degree programme.

3. Accreditation to provide a degree programme

NZQA uses the criteria in Rule 6 of the *NZQF Programme Approval and Accreditation Rules 2018* to analyse applications for programme accreditation.

3.1 Understanding the criteria

Criterion 1: Assessment and Moderation

The TEO has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

The TEO must demonstrate:

- that assessment requirements are clearly specified for each component of the programme. Sample assessments for each level of the programme, reflecting different assessment methods should be available
- that staff are experienced in teaching, assessment and moderation
- that there are effective and documented systems for both internal and external moderation, pre- and post-assessment. This must include identifying external arrangements for post-assessment moderation.

Criterion 2: Resources

The TEO has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

The TEO must demonstrate that:

- it has the financial infrastructure and administrative systems in place to support the implementation and sustained delivery of the programme
- the programme will be taught mainly by teaching staff engaged in research
- appropriately qualified and experienced teaching staff (normally qualified at a minimum of one NZQF level higher than the component they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience
- teaching staff hold a tertiary teaching qualification; where teaching staff do not hold a tertiary teaching qualification, the TEO must commit to teaching staff enrolling in such a programme
- the programme is staffed sufficiently to ensure effective delivery across the range of content
- evaluation of any additional staffing has taken place, and that the application includes a detailed recruitment plan, staff development plan, and research plans appropriate to the programme implementation timetable
- the programme will be taught by teaching staff who are engaged in research, in a discipline that supports delivery of the programme, and underpins its theoretical framework
- teaching staff supervising learner's research are experienced, and have expertise in supervision of research at the appropriate level. Where teaching staff are developing such experience, it is expected they will work under the guidance of a lead academic, and that the TEO will employ a sufficient number of teaching staff who are capable of delivering and assessing learners research
- a range of resources necessary for the implementation and sustained delivery of the programme, in all proposed modes of delivery

- there is a commitment to provide any additional resources and facilities required for the ongoing delivery of the programme.

For programmes with practical, field or work-based components, TEO must formalise the roles and responsibilities of the learner, supervisory staff from the TEO and the host and, where relevant, a registration body.

In some situations, TEOs will need to demonstrate experience in Māori language and culture, appropriate knowledge, skills and tikanga Māori.

Support staff

The TEO must demonstrate that:

- there is a sufficient number of appropriately qualified and/or experienced support staff that enable the outcomes of the programme to be met. These include support systems and staffing for learner enrolment, pastoral care, learning support, and support for Māori, Pasifika and international learners
- learners have access to adequate and appropriate degree programme information, guidance and support systems.

Financial and administrative infrastructure

The TEO must demonstrate that they can support the implementation and sustained delivery of the degree programme.

This includes adequate:

- financial infrastructure
- administrative systems
- resource management practices.

Quality management system

The TEO must demonstrate that their quality management system (QMS) includes policies and procedures which:

- ensure the recruitment of appropriately qualified and experienced staff
- support staff to develop professionally as teachers and/or supervisors
- support staff engagement with research and the development of a robust research culture, including the supervision of staff developing their research and supervision of research expertise
- ensure academic supervision, examination of thesis and the management of intellectual property
- evidence of structured processes associated with an academic board or equivalent (with delegations to faculty or programme committees as appropriate).

Criterion 3: Support for delivery

If the applicant TEO is not the holder of the programme approval, there is support from the holder of the programme approval.

Where a TEO does not hold degree programme approval, it must demonstrate that there is a formal agreement between itself and the TEO that holds the degree programme approval.

An agreement between the parties is required, and must include provision for dispute resolution, managing changes to the programme and arrangements if the programme ceases to be delivered.

Criterion 4: Programme review

There must be adequate and effective review of programme performance and the TEO's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

The TEO must demonstrate that there is an effective system for:

- the regular monitoring, evaluation and review of the programme, including structured processes associated with an academic board (or equivalent), and mechanisms for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account
- monitoring the efficacy of any improvements made to the programme as a result of any review
- making changes to the approved programme, and that those changes are managed consistently with any external requirements, such as those mandated by professional registration bodies
- determining whether the programme should continue to be delivered.

Criterion 5: Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

The TEO must demonstrate that the quantity and quality of research outputs of the staff teaching on the programme are monitored. The collective output must be consistent with the development and maintenance of an ongoing research culture.

NZQA's expectations of research

It is expected that there will be an appropriate balance between pedagogical and discipline-specific research, and that the collective research outputs will be appropriate to the nature of the degree programme.

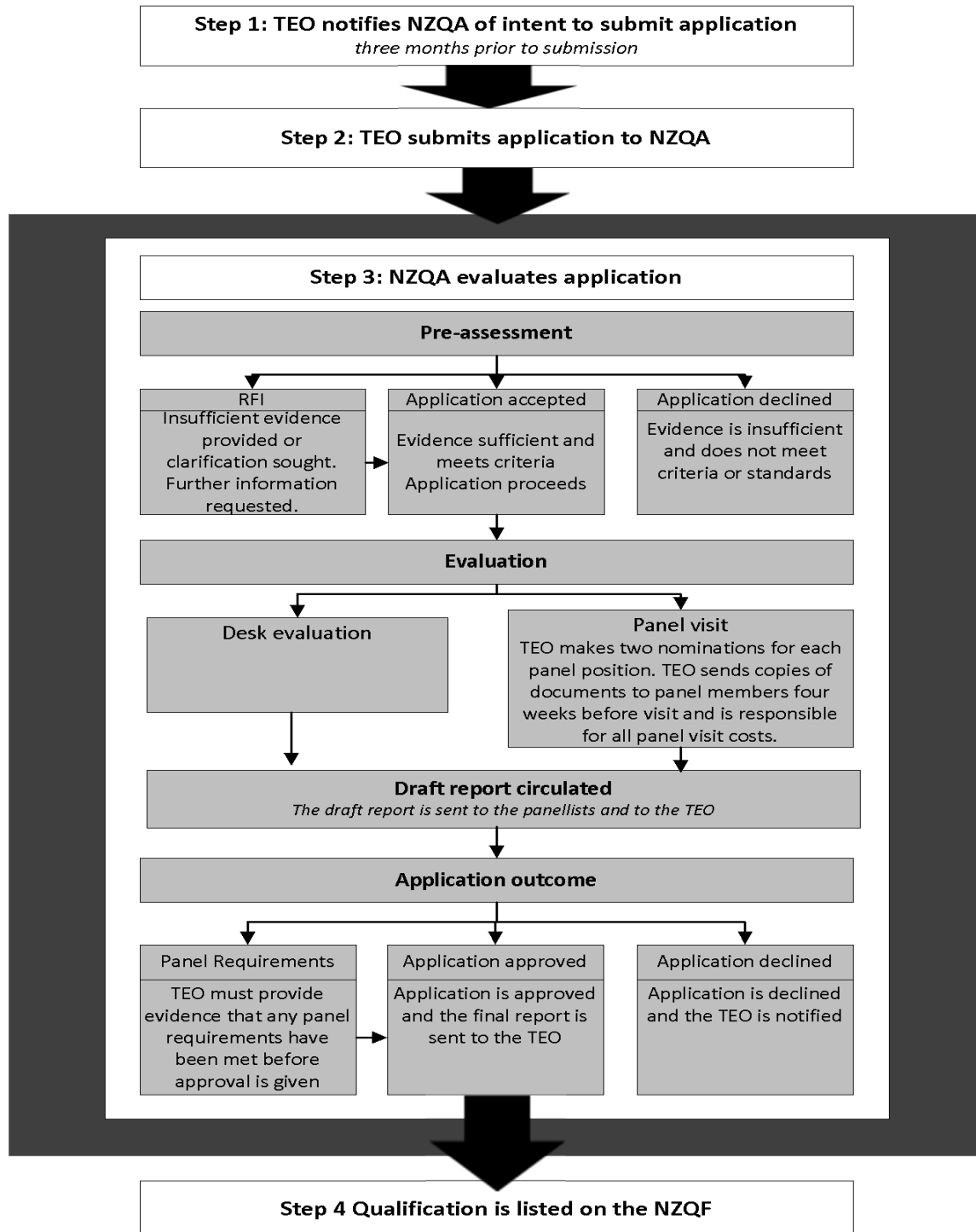
If the TEO is already engaged in the Performance-Based Research Fund (PBRF), its rating should be included in the application. If the TEO is not engaged in PBRF, an alternative way of measuring research output should be included with the application.

Systems and facilities

The TEO must demonstrate that organisational systems and facilities provide appropriate support for teaching staff involved in research, including access to an appropriate ethics committee.

4. The process for application and evaluation

High level process for evaluation of degree applications



4.1 Panel membership

NZQA panels generally comprise of either five or six individuals. Where possible, Māori and Pasifika representation at a panel is combined with either the academic or industry representative. Therefore, NZQA tries to ensure that panels comprise of five individuals in total. Where it is impossible to combine Māori or Pasifika roles in the panel, a sixth panellist representing Māori or Pasifika interests will be appointed.

Applications for Level 10 programmes involve a larger panel. Where TEOs are planning to apply for a Level 10 programme they should approach NZQA to discuss panel requirements prior to making an application.

Applications for programmes that involve registration body approval (e.g. Nursing Council of New Zealand, Social Workers Registration Board, Education Council New Zealand) will involve panellists nominated by those bodies. Where TEOs are planning to apply for a programme that requires registration body approval they must approach NZQA to discuss panel requirements prior to making an application.

Panel members (Note: panel members may have combined roles, i.e. Māori and Industry or Māori and Academic)	Panel members
Independent chairperson	Yes
NZQA representative; usually a senior evaluator with overall responsibility for the evaluation process	Yes
University, New Zealand Institute of Skills and Technology (NZIST), NZIST subsidiary, Wānanga, or PTE academic from the area of specialisation appertaining to the application	Yes
Senior academic from the applicant TEO, but from a different discipline	Yes
Industry representative relevant to the subject area to which the degree programme relates or relevant professions, endorsed by relevant stakeholder groups	Yes
Māori and, where appropriate, a representative of Pasifika or other relevant communities, who has knowledge of the discipline to which the application relates.	Yes

5. Post-approval

5.1 Maintaining degree programme approval

Ongoing approval of a programme is conditional on the TEO demonstrating that it continues to meet all relevant criteria. The most effective ways to ensure that the programme does so is to:

- ensure there is ongoing monitoring of the quality of the programme and the educational outcomes for learners. This includes reviewing data on graduate outcomes, e.g. employment outcomes and student engagement with further study
- undertake regular and comprehensive reviews of the programme to ensure that the approved programme remains relevant and current.

Accredited TEOs are required to undertake a comprehensive review of a degree programme at least once every five years. This evaluation should include input from the relevant professional and academic communities.

The TEO must report the findings of these reviews to NZQA.

5.2 Maintaining accreditation to provide a degree programme

Ongoing accreditation is conditional on a TEO demonstrating that the delivery of the degree programme continues to meet relevant criteria.

Degree monitoring

NZQA requires all degree programmes to be monitored annually.

Following approval and accreditation of a degree programme, NZQA and the TEO will agree on who is best placed to act as the degree monitor. In many cases the degree monitor will have been involved in the panel visit.

NZQA contracts an external independent degree monitor. The first monitoring visit will be undertaken after the first year of delivery. On the first visit, an NZQA representative accompanies the monitor.

On a recommendation from the degree monitor, NZQA may approve a request from the TEO to move to self-monitoring. The TEO then becomes responsible for ensuring that the programme is monitored annually by an independent external monitor.

The TEO will report back to NZQA on the degree programme using the yearly Annual Programme Evaluation Review (APER) process. The monitor's report would generally be attached.

For more information see the *Guidelines for monitoring programmes leading to diplomas; degrees and related qualifications at levels 7 to 10*, available the NZQA website.

6. Changes to approved degree programmes

Changes to a programme may be a result of ongoing quality management and improvement, or changes in the industry or sector.

Type 1 Change		Type 2 Change	
Definition	<p>Minor changes to programme components</p> <p>Do not have an impact on the total numbers of learning hours, credit value, or learning outcomes of the overall programme.</p> <p>Do not have an impact on NZQA data requirements (as defined in Rule 3.1)</p>	Definition	<p>Type 2 changes relate to major changes to components that have an impact on the programme as a whole, and include changes that will alter the programme approval and accreditation data held by NZQA. A Type 2 change must be approved prior to implementation.</p>
Examples of change	<p>Content of a programme but not the learning outcomes</p> <p>Title of a component</p> <p>Pre or co-requisite that does not affect programme entry requirements</p>	Examples of change	<p>Changes to programme aims, graduate profile outcomes and learning outcomes</p> <p>Requirements for practical, workplace and education provider learning</p> <p>Structure of the degree programme</p> <p>Regulations, including entry requirements</p> <p>Delivery methods (e.g. a move from face-to-face learning to online learning)</p> <p>Changes to the qualification to which the programme leads such as:</p> <ul style="list-style-type: none"> • qualification type (e.g. graduate certificate, graduate diploma, postgraduate certificate, postgraduate diploma) • title • level • credit value <p>Changes have an impact on NZQA data requirements (as defined in Rule 3.1)</p>
Process	<p>NZQA will acknowledge the notification of a type 1 change and will make contact with the TEO if the proposed changes are considered to be Type 2 change</p>	Process	<p>NZQA will advise applicants if any of the details in the application for a Type 2 change require further work.</p> <p>NZQA may establish a panel to assess the application. (See note 1).</p> <p>NZQA may carry out a site visit.</p> <p>Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.</p> <p>If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted. (See note 2).</p> <p>Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.</p> <p>TEC is copied into the Type 2 change outcome letter.</p> <p>NZQA will publish details of the approved changes to the related qualification on its website.</p>
Notes	<p><i>Note 1</i> The following changes may require evaluation by a panel:</p> <ul style="list-style-type: none"> • introduction of a new subject major; • changes to the mode of delivery; • delivery at another site (including an offshore site); • major change to an approved and accredited programme that has not been delivered by the TEO on a consistent basis (e.g. has historically enrolled small numbers of students; has experienced major staffing changes; the current programme is being 'taught out'); • significant changes to the structure of the programme. <p><i>Note 2</i> Rule 15.5 - If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.</p>		

7. Collaboration

This section provides guidance on how TEOs can work together to develop and provide programmes. This includes the information required from a TEO when a collaborative application is submitted.

7.1 Collaborative arrangements between institutions

Where TEOs collaborate to develop and or provide an approved programme, they will need to establish a formal agreement.

Establishing a written formal agreement

A written formal agreement that records how the TEOs will work together to develop and/or maintain and/or provide the programme must be established.

The written formal agreement:

- sets out how the programme will be maintained
- ensures that collaborative arrangements are clear and operate smoothly
- identifies clear lines of authority and areas of accountability.

Contents of the written formal agreement

The written formal agreement must be signed by the legally recognised signatories of the parties to the agreement. It must specify, as appropriate to the application:

- the names of the parties to the agreement
- who bears ultimate responsibility for the quality of the programme
- the location of delivery
- who is responsible for managing the different parts of the quality systems to oversee and maintain standards
- procedures for resolving any differences which might arise between the parties to the agreement
- procedures and responsibilities for securing programme approval and accreditation to provide the programme
- procedures and responsibilities for managing the programme and its ongoing monitoring, and implementing changes to the programme
- assessment and moderation arrangements
- procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human
- responsibility for communication of all necessary reports and other information to NZQA
- an indication of the wording on certificates awarded to learners who have met all the requirements of the programme
- responsibility for all administrative arrangements, in particular assessment, monitoring and moderation
- a clear process for the review of the agreement and for the termination of the agreement, and
- procedures for the protection of learners if the arrangement is terminated.

7.2 Collaboration between a university and a non-university

The information below should be provided with an application for a joint degree programme.

The following procedures have been agreed between NZQA and Universities New Zealand (UNZ).

There are three possibilities with three different requirements:

- (a). If the qualification is awarded solely in the name of a university, Universities New Zealand's Committee on University Academic Programmes (CUAP) procedures would apply, as set out in the CUAP booklet.
- (b). If it is awarded solely in the name of another TEO, the relevant procedures would apply, as set out in NZQA policy.
- (c). For a degree awarded in the name of two TEOs, one of which is a university, a combination of the procedures will apply (e.g. negotiated between the institutions).

One set of documentation

If the application involves a university and NZIST, NZIST subsidiary, wānanga or PTE, the applicant TEOs should submit only one set of documentation. The documentation needs to go to NZQA first.

After initial evaluation, and only if it addresses all requirements, the application will be sent to CUAP by one of the due dates (see below).

One approval process

1. When NZQA receives the application, they will do an initial analysis of the documentation to ensure that the application can meet the relevant criteria.
2. If the documentation is incomplete or not to a suitable standard, NZQA will consult with the applicant TEOs and return the documents for the required improvements or amendments through a request for further information (RFI).
3. When the documentation has been satisfactorily amended, it should be sent to CUAP in time to fit in with CUAP cycles, i.e. by 1 May or 1 September.
 - i. NZQA will attach any comments to the documentation so that they can be considered by CUAP, in the same way that comments from any university will be considered.
 - ii. If there are concerns, CUAP will discuss these with NZQA.
4. When the application meets the relevant criteria, CUAP will recommend approval and notify NZQA.
 - i. If CUAP does not approve the application, it will advise NZQA and applicant TEOs.

Visit for site approval

The site where the programme will be delivered must be approved by NZQA as part of the accreditation to deliver the programme. This may or may not require a site visit: this will be decided when the application is submitted.

If a site visit is required it may take place while the CUAP process is under way. The outcome of the accreditation visit will be reported to CUAP.

7.3 Collaboration between TEOs that are not universities

TEOs may wish to form partnerships for:

- the development and maintenance of a programme approval; and/or
- the delivery of a programme.

Applying for a joint degree programme

Before applying, TEOs need to determine that the application meets the relevant criteria.

Joint arrangements

Joint arrangements may include:

- provision for a joint degree programme coordinating committee
- a written formal agreement covering any issues raised by the application and arrangements for the joint development of material, research and intellectual property ownership.

7.4 Sub-contracting

A TEO can arrange for another TEO to provide approved degree programmes or part of approved degree programmes on their behalf.

There are different requirements when a TEO engages a sub-contractor depending on whether the sub-contractor involved has accreditation to provide the approved degree programme (see the *NZQF Programme Approval and Accreditation Rules 2018*).

8. Glossary

Term	Description
Assessment standard	The collective term for unit standards and achievement standards listed on the NZQA Directory of Assessment Standards.
Components	Parts of a programme (or training scheme), which together make up a coherent arrangement of learning or training. Components may include projects, papers, courses, modules, practicum and skill and assessment standards
Education organisation	NZQA-recognized educational organisation (other than universities) supplying education and /or training and/or assessment services to learners. These include: State recognised schools, wānanga, New Zealand Institute of Skills and Technology (NZIST), NZIST subsidiaries, transitional industry training organisations, government training establishments, and NZQA-registered private training establishments.
Transitional Industry Training Organisation (transitional ITO)	A former industry training organisation having responsibility for setting standards and arranging the delivery of industry training for a specific industry or area of industry identified in a Tertiary Education Commission gazette notice.
Learning hours	All planned learning activities leading toward the achievement of programme or qualification learning outcomes
New Zealand certificate or diploma	A qualification that meets the requirements for listing on the NZQF at Levels 1-6.
Programme of Study (approved)	An approved programme is a coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which leads to a qualification listed on the NZQF. A “programme” in this document is a “course” in terms of sections 258 and 259 of the Education Act 1989.
Programme learning outcomes	Learning outcomes describe the specific knowledge, skills, understanding and application a learner will achieve through each component of the programme.
Qualification	Formal certification for a given purpose of the achievement of specified graduate outcomes to a given standard.
Quality assurance body	NZQA or New Zealand Vice-Chancellors’ Committee (also known as Universities New Zealand).
Stakeholders	Qualification Developer(s), individuals, industries, groups, or organisations with an interest (or “stake”) in the outcome of a qualification.

Workforce Development Council (WDC)	A workforce development council for one or more specified industries. WDCs are tertiary education organisations.
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From: [Sarah Cozens](#)
To: [REDACTED]
Cc: [REDACTED]; quality@tepukenga.ac.nz; [Miriata Tauroa](#); [REDACTED] [@gmail.com](#)
Subject: C53077, C53078, C53079 Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing (Te Pūkenga)
Date: Wednesday, 26 April 2023 5:53:00 PM
Attachments: [image001.png](#)
[Contract template.docx](#)
[Conflict of Interest Oct 2016.doc](#)
[DAA Preliminary Evaluation Template.docx](#)
[Guidelines for the Degree Panels August 2022.docx](#)
[guidelines-degree-and-related-quals.pdf](#)

Kia ora [REDACTED] and [REDACTED]

You will be aware that Te Pūkenga – New Zealand Institute of Skills and Technology has nominated each of you as a panellist for the panel process for the approval and accreditation of their new Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing. I need to double check and confirm that you will be available for the panel starting on Monday morning 15 May at 9am and running through Tuesday 16 May and Wednesday 17 May. (The start and finish times are subject to confirmation as Te Pūkenga will set the agenda.) You must be present for the entire time of the panel and attend all meetings to ensure the panel process is robust and meets all statutory requirements. If you are unable to undertake this role and attend all meetings, please let me know urgently by return email.

If you are able to be part of the panel, you will be receiving a few emails from me over the next couple of weeks. The role of Miriata Tauroa and myself is to lead the pre-panel evaluation of the application materials, record, and report on the actual panel process, and liaise between the panel and Te Pūkenga. The chair for the panel is [REDACTED].

Panel member documentation

Could you please complete the following two attached documents.

1. NZQA Contract template (used to raise a contract for your work). All panellists must possess an NZQA contract prior to the panel visit. It is therefore important that you complete the template as soon as possible to allow time for the contract to be raised prior to the visit. Any previous panellist contract you may have had with NZQA will now be invalid, so please complete the attached template.

Please return the completed contract template via email to Quality Assurance Administration (qaadmin@nzqa.govt.nz) and copy me in. In the email subject line please quote: C53077, C53078, C53079 Bachelor of Nursing Māori, Bachelor of Nursing Pacific, and Bachelor of Nursing (Te Pūkenga) panellist contract.

Quality Assurance Administration will process the contract template. Once that process is completed, a contract will be sent to you for consideration. You will then need to sign and return the contract to NZQA to complete the process.

2. Conflict of Interest attestation.

All panellists must complete this attestation to ensure that potential conflicts of interest are evaluated at NZQA prior to the panel visit. Please list any potential conflicts of interest - for example, if you:

- are involved in any Local Advisory Board activity at Te Pūkenga;
- are or recently have been involved in teaching activities in similar programmes at this institution;
- have been involved in any advisory work for this proposed programme;
- have professional or personal links to staff who will teach on the proposed programme;
- have the potential to financially gain from the approval and accreditation of the proposed programme.

Declaring potential conflicts of interest does not necessarily mean that you will be unable to act as a panel member in this instance. NZQA will review the conflict-of-interest attestation and be in touch where necessary.

An agenda for the panel visit is currently being worked on and will be sent to you in due course.

3. Programme documentation

Shortly Te Pūkenga will send you an electronic copy of the programme documentation. If you also would like a hard copy, please email [REDACTED] whom I have CCd in above. The documentation will provide a detailed overview of the three programmes and the capability of Te Pūkenga to deliver them.

A preliminary evaluation template is also attached for all panel members to complete. This template includes all approval and accreditation criteria and forms the basis for the panel visit process. There may be some areas where you feel you are unable to comment – please feel free to leave those sections blank. The panel is made up of several people, each of whom brings a different perspective to the process, so collectively all criteria will be addressed during the pre-evaluation process. I have also attached the NZQA degree guidelines to give you some additional guidance.

Your evaluation should note the areas for which you seek more information, or where you consider that further work or change may be necessary. Note or question form is fine. We ask that you fill in the form as a doc. file – no handwritten pdf files, please.

Important: As this panel will be evaluating three distinct degrees for approval and accreditation, please evaluate each degree. You are encouraged to record your comments on the one evaluation form. However, when you comment, please specify which degree you are referring to (ie, BN Māori, BN Pacific, BN, or where feedback refers to the three degrees – All)

In case you are unfamiliar with the NZQA panel process, I have attached the document Guidelines for Degree Panels. Of course, you are more than welcome to call me [REDACTED] if you have any questions.

Please submit your feedback to me (sarah.cozens@nzqa.govt.nz) by close of business on **Wednesday 10 May**. This time frame will allow time for a summary of the feedback to be collated. This collated document will be sent to Te Pūkenga, and to all panel members prior to the panel commencing. This provides Te Pūkenga and panel members with an outline of the panel's thinking ahead of the meeting and provides a focus for the initial discussion. The panel process requires that all panellists provide written feedback.

Please note that completion of the preliminary evaluation template does not preclude panellists from raising additional points as the panel visit proceeds.

I look forward to hearing from you as to your availability to participate in this panel and look forward to working with you.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA





NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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Declaration of Potential Conflict of Interest

This should be updated if circumstances change during the year

Name:

Position:

I declare that I have a potential conflict of interest:
(If yes please detail below)

Yes

No

- 1 I work for the following TEO:
- 2 I am the internal representative on the panel for the TEO
- 3 I have been involved in the consultation process during the programme development phase
- 4 I am a guest lecturer for the department/TEO
- 5 I have immediate family member(s) at the following TEOs:

Name(s):

TEO:

Relationship:

- 6 The following activity could result in a conflict of interest
(e.g. writing/moderating assessment materials for another TEO, a private business producing assessment materials):

Conflict(s):

TEO:

Signed:

Date:

This form must be completed and returned to Client Services:

Client Services
Quality Assurance Division
NZQA
PO Box 160
WELLINGTON

Telephone: 04 463 3000
Fax: 04 463 3114

Email: qaadmin@nzqa.govt.nz



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Request for Contract Details - for ITP, Wananga, and PTE Degrees or related programmes

NZQA will use this information to prepare a contract/s for service. The contract/s will then be sent to you for consideration. Please indicate the type of work that you are being asked to undertake on behalf of NZQA - (please tick)

- Degree or related qualification panel member
- Degree or related qualification Panel Chair
- Degree or related qualification/Level 7 Monitor
- Degree or related qualification /Level 7 Moderator

Please note: if you have been asked to consider more than one of these roles, please indicate above. For example, you may be offered the opportunity to monitor Level 7 programmes as well as to moderate assessments at level 7. If this is the case, two contracts will be generated and sent to you for consideration.

Please indicate whether you are intending to undertake this work:

as an individual to be paid directly by NZQA

as part of your work within another organisation and you wish NZQA to pay your organisation directly

If you are undertaking this work as an individual to be paid directly by NZQA, please complete the following section:

Name:	
Title and Position:	
Postal Address:	
Delivery Address (if different from above):	
Contact Number:	
Email Address:	

If you are undertaking this work as part of your work within another organisation, and you wish NZQA to pay your organisation directly, please complete the following section:

Organisation Name:	
Postal Address:	
Contact Person (Manager) in Organisation:	
Position of Contact Person:	
Location of Contact person:	
Contact Number of Contact Person:	
Email of Contact Person:	

Please return this form to qaadmin@nzqa.govt.nz

If you **have not** been contracted by NZQA before, please provide us with your financial details below. (This section will be forwarded onto our Finance Division to arrange payment for services.)

Request to Create New Supplier Account

Supplier (contractor)

Supplier Name: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 1: <input style="width: 95%; height: 20px;" type="text"/>
Email Address: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 2: <input style="width: 95%; height: 20px;" type="text"/>
Telephone Number: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 3: <input style="width: 95%; height: 20px;" type="text"/>
Purpose of Supplier: <input style="width: 95%; height: 20px;" type="text"/>	Address Line 4: <input style="width: 95%; height: 20px;" type="text"/>

Payment Details Please attach a verified deposit slip or other authoritative support (e.g. copy invoice on headed paper, bank statement etc)

Bank Name: <input style="width: 95%; height: 20px;" type="text"/>
Branch: <input style="width: 95%; height: 20px;" type="text"/>
Account Number: <input style="width: 95%; height: 20px;" type="text"/>

Thank you.

QUALITY ASSURANCE DIVISION – Client Services - INTERNAL USE ONLY –

Enter into Conexa Yes No

Finance contact details for contractor

Name: <input style="width: 95%; height: 20px;" type="text"/>	E-mail Address: <input style="width: 95%; height: 20px;" type="text"/>
Job Title: <input style="width: 95%; height: 20px;" type="text"/>	Telephone Number: <input style="width: 95%; height: 20px;" type="text"/>

Form prepared by: Name: Ext:

Note: Suppliers will automatically be set up with payment terms of 20th of the month following invoice date. Should you require terms different to these please state what terms are requested and provide a reason why these need to differ from standard commercial terms.

Payment terms requested..... Reason.....

Approvals:

Approver Name (Initial Cost Centre Manager that requests the supplier be created)

Approved:

Yes

No

Date

Manager, Financial Accounting (or other Finance Manager):

Yes

No

Date

PRELIMINARY EVALUATION

Applicant:	
Title of Programme:	
Reference:	

The relevant qualification definitions can be found at the end of this document.

You are welcome to provide specific or more generic comments as appropriate.

This document is to be used by panel members to provide feedback on the application. It will be used as a starting point for panel discussions. This information is confidential to NZQA and its contracted panel members. A consolidated version of all panel member's feedback will be provided to the applicant organisation.

This document is based on the [NZQCF Programme Approval, Recognition and Accreditation Rules 2022](#) and the [New Zealand Qualifications Framework](#) and conforms with the content of the [Education and Training Act 2020](#).

NZQA Qualification Descriptions

<https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf>

PROGRAMME APPROVAL CRITERIA

Criterion 1 Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type in the NZQCF Qualification and Micro-credential Listing and Operational 2022

NZQA Criteria	Reference	Panel feedback	
1.1 The programme meets the published definition of the applicable qualification type.			
1.2 The level and credit value of any qualification to which the programme leads are appropriate, clearly identified and meet the minimum requirements of the NZQCF			

Criterion 2 Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the New Zealand Qualifications Framework.

NZQA Criteria	Reference	Panel feedback	
<p>2.1a The title of the programme(s) provides an accurate indication of its general subject area.</p>			
<p>2.1b The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications and Credentials Framework (NZQCF).</p>			
<p>2.2a The aims are clearly defined and appropriate to the nature and level of the qualification to which the programme leads.</p>			
<p>2.2b The aim includes identification of any specifically-targeted student body and the relationship between the programme and any industrial, professional or community need.</p>			
<p>2.3a The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQCF.</p>			
<p>2.3b Clear learning outcomes are specified for each component part (course) of the programme.</p>			

2.4a Learning outcomes are consistent with the aims and level of the programme.			
2.4b Appropriate levels and credits are allocated to each component of the programme.			
2.4c The structure of the component parts (courses) provides a coherent programme of study.			
2.4d An appropriate New Zealand Standard For Classification of Education (NZSCED) classification is identified.			

Criterion 3 Delivery methods

The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

NZQA Criteria	Reference	Panel feedback	
3.1 Delivery and facilitated learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes and the likely student body.			
3.2 Any practical, field-based or work-based components, including research, which are based away from			

the delivery site are integrated into the programme.			
3.3 Delivery methods do not place students or the public at risk (emotional or physical).			
3.4 Any specific resources necessary for the delivery of the programme are clearly outlined.			

Criterion 4 Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under Section 366(1)(g) of the Act has been obtained.

NZQA Criteria	Reference	Panel feedback	
4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.			
4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.			
4.3 The consultation summary provides a clear summary of the extent of the consultation.			

<p>4.4 The consultation summary clearly expresses the views of those consulted and the consideration of those views.</p>			
<p>4.5 The consultation process considered the likely acceptability to the relevant wider communities: Māori, academic, employer, industry, professional, and other bodies.</p>			

Criterion 5 Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- *admission*
- *credit recognition and transfer*
- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme*

NZQA Criteria	Reference	Panel feedback	
<p>5.1 There are clear, relevant, and appropriate regulations that specify requirements for:</p>			
<p>5.1a</p>			

<ul style="list-style-type: none"> • admission 			
5.1b <ul style="list-style-type: none"> • credit recognition and transfer 			
5.1c <ul style="list-style-type: none"> • recognition of prior learning 			
5.1d <ul style="list-style-type: none"> • programme length and structure 			
5.1e <ul style="list-style-type: none"> • integration of practical and work-based components 			
5.1f <ul style="list-style-type: none"> • assessment procedures, including authenticity of student work 			
5.1g <ul style="list-style-type: none"> • normal progression within the programme. 			

Criterion 6 Assessment and moderation

Assessment methodology is fair, valid, consistent and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

NZQA Criteria	Reference	Panel feedback	
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6.1 Assessment methodology and planning is appropriate.			
6.2 The required standards for assessment are clearly specified in relation to each component part of the programme.			
6.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.			
6.4 Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.			
6.5 Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.			
6.6 External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.			

Criterion 7 Programme review

The institution:

- *assesses the currency and content of the programme*
- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*

- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly*

NZQA Criteria	Reference	Panel feedback	
7.1 The institution:			
<p>7.1a</p> <ul style="list-style-type: none"> • assesses the currency and content of the programme <p>Include a suggested review date for the programme here, between one and five years depending on subject matter (which could affect pace at which content will need refreshing), the programme's relationship with other degree programmes offered by the provider, size of the programme, etc.</p> <p>Review date to be entered on QUAL, included on report and in outcome letter.</p>			
<p>7.1b</p> <ul style="list-style-type: none"> • has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification 			

7.1c <ul style="list-style-type: none"> has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content 			
7.1d <ul style="list-style-type: none"> updates the programme accordingly 			

Criterion 8 Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

NZQA Criteria	Reference	Panel feedback	
8.1 The links between research and the curriculum are clear, adequate, and effective.			

ACCREDITATION CRITERIA

Criterion 1 Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

NZQA Criteria	Reference	Panel feedback	
1.1 The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.			

Criterion 2 Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

NZQA Criteria	Reference	Panel feedback	
2.1 Academic Staffing The Education and Training Act (2020) defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.			

Collectively, the academic staff involved in the course:

- a) are adequate in number and appropriately qualified for the outcomes of the course to be met;
- b) are engaged in research;(see special issues, item 6)
- c) have experience and expertise in teaching, with regard to the proposed delivery modes; and
- d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.

b-d (above) will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.

In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.

<p>In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.</p>			
<p>Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the programme implementation timetable are in place.</p>			
<p>2.2 Teaching facilities and physical resources</p> <p>The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and</p> <ul style="list-style-type: none"> • put in place the necessary teaching facilities and physical resources, or • established detailed development and acquisition schedules appropriate to the programme implementation timetable. 			

<p>2.3 Support Staff</p> <p>There is a sufficient number of appropriately qualified and/or experienced support staff for the outcomes of the programme to be met</p>			
<p>2.4 Student guidance and support systems</p> <p>Adequate and appropriate programme information, guidance and support systems are accessible to students.</p>			
<p>2.5 Financial and administrative infrastructure</p> <p>The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.</p>			
<p>2.6 Quality management system</p> <p>The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or</p>			

programme committees as appropriate).			
---------------------------------------	--	--	--

Criterion 3 Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

NZQA Criteria	Reference	Panel feedback	
If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.			

Criterion 4 Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

NZQA Criteria	Reference	Panel feedback	
4.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the programme approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for			

ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.			
4.2 There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews			
4.3 Changes to approved courses are managed consistently with any external requirements.			
4.4 There is a process for determining whether the programme should continue to be delivered.			

Criterion 5 Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

NZQA Criteria	Reference	Panel feedback	
5.1 Staff conduct research to an appropriate level within their area of experience which advances knowledge and understanding and supports their function as teachers.			
5.2 The quantity and quality of staff research outputs are monitored and			

<p>the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.</p>			
<p>5.3 Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.</p>			
<p>5.4 In the case of programmes with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including:</p> <ul style="list-style-type: none"> • Guidance on the development and approval of research projects; • Criteria and procedures for the appointment of appropriately qualified and experienced supervisors; • A code of conduct for researchers and research supervisors; • Mechanisms for ethical approval of research projects. 			
<p>5.5 The ways in which research-teaching links are made in the</p>			

curriculum are adequate and appropriate.			
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OTHER	Reference	Panel feedback	



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Guidelines for degree panels

Version 1.0
August 2022

NZQA
125 The Terrace
PO Box 160
Wellington 6014

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1. Introduction | Whakarāpopototanga

New degree applications to NZQA will consist of a panel event which is a peer review of the application by a group of experts. In many instances some of the participants, including members of the panel, are not familiar with how a panel operates; this document is designed to provide support for all participants, but it is primarily targeted at those who are unfamiliar with the conduct of the panels.

To meet this need, this document provides a summary of the NZQA processes that shape the panel's operation and deliberations in the NZQA approval processes. It is designed to ensure a consistent approach is taken for degree applications so that tertiary education organisations know what to expect and what is expected of them. It is underpinned by NZQA's commitment to Te Tiriti O Waitangi and to ensuring equity of access and equitable outcomes, particularly for Māori and Pasifika learners.

It is also informed by an ethos of fairness and of ensuring that all parties to the panel event are heard and considered.

The correct and effective operation of a panel is an integral part of the quality assurance process for programme approval and accreditation at degree level, providing an independent judgement that the programme meets these criteria. Panels are established to obtain feedback on the proposed programme from the perspectives of key stakeholders and to triangulate that feedback to inform its recommendations to NZQA.

It will greatly assist in the smooth running of the event if all participants study the contents of this document in advance of the event.

Degree programme approval provides confirmation that a programme of study meets the defined criteria specified in the [NZQF Programme Approval and Accreditation Rules 2021](#) (the Rules) and the [Guidelines for Approving and Maintaining Degrees and Related Qualifications](#).

NZQA degree panels are generally face-to-face at the delivery site[s] that the applicant will provide the programme. However, NZQA is prepared to conduct panel events virtually in certain exceptional circumstances; for example, arising from restrictions in place owing to the COVID-19 pandemic.

The applicant Tertiary Education Organisation (TEO) arranges, in agreement with NZQA, the date, time, and location of the panel meeting that is acceptable to all panel members and that facilitates the attendance of all key stakeholders.

The responsibilities of each panel member are detailed on pages 8-11 of this document. It is important also that the applicant organisation, as host, is familiar with the panel process and their responsibilities under this process prior to the event.

2. Panel Composition | Te Titonga

NZQA panels generally comprise five or six people. Māori representation is essential on a panel and, where Pasifika communities are a key stakeholder for the programme, NZQA will appoint a Pasifika representative to the panel. NZQA tries to ensure that panels comprise five individuals in total.

Applications for Level 10 programmes involve a larger panel. Where TEOs are planning to apply for a Level 10 programme, NZQA requires that they discuss panel requirements with NZQA directly before making an application.

Applications for programmes that involve registration body approval will include panellists nominated by those bodies. Where TEOs are planning to apply for a programme that requires regulatory or professional body approval they must approach NZQA to discuss panel requirements before making an application.

Panel Appointments

The TEO that has applied for approval and accreditation to provide the degree in question will nominate members to the panel who are selected in agreement with NZQA. In certain circumstances, and subject to agreement between NZQA and the applicant TEO, panels may include representatives from relevant regulatory and professional bodies as observers.

NZQA has Memoranda of Understanding (MoU) with a number of regulatory and professional bodies¹ which contain collaborative arrangements for the evaluation of degrees and for the conduct of shared panels, where professional registration or recognition is a prerequisite for practising in a particular profession or occupation. In these circumstances, panel composition will increase to include agreed nominees of the professional body in question. Panel membership must still adhere to the requirements of the Guidelines.

The panel operates as one and its members are collectively responsible for all matters contained in the panel's report, including commendations, recommendations, and requirements.

As part of the application, TEOs must submit two nominations to NZQA for each position on the panel; these nominations must include the CVs of the nominees. The final decision on the panel composition and membership is made by NZQA.

3. Attendance | Ko wai i tae mai

To enable the panel to fully discharge its responsibilities all panel members must be available to attend all meetings and activities on the agenda. Furthermore, panellists must

¹ The Nursing Council of New Zealand, Teaching Council of Aotearoa New Zealand, Social Workers Registration Board, Midwifery Council of New Zealand, Occupational Therapy Board of New Zealand, New Zealand Association of Counsellors & the Osteopathic Council of New Zealand.

fully prepare for the panel visit, attend scheduled pre-meetings and be available to complete their work in a timely manner.

The panel deliberations are not a public forum and are to be held in private, attended only by those nominated to the panel or those arranged by the panel Chair to attend various sessions. The panel must inform the TEO's CE or nominee should they need to contact any other party or parties. Where the TEO's CE or nominee do not wish this contact to occur, advice from NZQA will be sought.

It is expected that where the panel requests attendance of a person or persons to inform its deliberations the TEO will agree and facilitate any such attendance.

The Chairperson will be the final arbitrator as to who attends each session on the agenda and retains the power to include or exclude.

4. Equity | Te Mana Taurite

The NZQA Quality Assurance Division statement on equity is: our quality assurance systems, policies and processes will enable Māori and Pasifika learners to have fair and equitable access to a high quality education that supports them to experience success and equality of outcomes. Panel deliberations are to be informed by this equity position.

Panels deliberations and consideration are to be informed by NZQA's position on equity which is that quality assurance systems, policies and processes will ensure Māori and Pasifika learners have fair and equitable access to a high-quality education that supports them to experience success and equality of outcomes.

NZQA's position is described by NZQA's [Statements of Intent](#) which have been informed by the [Tertiary Education Strategy 2020](#) that encompasses the concept of equity and guides our approach in this regard.

5. Process | Ngā Tukanga

The initial evaluation of the degree application involves preliminary evaluation of the proposed programme by NZQA followed by a request for further information (RFI). The intention of an RFI is to address minor gaps in the evidence provided, or to clarify design and/or delivery, and may lead to a not approved outcome if the response does not address these gaps sufficiently.

If, following preliminary evaluation and RFI, NZQA determines that the proposed programme is of sufficient quality to proceed to panel, the panel is appointed and the application is presented to the panel for an independent peer review. NZQA may not proceed with conducting a panel, if RFI response has not sufficiently addressed the gaps.

Panel members are then sent the application for evaluation and must complete and submit their preliminary evaluation and feedback to the NZQA evaluator. Based on the compiled feedback from the panel, NZQA will then determine whether it is prudent for the panel visit to proceed.

If the compiled panel feedback identifies major issues that would require redevelopment of the programme, or that the TEO will not be able to address pre-panel or during the visit, NZQA will contact the TEO to suggest they withdraw the application.

During the panel process, the panel investigates a range of outstanding or pertinent aspects of the programme in relation to the approval and accreditation criteria in the Rules and Guidelines, evaluates whether these criteria are met, and recommends to NZQA whether the programme be approved and whether the TEO be accredited to offer the programme.

To inform and support the panel's work, a series of formal scheduled meetings take place with internal stakeholders, including appropriate members of the institution's Senior Management Team (SMT), programme development team, programme tutors and support staff, existing students and a range of external key stakeholders.

The information provided during these meetings needs to triangulate with the written documentation provided by the TEO and the evaluation conducted by NZQA; this information is synthesised into a final report to NZQA which may recommend approval and/or accreditation of the application, or that it be declined.

To recommend approval and/or accreditation the panel must agree by the end of the visit that the programme is fit for purpose, meets all formal requirements, and meets the needs of the tertiary education sector, industry and community.

Following the event, the panel will be required to consider the applicant's response to requirements or other matters, if applicable, and conduct a full review of the written report and provide feedback.

6. Operation of the Panel | Ngā whakahaerenga a te paewhiri

The procedure used by NZQA to evaluate degree approval and accreditation applications may extend over a six-month period. The panel's work consists of three stages:

- i. Preparation for the panel visit, including reviewing the programme document and evaluation of the application
- ii. The panel visit to the delivery sites, and
- iii. Reviewing and approving the report of the visit written by the NZQA evaluator.

As part of the panel appointment process, NZQA will provide each panel member with an indication of the expected work and time involved, including:

- i. Estimated preparation time
- ii. Time and date by which initial evaluation is due
- iii. Time and date of pre-meetings if required

- iv. Post-panel requirements, and
- v. NZQA contact person for any queries on the process and timeframes.

Note estimated preparation time is variable depending on the panel member's specific role in the panel, therefore a degree of flexibility will be considered when this estimate is provided. An agenda for the panel visit should be drawn up in the first instance by the TEO in agreement with NZQA and the Chair to provide direction, structure and purpose to the panel event and should be followed in order, unless the Chairperson and TEO agree otherwise. The agenda should be circulated prior to the first meeting of the panel so that the panel members and key stakeholders can prepare and make a well-informed contribution.

The agenda should include meetings with some or all of the following as appropriate: appropriate members of the SMT, the programme development team, teaching staff/tutors, external stakeholders consulted during programme development, learners from the same or similar faculty or current learners if a degree change application, the student support team, and the research co-ordinators.

Preparation for the Panel Visit

An NZQA Evaluator is assigned to coordinate the evaluation process and guide panellists in terms of their responsibilities.

All panel members will initially be provided with the relevant key documents associated with the application four to six weeks in advance of the panel visit; this will include the programme document after it has been evaluated by NZQA.

An NZQA evaluator will email each panellist the *Guidelines for Approving and Maintaining Degree and Related Qualifications*, the *NZQA Guidelines for Degree Panels* as well as a preliminary evaluation template. Panellists are asked to read and consider the documentation against the criteria, as listed on the preliminary evaluation template.

Panellists are required to complete the evaluation template as a MS-Word document by a date provided by the relevant NZQA evaluator. There may be some areas where panellists feel unable to comment – these may be left blank. The NZQA evaluator will provide the collated panel comments to the TEO and circulate the TEO's response to the panel for further feedback.

The Panel Visit

The provider may conduct a formal or an informal welcome for the panel. The NZQA panel should respond in the most appropriate way in accordance with NZQA's commitments to Te Tiriti o Waitangi. In advance of the panel event the evaluator and the panel chair will liaise with the applicant on the details of the mihi/whakatau and will brief the panel members to ensure that all are fully prepared. NZQA's response to the welcome will be discussed at the panel's pre-meeting.

A pre-meeting should be held prior to the panel and include all panellists, the chair and the NZQA evaluator. This meeting should occur so that the panel can meet one another properly before the panel proceedings, the NZQA evaluator can provide a brief summary of the process, and a plan for each of the meetings at the panel can be drafted (please see Appendix 6).

Pre-meetings should ideally be about one hour in duration. Tikanga of the organisation must be taken into consideration – it may be more suitable to hold a meeting the night before at another venue rather than on the morning of the panel for this reason, but this should be discussed between the NZQA evaluator and the chair prior. Panellists must only bill for hours spent discussing the application and the panel proceedings.

The panel visit itself usually takes one or two days, depending on the type and complexity of the application.

At the completion of the first day of discussions the panel chair, accompanied by the NZQA representative, will normally discuss with the TEO's Senior Management Team (SMT) the progress of the panel and any concerns that have arisen. If during the panel's deliberations it concludes that the programme may not be approved and/or the TEO accredited, the panel must still complete the agenda and visit in its entirety.

A tour of the campus may be necessary to validate resources.

At the end of the visit the panel chair, in the presence of the panel, will present an oral summary of findings to members of the TEO's SMT, and other staff as agreed with the Chair.

The business of all meetings is recorded by the NZQA representative who will produce the report on behalf of the panel.

Panel outcomes

Panel-only time is included in the agenda to allow the panel to review progress, and to evaluate the significance and appropriateness of information and evidence provided in various agenda meetings. This is to ensure a thorough and robust triangulation, and that all matters are understood and comprehensively addressed.

At the culmination of the first day's activities the panel will have a scheduled period to deliberate. On the second day they will formulate commendations, recommendations, and requirements as applicable (please see section below).

Following the visit, the NZQA evaluator will prepare a draft report against all relevant approval and accreditation criteria. It will then be circulated to panellists for confirmation of accuracy. The draft report is then sent to the TEO to be checked for factual accuracy.

The TEO response to the draft report, including any actions taken in response to any requirements or recommendations, are circulated to the panel for consideration. Panellists are asked to confirm (in writing) that all criteria have been met and that the final report is

true and accurate before making a recommendation to NZQA for approval and accreditation. It should be noted that a panellist's role is not complete until they have had the opportunity to read and feedback on the final report.

In instances where the panel does not collectively agree that a criterion/criteria have been met, the evaluator will recommend solution options to the Chair and panel . A summary of actions taken will be included in the report.

The report of the panel must conclude with a recommendation to NZQA to approve or decline the application.

A degree monitoring visit is conducted one year after the approved programme has commenced delivery. The appointed degree monitor will usually be the academic representative on the panel. The first monitoring visit is viewed by NZQA as the last step of the degree programme approval and accreditation process, the "closing of the quality assurance loop". The purpose of the visit is for the monitor to test the veracity of any requirements made during the panel, and to examine the provider's response and actions taken to meet any recommendations made by the panel.

7. Requirements, recommendations and commendations | Ngā herenga, ngā taunakitanga me ngā whakamiha

Requirements and recommendations are incorporated as part of the panel process to ensure that all Degree Programme Approval and Accreditation criteria are met under the Rules, and to strengthen the programme in general.

A requirement specifies an action to be completed by the TEO to ensure that a specific criterion or criteria have been met before the panel can recommend approval of the application to NZQA. The purpose of a requirement is to clarify aspects of programme design and/or delivery, or to address minor gaps that are discovered during panel deliberations. The provider's response to requirements will be evaluated by the NZQA evaluator considering the panel members' feedback before a recommendation to approve is made.

Requirements could be such as an indicative research or staff plan, revision of the aim or strategic purpose of the qualification.

There is no maximum number of requirements – the Chair and panel must exercise discretion as to the scale of the requirements and their impact on the approval and/or accreditation of the programme. For example, one large requirement may require complete redevelopment and cause the programme approval application to be declined whereas five minor requirements could be remedied within a short time frame.

TEOs are provided with 20 working days to submit response to the requirements. An extension to submit will be provided, on a case-by-case basis.

The panel may also make recommendations to the institution. A recommendation is an advisory statement of an activity requiring attention that the panel considers to be beneficial

and will enhance the programmes and/or its delivery. Completion of a recommended action improves the programme quality. A recommendation must be materially addressed as soon as practicable by the applicant TEO and progress on activity related to recommendations must be reported to the degree monitor during the first visit for the programme. Should a TEO have decided not to address a recommendation, it must provide a credible rationale for this decision, and an alternative course of action. The degree monitor will examine and measure the progress of each recommendation.

Commendations can only be formally added to a degree approval report to reflect exceptional or outstanding practice in regard to the programme quality or programme delivery. It is the recognition of excellent practice with demonstrable good outcomes.

The chair in his or her oral summary should acknowledge such features as the attitude, approach, organisation, efforts, and input put into the panel proceedings, where applicable.

8. Roles of each panellist | Ngā tūrangā mahi o ia kaiwhiriwhiri

Panel chair

The panel chair is in charge of the panel process. In this regard the Chair must act impartially and independently to ensure that the business of the panel is conducted in a proper, fair, and efficient manner and that all parties are given the opportunity to fully participate. Therefore, the Chair will regulate the course of the meetings to keep proceedings relevant, focused and conducted in a timely manner.

The role of the panel chair includes:

- agreeing an agenda for the visit with the applicant TEO and NZQA Evaluator
- organising the pre-panel meeting
- in conjunction with the panel, arranging the focus of each meeting, relevant key questions, and the persons to initially raise these questions during the panel
- directing and leading the panel process; including presenting questions, ensuring that the timing of the agenda is adhered to, that the proceedings are fair and equitable, and coordinating panel times and any call backs
- ensuring the visit is completed in its entirety prior to the panel making its decisions
- requiring that any requests for further information which arise during the visit are made to the institution through the panel chairperson only
- reporting back to the institution during and at the end of the panel visit process, and
- providing feedback on the draft report.

Academic panellist

The academic nominees must be working in an academic role at an institution other than that of the applicant at the time they are nominated to the panel. They must be teaching

and researching in the same discipline at a similar or higher level as the programme under consideration.

Any changes to their employment role should be notified to the TEO and their agreement sought in advance to allow the parties to source an appropriate replacement, if necessary.

The academic panellist is present to ensure the programme meets academic needs and standards.

The role of the academic panellist includes:

- conducting preliminary evaluation of the proposed programme from the academic perspective
- commenting primarily on the academic aspects of the programme
- presenting questions from the panel that relate to the academic perspective of the programme
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Industry panellist

The industry nominees must be in a senior role from a programme-related industry with appropriate tertiary qualifications and experience in the subject of the application at the level of the application, or higher.

The industry panellist role is to ensure that the programme meets the needs and the requirements of the industry, that it supports industry and meets a skills need.

The role of the industry panellist includes:

- conducting preliminary evaluation of the proposed programme from the industry perspective
- commenting primarily on the professional aspects of the programme
- presenting questions from the panel that relate to the professional/industry perspective of the programme
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Māori panellist (Pasifika panellist if applicable)

Māori nominees should come from the local Iwi and have appropriate qualifications and experience that are related to the field of the proposed programme at the level of the programme so that it meets the needs and aspirations of Māori.

A Pasifika panellist should also be representative of the Pasifika community who must be able to comment upon the extent to which the proposal supports the aspiration for increased Pasifika student success and that enables Pasifika learners to succeed.

The Māori panellist is to ensure that the programme meets the needs of, provides equitable access for Māori, and that their community voice is evident in the programme. The role of the Māori panellist includes:

- conducting preliminary evaluation of the proposed programme from a Māori perspective
- commenting primarily on the aspects of the programme that are related to Māori
- interpreting how the proposed programme will foster, promote and support Māori student success
- presenting questions from the panel that relate to Māori needs and community voice
- assisting the chairperson during the panel process where necessary, e.g., representing the panel in the mihi whakatau, and
- providing feedback on the draft report.

Panel member from applying TEO

Internal TEO nominees must be a senior academic from a different discipline with appropriate qualifications and experience.

The applicant's own internal representative attends to ensure that the TEO's perspective is considered on the panel. However, as a member of the panel, the internal TEO panellist must take a neutral stance and act independently of the TEO. The role of the internal TEO panellist includes:

- conducting preliminary evaluation of the proposed programme from the academic perspective
- commenting on the aspects of the programme that are common to different disciplines
- presenting questions at the panel that relate to the programme in terms of development, delivery, and support
- assisting the chairperson during the panel process where necessary, and
- providing feedback on the draft report.

Regulatory or Professional Body panellist

The Regulatory or Professional Body panellist are present to ensure that all requirements of their respective institution are met in the programme design, so that graduates will hold the specific attributes required to gain registration with the regulatory body where applicable.

The Regulatory or Professional Body panellist is not contracted to NZQA and therefore is not required to complete the NZQA preliminary evaluation procedure that other panellists complete. The panellist will likely have their own documentation related to the requirements of their institution that they will use during the course of the panel.

NZQA panellist

The NZQA evaluator is present to ensure that the gazetted criteria are adhered to, and during the visit, provide guidance to the panel and ensure that the panel process is followed.

The NZQA evaluator has done the preliminary evaluation and requested any further information from the TEO prior to forming the panel. The NZQA evaluator determines the final panel composition out of the nominations supplied by the TEO.

The role of the NZQA panellist is:

- to ensure that the gazetted criteria as documented in the Rules and Guidelines are adhered to and that the panel process is followed correctly
- to compile appropriate notation
- to collaborate with the panel chair as appropriate, prior to, during and after the panel
- to receive and coordinate the responses to the draft report from the TEO and produce a final report
- to provide guidance to the panel, making notes and presenting questions (if necessary) during the panel
- to compile a draft report after the visit and circulate it to the panel, and
- to finalise the report and progress the application to a conclusion.

Appendix 1 – Mihi/ Whakatau process and waiata

A welcoming ceremony may take place at the beginning of a panel visit to formally welcome the panel on site, and for informal introductions between parties to occur. The structure of the welcome may vary from a general conversation to more formal proceedings according to the tikanga of the organisation.

NZQA will respond in the most appropriate way to reflect the welcome.

A male member of the panel is required to respond in te reo Māori on behalf of the manuhiri (guests/panel), however in the absence of a male member of the panel or indeed if there is no male member that is comfortable responding, the NZQA evaluator will organise internally within NZQA for an appropriate male to respond formally in te reo Māori.

The panel will ordinarily recite a waiata as part of this response. The panel will normally respond with *Te aroha* (below, waiata number one). The NZQA evaluator will inform the panel of the chosen waiata in advance of the panel event.

The welcome ceremony will likely be followed with hongi between institution and panel, and kai (food).

The [Te Puāwai app](#) includes sung versions of some waiata and also a description of protocols and etiquette. It also facilitates the composition of a pepeha or an abridged pepeha for non-Māori.

1. [Te aroha](#) [link to Youtube]

Te aroha	Love
Te whakapono	Faith
Me te rangimarie	and peace
Tātou, tātou e.	be amongst us all.

Alternative waiata:

2. [E Toru Ngā Mea](#) [link to Youtube]

E toru ngā mea	There are three things
Ngā mea nui	Very important things
E kī ana	As stated in
Te Paipera	The Bible
Tūmanako	Hope
Whakapono	Faith
Ko te mea nui	And the greatest thing is
Ko te aroha.	Charity/Love

3. [Ngā Maunga Tapu](#) [link to Youtube]

Ngā Maunga Tapu e tū nei
Ngā awaawa e tere nei
Ki runga o ngā marae
Me ngā whare tūpuna.

Our sacred mountains that stand
Our rivers that flow
Upon our marae
And throughout our ancestral meeting houses

Chorus

Mihia, mihia e ngā iwi
Ngā marae, ngā awa e tere nei
Ngā maunga kōrero e karanga nei
Ngā reo, ngā mana, nau mai, Kia ora rā.

Greetings to the people
The marae and rivers that flow
The esteemed mountains that speak to us
All voices, all authorities, welcome, be well

Te aroha tuia te iwi
Tuia te miro tāngata
Ki runga o ngā marae
Me ngā whare tūpuna.

It is compassion that binds people
Bind together the people
Upon our marae
And throughout our ancestral meeting houses

Chorus

Mihia, mihia e ngā iwi
Ngā marae, ngā awa e tere nei
Ngā maunga kōrero e karanga nei
Ngā reo, ngā mana, nau mai, Kia ora rā.

Greetings to the people
The marae and rivers that flow
The esteemed mountains that speak to us
All voices, all authorities, welcome, be well

Appendix 2 – Protocol | Ngā Kawa

Panellists must objectively contribute to enhance the potential quality of the proposed programme and its delivery, while also recognising that it is not their role to redesign a proposed programme. Panel members should always be empathetic towards the applying institution, particularly those individuals who have been involved in developing the programme under consideration and are expected to conduct themselves professionally at all times.

All panellists should be aware of the time allocated to each discussion session, acknowledging that all panellists may wish to ask questions during the session.

Any requests for further information that arise during the visit will be made to the institution through the panel chair only.

All panellists are required to be present and engaged throughout the entirety of the panel visit to enable all evidence to be presented and ensure a fair process.

Cell phones should remain off throughout all discussion sessions out of respect for the applying institution (unless there are exceptional circumstances, which must be discussed with the chairperson prior to commencement of discussions).

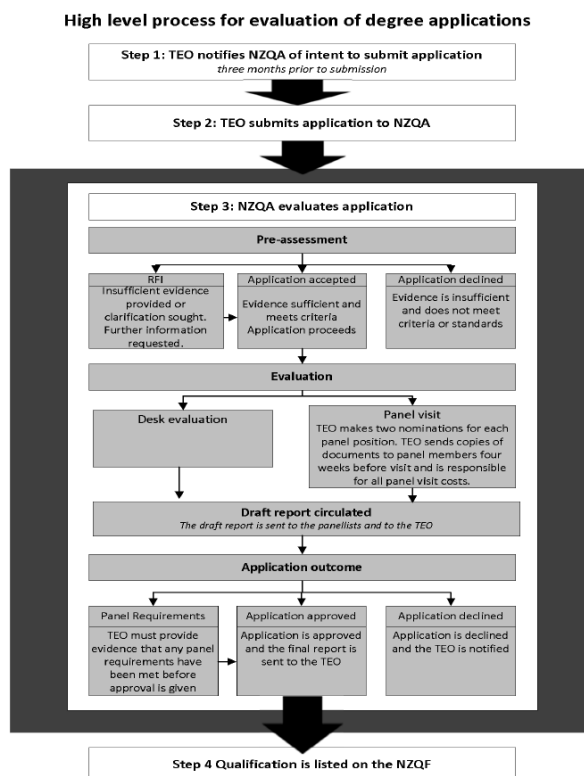
Questions about the institution's financial situation are not generally within the remit of the panel.

Appendix 3 - Approval and Accreditation process | Ngā tukanga o te Whakaaetanga me te Whakamanatanga (akoranga)

A very brief outline of the degree approval and accreditation process is below:

1. The applicant plans and finds out about the relevant requirements
2. The applicant develops their degree programme
3. The applicant submits their degree application for approval and accreditation, including panel nominations, to NZQA. NZQA evaluates the documentation and may request more information
4. NZQA sets up a panel for a site visit, and the applicant TEO prepares hard copies for the panel.
5. Panel conducts a site visit[s]
6. Panel confirms findings and NZQA writes the report
7. The applicant receives the report to check for factual accuracy
8. If the report includes requirements, the applicant must provide a response to the requirements within the given timeframe, typically 20 working days. The panel will evaluate the response before an outcome is decided
9. NZQA notifies the applicant of the outcome
10. NZQA publishes the outcome.

More details about the full approval and accreditation process can be found in the *Guidelines for Approving and Maintaining Degrees and Related Qualifications*, available on the NZQA website.



Appendix 4 - Panel preparation information (for pre-meeting) | Ngā taipitopito kōrero mō ngā whakaritenga a te paewhiri (i mua i te hui)

During the course of a discussion session within a panel, panellists may note down questions they wish to ask but do not have time for. The panel chair can ask the institutions' panel convenor to arrange a call-back session toward the end of the day in these instances.

- Introductions
- Quick briefing about panel process (NZQA evaluator)
- Quick panel discussion: key issues noted in application
- Planning for the panel:

Topic	Question (eg issues to be addressed resulting from pre-evaluation report)	Panel member to lead this session	Groups to be asked	Supplementary or call-back questions	Possible requirements or recommendations

Appendix 5 - Contracts for panellists | Ngā kirimana mō ngā kaiwhiriwhiri

Panellists, except for the TEO's internal representative and representatives of professional bodies, are required to hold a valid NZQA contract at the time of the panel visit; a *Request For Contract Details* form and a *Conflict of Interest* form will be sent to panellists by NZQA and must be returned to Quality Assurance Administration via email (qaadmin@nzqa.govt.nz) with the NZQA evaluator copied in, within five working days of receipt.

The *Conflict of Interest* form must be carefully considered by panellists to avoid situations that would invalidate the findings of the panel due to any undeclared relationship or perceived conflicts.

A valid NZQA contract signed by both parties is required to be held by NZQA well in advance of the panel site visit.

NZQA reserves the right to remove suggested panellists from a panel if contract documentation is not returned within a timely fashion, or if a conflict of interest that cannot be mitigated is identified.

Panellists are required to complete the preliminary evaluation of the programme documentation, attend and contribute to the panel pre-meeting and panel visit, and feedback on the panel report within the timeframes specified by the NZQA evaluator.

The NZQA contract template is used to raise a panellist contract. All panellists (barring the TEO's internal representative and representatives of regulatory or professional bodies) must possess an NZQA contract prior to the panel visit.

The NZQA evaluator will discuss and provide an estimate of suitable hours each panellist should charge in their invoice at the end of the panel.

Appendix 6 - Conflict of Interest attestation | Whakamōhio mai ngā pānga rongorua

All panellists (barring the TEO's internal representative) must complete this attestation to ensure that potential conflicts of interest are evaluated at NZQA prior to the panel visit.

Please list any potential conflicts of interest - for example, if you:

- are involved in any Local Advisory Board activity at the applicant TEO
- are currently involved in teaching activities in similar programmes at this institution
- have been involved in any advisory work for this proposed programme
- have personal links to staff who will teach on the proposed programme, and
- have the potential to financially gain from the approval and accreditation of the proposed programme.
- have previously been employed by the applicant TEO.

Declaring potential conflicts of interest does not necessarily mean that you will be unable to act as a panel member. NZQA will review the conflict of interest attestation and be in touch where necessary.

Quality Assurance Administration will process the contract template and sent back to the panellist for confirmation. Panellists must then sign the documentation and return it to NZQA.

Appendix 7 – Sample Claim Form

CLAIM FORM/ TAX INVOICE– NZQA – Quality Assurance Division

Note: To assist us in processing your claim efficiently, please complete all the details requested in this form – *Thank you.*

Contract No:		Contractor's Role:		Date:	
Name and Address:					
Have you previously been paid by NZQA as a panel member/panel chair/monitor? (please circle)		Yes / No	Telephone:		
			Email:		
IRD No: <i>(Must appear on all claims)</i>	____ / ____ / ____		IR330 Declaration attached? <i>(tick box if yes)</i>	<input type="checkbox"/>	
GST No (where applicable)					

*Name of the Provider (mandatory):		NZQA Application Case number (mandatory):	Case No:
*Name of the Programme (mandatory):			
<i>Provider's Representative/ Contact:</i>		If you require payment direct to your account please provide a pre-printed bank deposit slip.	
<i>NZQA Contact:</i>	Manager, Approvals and Accreditation Quality Assurance Division	Tick if you require a cheque to be sent to the address above	<input type="checkbox"/>

CLAIMS FOR TRAVEL AND ACCOMMODATION

Date	Claim Details (e.g. Airfare, Taxi, Parking) <i>Receipts required</i>	Amount
	(Breakdown of hours required – planning and preparation, onsite, reporting/review)	
		Total
		GST

CLAIMS FOR SERVICES

Date	Claim Details	Hours	Rate	Amount		
	(Travel cost .77c/km to Max \$150) (NZQA updates this annually, so please check with us before filling)					
	(Travel time \$40/hr max 5 hr \$200)					
	(Meals max claimable \$65/day)					
	Total (GST not claimable on services)					
<p>NB: GST registered taxpayers must supply a tax invoice with this claim.</p> <p>Attach all supporting documentation, e.g. receipts and invoices.</p> <p>Scan claims/invoices to: gadinvoices@nzqa.govt.nz</p>		<p>I verify that this claim is correct and within the terms of my contract with NZQA</p> <p>Contractor's Signature:</p>				
<p>NZQA USE ONLY</p> <p>I certify that this account is true and correct and that funds are available to meet the cost of goods/services received</p>						
Cost Centre	G/L Code	Project Code / Case ID	Task No.	Item Description		Amount
				Name of Contractor	Delete One	
429.16/429.53	3110/3110		050/ 900	First Name / Last Name	- Panelist Fees - Monitor Fees	\$
429.16/429.53	3120/3120		800	First Name / Last Name	- Panelist Expenses - Monitor Expenses	\$
429.16/429.53	3120/3120		800	First Name / Last Name	Mileage	\$ (excl GST)
<p>Job Task # Entered in Conexa? Yes / No</p> <p>If yes, PO #</p>			<p>Manager's Approval Signature</p> <p>Date</p>			

Appendix 8 – Sample Virtual Panel Agenda

NZQA Approval and Accreditation Degree Panel Visit (Virtual)

Dates:

Degree[s]:

Provider:

Panel Membership

Panel Chair

NZQA Evaluator

Academic panel member

Internal panel member

Industry representative

Māori representative

Pre-panel meet	Virtual Link (Teams or Zoom)
Afternoon before panel	Activity Meet fellow members of Panel, discuss process for the following days
TEO's IT Technical support staff member to attend.	

Panel Day 1	Virtual Link (Teams or Zoom)		
Suggested Times	Activity		Participants
9:00 - 9:30	Whakatau [no waiata]	Meet and greet, etc	Panel, TEO management, staff and/or TEO contact person.
9:30 - 10:15	Break - Panel time		

10:15 - 11:00	Meeting with senior management	High-level overview of programme[s]	Panel All senior managers
11:00 - 11:15 Break - Panel time			
11:15 - 12:15	Meeting with programme manager[s], quality manager & development team	Programme overview, structure, delivery and evaluation.	Panel and Programme leader(s), Academic/Quality Manager
12:15 - 13:15 Lunch & Panel time			
13:15 - 14:15	Meeting with teaching staff	Teaching perspective	Panel and programme teaching staff (should exclude programme leader(s) and academic/quality manager)
14:15 - 14:30 Break - Panel time			
14:30 - 15:15	Meeting with students	Student perspective	Panel and current students on this programme from all years
15:15 – 16:30 Panel time and call-back if necessary			
Panel Day 2	Virtual Link (Teams or Zoom)		
Suggested Times	Activity		Participants
09:00 – 10:00	Meeting with Industry Advisory Group/external stakeholders	Discussion relating to the activity of the Group, the programme and its graduates.	Panel, external Advisory Group members only
10:00 - 10:30 Break - Panel time			
10:30 - 11:15	Meeting with Research Manager & staff		
11:15-11:30 Break - Panel time			
11:30 - 12:15	Meeting with support staff	Pastoral, academic and operational support	Panel and support staff
12:15 - 13:15 Lunch & Panel time			
13:15 – 14:45	Discussion and synthesising.		Panel only
15:00 – 15:45	Concluding meeting	Report back to TEO and farewell	Panel, senior leadership, programme manager, and other staff.

NZQA guidelines for degree panels

Version 1.0

August 2022



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Guidelines for approving and maintaining degrees and related qualifications

Version 2.3

October 2020

NZQA
125 The Terrace
PO Box 160
Wellington

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Introduction

The guidelines

These guidelines outline quality assurance processes for tertiary education organisations (TEOs) other than universities that provide programmes of study leading to degrees and related qualifications listed on the New Zealand Qualifications Framework (NZQF):

- bachelor's degrees
- graduate certificates and diplomas
- bachelor honours degrees
- postgraduate certificates and diplomas
- master's degrees
- doctoral degrees.

Degrees and related programmes are defined in the *New Zealand Qualifications Framework*.

These guidelines explain how tertiary education organisations (other than universities):

- **apply for approval** of programmes of study leading to degrees and related qualifications at Levels 7–10 of the NZQF
- **list qualifications** on the NZQF
- **apply for accreditation** to deliver an approved programme of study leading to a qualification listed on the NZQF
- **maintain approval and accreditation** to provide a programme of study leading to a qualification listed on the NZQF.

The regulatory authority for NZQA Rules is under section 452 of the Education and Training Act 2020 (the Act). Approval and accreditation is required under sections 441 and 439 of the Act.

The role of research in degrees and related qualifications

Section 454(3) of the Act requires that the award of a degree must recognise the completion of a programme of advanced learning that is “taught mainly by people engaged in research”.

The type of research people engage in will be relevant to the nature of the degree. A professional or applied degree may have a greater focus on applied research, while a theory-based degree could result in more theoretical, strategic and scholarship type of research.

Quality assurance

NZQA's quality assurance integrates 'front-end' quality assurance with the ongoing self-assessment activities an education organisation undertakes to assure itself of the quality of graduate outcomes. NZQA uses an evaluative approach to reach judgements on a transparent, robust and credible basis, underpinned by the following principles:

- strategic and needs-based
- focused on outcomes
- quality as a dynamic concept – including ongoing improvement
- flexibility
- accountability.

Each TEO has the responsibility for demonstrating how its graduates will meet qualification requirements and outcomes through a programme of study. A TEO can show this through its self-assessment processes.

Te Hono o Te Kahurangi Evaluative Quality Assurance

TEOs can choose to have a degree or related qualification evaluated through the Te Hono o te Kahurangi Framework. If a TEO chooses this, the application (s) will be evaluated by the Quality Assurance Maori team.

Te Hono o Te Kahurangi is the quality assurance approach used for qualifications and programmes leading to qualifications that are distinctively based on kaupapa Māori principles. This approach also includes programmes leading to qualifications specific to wānanga.

The following kaupapa underpin Māori programmes quality assured using Te Hono o Te Kahurangi:

- Rangatiratanga
- Manaakitanga
- Whanaungatanga
- Kaitiakitanga
- Pūkengatanga
- Te reo Māori.

Each education organisation has the responsibility for demonstrating how graduates will meet qualification requirements and outcomes through a programme of study, through the organisation's Whare Whakairi Kōrero framework.

For more information see Te Hono o Te Kahurangi quality assurance on the NZQA website.

1. Using the evaluative approach

The decision to approve a programme of study leading to a degree or related qualification, or to accredit a TEO, is based on the quality and sufficiency of evidence provided in an application.

The application should meet criteria set out in part 4 of the *NZQF Qualification Listing and Operational Rules 2016*, and parts 1 and 2 of the *NZQF Programme Approval and Accreditation Rules 2018*.

The evaluative methodology enables decisions about quality and value to be reached on a consistent and reliable basis, and requires NZQA to:

- be explicit about the information and evidence on which judgements are made as well as the logic of its interpretation, and
- write the outcome in a clear, concise report which explains the key factors and reasons for the final decision.

1.1 Decision to list a qualification and approve the programme

The decision to approve a degree or related qualification for listing on the NZQF and approve the programme leading to the qualification is made by meeting the criteria and by answering the evaluation question:

How well does the qualification and programme meet the stated purpose and outcome?

NZQA reviews the information and the evidence provided in the application.

Rubric one (below) sets out the expected levels of performance in relation to the evaluation question.

“Good evidence”:

- is relevant to answering the evaluation question
- comes from more than one source (i.e. is corroborated or triangulated)
- is of more than one type (e.g. quantitative and qualitative data)
- makes sense in the context of the question.

Rubric one: Criteria for rating answers to the evaluation question to list a qualification

	Criteria
Qualification approved	ALL of the following: <ul style="list-style-type: none">• Good evidence that there is a distinct need for the qualification and programme.• Good evidence that the qualification and programme purpose and outcomes meet the evidenced need.• No significant gaps or weaknesses in the qualification and programme.
Qualification not approved	ANY of the following: <ul style="list-style-type: none">• The nature, quality and integrity of the information and evidence does not convincingly demonstrate a distinct need for the qualification and programme.• Insufficient evidence that the qualification and programme purpose and outcomes meet the evidenced need.• Significant gaps or weaknesses in the qualification.

1.2 Decision to accredit an education provider

A decision to accredit a TEO is reached by meeting the criteria and by answering the evaluation question:

To what extent does the education provider have the ongoing capability and resources to support sustained delivery of the approved programme?

NZQA reviews information and evidence using rubric two. Rubric two (below) sets out the expected levels of performance in relation to the evaluation question to decide whether to accredit the TEO.

Rubric two: Criteria for rating the answers to the evaluation question to accredit an education provider to provide an approved programme

	Criteria
Education organisation accredited	<p>ALL of the following:</p> <ul style="list-style-type: none">• Good evidence the education organisation has the capability and resources to provide the programme.• Good evidence that the education organisation can manage the impacts of any specific programme requirements.• Good evidence of formal arrangements with the programme owner where this is required.• Good evidence of satisfactory and appropriate research that is adequately resourced.• No significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation.
Education organisation not accredited	<p>ANY of the following:</p> <ul style="list-style-type: none">• Insufficient evidence the education organisation has the capability and resources to provide the programme.• Insufficient evidence that the education organisation can manage the impacts of any specific programme requirements.• Formal arrangements with the programme owner where these are required are insufficient to manage the provision of the programme.• Insufficient evidence of satisfactory and appropriate research that is adequately resourced.• Significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation.

2. Programme approval of degrees and related qualifications

NZQA uses the criteria in Rule 4.1 of the *NZQF Programme Approval and Accreditation Rules 2013* and the following evaluative question to determine whether an application will be approved or not.

How well does the qualification and programme meet the stated purpose and outcome?

2.1 Understanding the criteria

Criterion 1: Qualification to which the programme leads

The programme meets the definition published on the NZQA website of the applicable qualification type listed in the second column of the Table in the Appendix to the NZQF Qualification Listing and Operational Rules 2016.

The TEO must demonstrate that the level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the *New Zealand Qualifications Framework*.

The graduate profile of the qualification must clearly describe what the graduate will do, be and know if they successfully complete the qualification.

Criterion 2: Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and clearly meet the graduate profile and specification for the qualification as listed on the *New Zealand Qualifications Framework*.

TEOs must demonstrate the purpose of the qualification through the graduate profile statement, as well as how the programme's aims and outcomes will be fulfilled through the subjects, delivery modes and practical components (e.g. what gives the degree programme its unique focus).

The stated programme aims must be clearly defined, and be appropriate to the nature and the level of the qualification the programme leads to.

The aims of the programme must clearly match the qualification's purpose and the graduate profile statement. The qualification's use and relevance to learners, industry and communities are clearly developed from a need for the programme. The learner group is identified and the programme clearly articulates the purpose of the programme and the qualification to which it leads.

Coherence

The programme structure must integrate the aims and learning outcomes in order to form a coherent programme. The programme must demonstrate that:

- the progression and integration of learning through the programme and its components meets the purpose statement, graduate profile, level and credit value of the qualification
- the combination of components is consistent with and supports the aims and learning outcomes of the degree programme.

Criterion 3: Delivery modes and methods

The delivery modes and methods are adequate and appropriate, given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.

The applicant TEO must:

- demonstrate the appropriateness of the programme delivery modes (e.g. face-to-face, online, distance, blended) and methods
- ensure that academic integrity will be maintained through the delivery process
- demonstrate consideration of cultural safety and ethical practice.

It is important that the delivery methods do not place learners or the public at risk. The TEO must identify any potential risks, and demonstrate how they will be addressed.

Practical or work-based components

The TEO must identify and describe any practical, field-based or work-based components in the programme (including research and the supervision of research) that are based away from the stated delivery site.

Research components

In the case of degree programmes with research components, the TEO must provide evidence of the level and scale of the research involved in the programme.

Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including ākongā, whānau, hapū, iwi, or hapori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies) and any required endorsement by a WDC under section 482(1)(g) of the Act has been obtained.

The TEO needs to provide evidence of consultation that considers the needs of stakeholders, which includes the relevant Workforce Development Council (WDC). Although WDC endorsement of the proposed programme is not required for programmes leading to degrees and related qualifications, the WDC may be a key stakeholder and should be consulted as such. This evidence must demonstrate that the TEO has appointed a designated advisory group within the specified subject area prior to or during development of the programme, and that this group has contributed to and supported the development of the programme.

The advisory group should be composed primarily of external representatives of industry, the relevant WDC as appropriate, academics in relevant disciplines and tangata whenua. Evidence of this should be included in the application.

The application should provide evidence of the depth and breadth of consultation undertaken, the feedback received, and evidence of how feedback was used in decision making processes.

Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme.

Recognition of prior learning (RPL) and credit recognition and transfer (CRT)

The TEO's application must demonstrate how the provisions and procedures for the awarding of recognition of prior learning, and credit recognition and transfer, will be applied to the programme. TEOs should refer to the NZQA website for guidance on CRT and RPL.

Criterion 6: Assessment and moderation

Assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

The TEO must detail the assessment rationale and methodologies to explain:

- how a learner will demonstrate the meeting of learning outcomes and/or the graduate profile and graduate outcomes
- modes of assessment (e.g. online; classroom-based, work-based, project-based), including culturally appropriate methodologies
- where appropriate, assessment policies and practices which allow learners to request assessment in te reo Māori.

Assessment of research

The TEO must ensure:

- research components exceeding 60 credits will be assessed by at least one external assessor, who is suitably qualified in research and the discipline. Normally the assessors will be academics, engaged in a similar field of research, and employed by a university, polytechnic, wānanga or private training establishment delivering in that discipline. The assessment of research components is paired with an effective moderation system that examines assessment materials, processes and decisions for fairness, equity, validity and consistency
- it provides evidence of any systems for implementing improvements as a result of moderation.

Criterion 7: Programme review

The TEO:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content
- updates the programme accordingly.

TEOs must demonstrate the procedures used to ensure that the programme remains relevant and quality outcomes continue to be delivered to learners and stakeholders.

Criterion 8: Research required for degrees and post-graduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

The TEO needs to demonstrate that teaching staff conduct research within their area of expertise and that this research advances knowledge and/or supports the continued development of the programme and its delivery.

TEOs should be able to demonstrate the link between staff research and the degree programme.

3. Accreditation to provide a degree programme

NZQA uses the criteria in Rule 6 of the *NZQF Programme Approval and Accreditation Rules 2018* to analyse applications for programme accreditation.

3.1 Understanding the criteria

Criterion 1: Assessment and Moderation

The TEO has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

The TEO must demonstrate:

- that assessment requirements are clearly specified for each component of the programme. Sample assessments for each level of the programme, reflecting different assessment methods should be available
- that staff are experienced in teaching, assessment and moderation
- that there are effective and documented systems for both internal and external moderation, pre- and post-assessment. This must include identifying external arrangements for post-assessment moderation.

Criterion 2: Resources

The TEO has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

The TEO must demonstrate that:

- it has the financial infrastructure and administrative systems in place to support the implementation and sustained delivery of the programme
- the programme will be taught mainly by teaching staff engaged in research
- appropriately qualified and experienced teaching staff (normally qualified at a minimum of one NZQF level higher than the component they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience
- teaching staff hold a tertiary teaching qualification; where teaching staff do not hold a tertiary teaching qualification, the TEO must commit to teaching staff enrolling in such a programme
- the programme is staffed sufficiently to ensure effective delivery across the range of content
- evaluation of any additional staffing has taken place, and that the application includes a detailed recruitment plan, staff development plan, and research plans appropriate to the programme implementation timetable
- the programme will be taught by teaching staff who are engaged in research, in a discipline that supports delivery of the programme, and underpins its theoretical framework
- teaching staff supervising learner's research are experienced, and have expertise in supervision of research at the appropriate level. Where teaching staff are developing such experience, it is expected they will work under the guidance of a lead academic, and that the TEO will employ a sufficient number of teaching staff who are capable of delivering and assessing learners research
- a range of resources necessary for the implementation and sustained delivery of the programme, in all proposed modes of delivery

- there is a commitment to provide any additional resources and facilities required for the ongoing delivery of the programme.

For programmes with practical, field or work-based components, TEO must formalise the roles and responsibilities of the learner, supervisory staff from the TEO and the host and, where relevant, a registration body.

In some situations, TEOs will need to demonstrate experience in Māori language and culture, appropriate knowledge, skills and tikanga Māori.

Support staff

The TEO must demonstrate that:

- there is a sufficient number of appropriately qualified and/or experienced support staff that enable the outcomes of the programme to be met. These include support systems and staffing for learner enrolment, pastoral care, learning support, and support for Māori, Pasifika and international learners
- learners have access to adequate and appropriate degree programme information, guidance and support systems.

Financial and administrative infrastructure

The TEO must demonstrate that they can support the implementation and sustained delivery of the degree programme.

This includes adequate:

- financial infrastructure
- administrative systems
- resource management practices.

Quality management system

The TEO must demonstrate that their quality management system (QMS) includes policies and procedures which:

- ensure the recruitment of appropriately qualified and experienced staff
- support staff to develop professionally as teachers and/or supervisors
- support staff engagement with research and the development of a robust research culture, including the supervision of staff developing their research and supervision of research expertise
- ensure academic supervision, examination of thesis and the management of intellectual property
- evidence of structured processes associated with an academic board or equivalent (with delegations to faculty or programme committees as appropriate).

Criterion 3: Support for delivery

If the applicant TEO is not the holder of the programme approval, there is support from the holder of the programme approval.

Where a TEO does not hold degree programme approval, it must demonstrate that there is a formal agreement between itself and the TEO that holds the degree programme approval.

An agreement between the parties is required, and must include provision for dispute resolution, managing changes to the programme and arrangements if the programme ceases to be delivered.

Criterion 4: Programme review

There must be adequate and effective review of programme performance and the TEO's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

The TEO must demonstrate that there is an effective system for:

- the regular monitoring, evaluation and review of the programme, including structured processes associated with an academic board (or equivalent), and mechanisms for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account
- monitoring the efficacy of any improvements made to the programme as a result of any review
- making changes to the approved programme, and that those changes are managed consistently with any external requirements, such as those mandated by professional registration bodies
- determining whether the programme should continue to be delivered.

Criterion 5: Research activity required to deliver degrees and post-graduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

The TEO must demonstrate that the quantity and quality of research outputs of the staff teaching on the programme are monitored. The collective output must be consistent with the development and maintenance of an ongoing research culture.

NZQA's expectations of research

It is expected that there will be an appropriate balance between pedagogical and discipline-specific research, and that the collective research outputs will be appropriate to the nature of the degree programme.

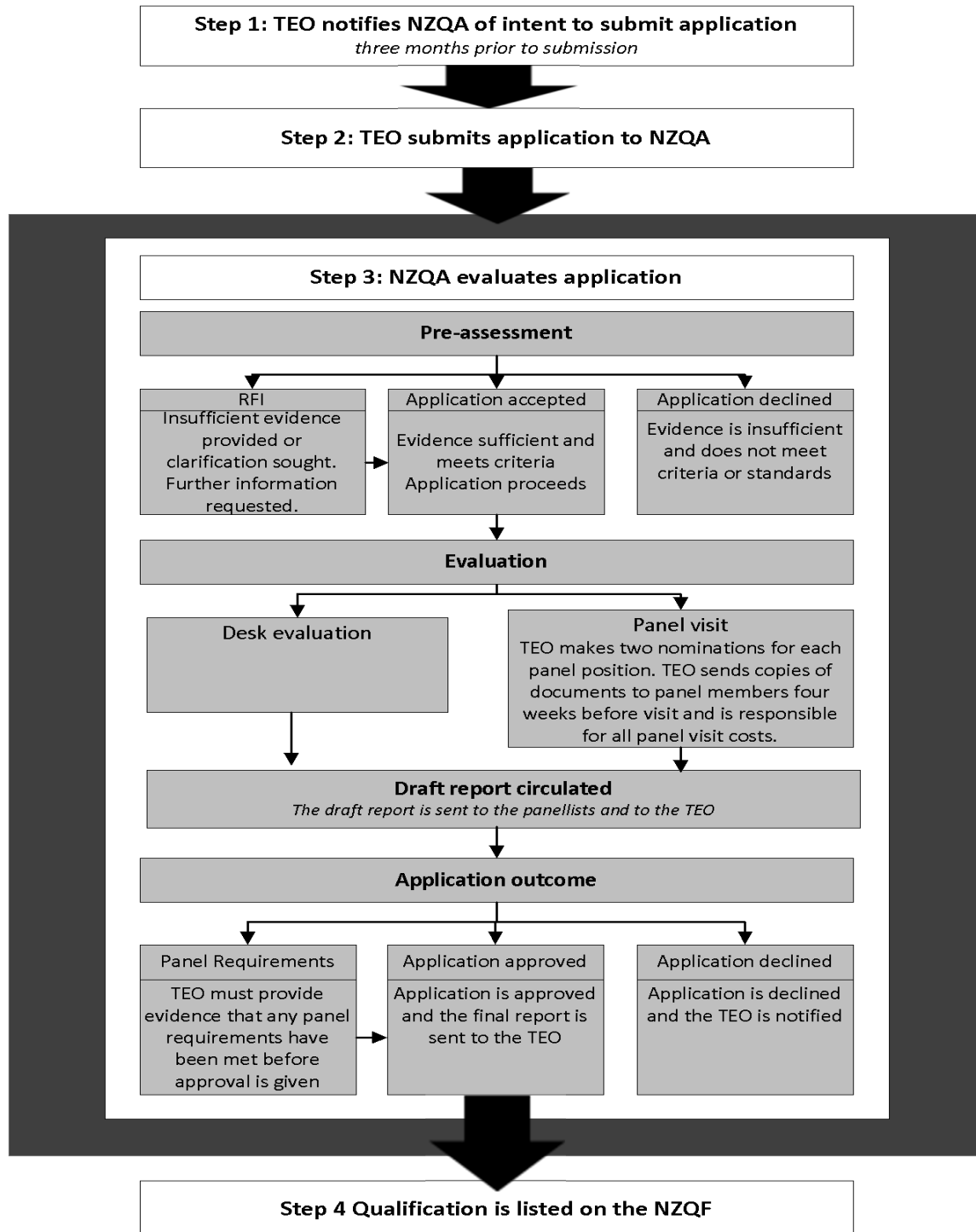
If the TEO is already engaged in the Performance-Based Research Fund (PBRF), its rating should be included in the application. If the TEO is not engaged in PBRF, an alternative way of measuring research output should be included with the application.

Systems and facilities

The TEO must demonstrate that organisational systems and facilities provide appropriate support for teaching staff involved in research, including access to an appropriate ethics committee.

4. The process for application and evaluation

High level process for evaluation of degree applications



4.1 Panel membership

NZQA panels generally comprise of either five or six individuals. Where possible, Māori and Pasifika representation at a panel is combined with either the academic or industry representative. Therefore, NZQA tries to ensure that panels comprise of five individuals in total. Where it is impossible to combine Māori or Pasifika roles in the panel, a sixth panellist representing Māori or Pasifika interests will be appointed.

Applications for Level 10 programmes involve a larger panel. Where TEOs are planning to apply for a Level 10 programme they should approach NZQA to discuss panel requirements prior to making an application.

Applications for programmes that involve registration body approval (e.g. Nursing Council of New Zealand, Social Workers Registration Board, Education Council New Zealand) will involve panellists nominated by those bodies. Where TEOs are planning to apply for a programme that requires registration body approval they must approach NZQA to discuss panel requirements prior to making an application.

Panel members (Note: panel members may have combined roles, i.e. Māori and Industry or Māori and Academic)	Panel members
Independent chairperson	Yes
NZQA representative; usually a senior evaluator with overall responsibility for the evaluation process	Yes
University, New Zealand Institute of Skills and Technology (NZIST), NZIST subsidiary, Wānanga, or PTE academic from the area of specialisation appertaining to the application	Yes
Senior academic from the applicant TEO, but from a different discipline	Yes
Industry representative relevant to the subject area to which the degree programme relates or relevant professions, endorsed by relevant stakeholder groups	Yes
Māori and, where appropriate, a representative of Pasifika or other relevant communities, who has knowledge of the discipline to which the application relates.	Yes

5. Post-approval

5.1 Maintaining degree programme approval

Ongoing approval of a programme is conditional on the TEO demonstrating that it continues to meet all relevant criteria. The most effective ways to ensure that the programme does so is to:

- ensure there is ongoing monitoring of the quality of the programme and the educational outcomes for learners. This includes reviewing data on graduate outcomes, e.g. employment outcomes and student engagement with further study
- undertake regular and comprehensive reviews of the programme to ensure that the approved programme remains relevant and current.

Accredited TEOs are required to undertake a comprehensive review of a degree programme at least once every five years. This evaluation should include input from the relevant professional and academic communities.

The TEO must report the findings of these reviews to NZQA.

5.2 Maintaining accreditation to provide a degree programme

Ongoing accreditation is conditional on a TEO demonstrating that the delivery of the degree programme continues to meet relevant criteria.

Degree monitoring

NZQA requires all degree programmes to be monitored annually.

Following approval and accreditation of a degree programme, NZQA and the TEO will agree on who is best placed to act as the degree monitor. In many cases the degree monitor will have been involved in the panel visit.

NZQA contracts an external independent degree monitor. The first monitoring visit will be undertaken after the first year of delivery. On the first visit, an NZQA representative accompanies the monitor.

On a recommendation from the degree monitor, NZQA may approve a request from the TEO to move to self-monitoring. The TEO then becomes responsible for ensuring that the programme is monitored annually by an independent external monitor.

The TEO will report back to NZQA on the degree programme using the yearly Annual Programme Evaluation Review (APER) process. The monitor's report would generally be attached.

For more information see the *Guidelines for monitoring programmes leading to diplomas; degrees and related qualifications at levels 7 to 10*, available the NZQA website.

6. Changes to approved degree programmes

Changes to a programme may be a result of ongoing quality management and improvement, or changes in the industry or sector.

Type 1 Change		Type 2 Change	
Definition	<p>Minor changes to programme components</p> <p>Do not have an impact on the total numbers of learning hours, credit value, or learning outcomes of the overall programme.</p> <p>Do not have an impact on NZQA data requirements (as defined in Rule 3.1)</p>	Definition	<p>Type 2 changes relate to major changes to components that have an impact on the programme as a whole, and include changes that will alter the programme approval and accreditation data held by NZQA. A Type 2 change must be approved prior to implementation.</p>
Examples of change	<p>Content of a programme but not the learning outcomes</p> <p>Title of a component</p> <p>Pre or co-requisite that does not affect programme entry requirements</p>	Examples of change	<p>Changes to programme aims, graduate profile outcomes and learning outcomes</p> <p>Requirements for practical, workplace and education provider learning</p> <p>Structure of the degree programme</p> <p>Regulations, including entry requirements</p> <p>Delivery methods (e.g. a move from face-to-face learning to online learning)</p> <p>Changes to the qualification to which the programme leads such as:</p> <ul style="list-style-type: none"> ● qualification type (e.g. graduate certificate, graduate diploma, postgraduate certificate, postgraduate diploma) ● title ● level ● credit value <p>Changes have an impact on NZQA data requirements (as defined in Rule 3.1)</p>
Process	<p>NZQA will acknowledge the notification of a type 1 change and will make contact with the TEO if the proposed changes are considered to be Type 2 change</p>	Process	<p>NZQA will advise applicants if any of the details in the application for a Type 2 change require further work.</p> <p>NZQA may establish a panel to assess the application. (See note 1).</p> <p>NZQA may carry out a site visit.</p> <p>Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.</p> <p>If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted. (See note 2).</p> <p>Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.</p> <p>TEC is copied into the Type 2 change outcome letter.</p> <p>NZQA will publish details of the approved changes to the related qualification on its website.</p>
Notes	<p><i>Note 1</i> The following changes may require evaluation by a panel:</p> <ul style="list-style-type: none"> ● introduction of a new subject major; ● changes to the mode of delivery; ● delivery at another site (including an offshore site); ● major change to an approved and accredited programme that has not been delivered by the TEO on a consistent basis (e.g. has historically enrolled small numbers of students; has experienced major staffing changes; the current programme is being 'taught out'); ● significant changes to the structure of the programme. <p><i>Note 2</i> Rule 15.5 - If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.</p>		

7. Collaboration

This section provides guidance on how TEOs can work together to develop and provide programmes. This includes the information required from a TEO when a collaborative application is submitted.

7.1 Collaborative arrangements between institutions

Where TEOs collaborate to develop and or provide an approved programme, they will need to establish a formal agreement.

Establishing a written formal agreement

A written formal agreement that records how the TEOs will work together to develop and/or maintain and/or provide the programme must be established.

The written formal agreement:

- sets out how the programme will be maintained
- ensures that collaborative arrangements are clear and operate smoothly
- identifies clear lines of authority and areas of accountability.

Contents of the written formal agreement

The written formal agreement must be signed by the legally recognised signatories of the parties to the agreement. It must specify, as appropriate to the application:

- the names of the parties to the agreement
- who bears ultimate responsibility for the quality of the programme
- the location of delivery
- who is responsible for managing the different parts of the quality systems to oversee and maintain standards
- procedures for resolving any differences which might arise between the parties to the agreement
- procedures and responsibilities for securing programme approval and accreditation to provide the programme
- procedures and responsibilities for managing the programme and its ongoing monitoring, and implementing changes to the programme
- assessment and moderation arrangements
- procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human
- responsibility for communication of all necessary reports and other information to NZQA
- an indication of the wording on certificates awarded to learners who have met all the requirements of the programme
- responsibility for all administrative arrangements, in particular assessment, monitoring and moderation
- a clear process for the review of the agreement and for the termination of the agreement, and
- procedures for the protection of learners if the arrangement is terminated.

7.2 Collaboration between a university and a non-university

The information below should be provided with an application for a joint degree programme.

The following procedures have been agreed between NZQA and Universities New Zealand (UNZ).

There are three possibilities with three different requirements:

- (a). If the qualification is awarded solely in the name of a university, Universities New Zealand's Committee on University Academic Programmes (CUAP) procedures would apply, as set out in the CUAP booklet.
- (b). If it is awarded solely in the name of another TEO, the relevant procedures would apply, as set out in NZQA policy.
- (c). For a degree awarded in the name of two TEOs, one of which is a university, a combination of the procedures will apply (e.g. negotiated between the institutions).

One set of documentation

If the application involves a university and NZIST, NZIST subsidiary, wānanga or PTE, the applicant TEOs should submit only one set of documentation. The documentation needs to go to NZQA first.

After initial evaluation, and only if it addresses all requirements, the application will be sent to CUAP by one of the due dates (see below).

One approval process

1. When NZQA receives the application, they will do an initial analysis of the documentation to ensure that the application can meet the relevant criteria.
2. If the documentation is incomplete or not to a suitable standard, NZQA will consult with the applicant TEOs and return the documents for the required improvements or amendments through a request for further information (RFI).
3. When the documentation has been satisfactorily amended, it should be sent to CUAP in time to fit in with CUAP cycles, i.e. by 1 May or 1 September.
 - i. NZQA will attach any comments to the documentation so that they can be considered by CUAP, in the same way that comments from any university will be considered.
 - ii. If there are concerns, CUAP will discuss these with NZQA.
4. When the application meets the relevant criteria, CUAP will recommend approval and notify NZQA.
 - i. If CUAP does not approve the application, it will advise NZQA and applicant TEOs.

Visit for site approval

The site where the programme will be delivered must be approved by NZQA as part of the accreditation to deliver the programme. This may or may not require a site visit: this will be decided when the application is submitted.

If a site visit is required it may take place while the CUAP process is under way. The outcome of the accreditation visit will be reported to CUAP.

7.3 Collaboration between TEOs that are not universities

TEOs may wish to form partnerships for:

- the development and maintenance of a programme approval; and/or
- the delivery of a programme.

Applying for a joint degree programme

Before applying, TEOs need to determine that the application meets the relevant criteria.

Joint arrangements

Joint arrangements may include:

- provision for a joint degree programme coordinating committee
- a written formal agreement covering any issues raised by the application and arrangements for the joint development of material, research and intellectual property ownership.

7.4 Sub-contracting

A TEO can arrange for another TEO to provide approved degree programmes or part of approved degree programmes on their behalf.

There are different requirements when a TEO engages a sub-contractor depending on whether the sub-contractor involved has accreditation to provide the approved degree programme (see the *NZQF Programme Approval and Accreditation Rules 2018*).

8. Glossary

Term	Description
Assessment standard	The collective term for unit standards and achievement standards listed on the NZQA Directory of Assessment Standards.
Components	Parts of a programme (or training scheme), which together make up a coherent arrangement of learning or training. Components may include projects, papers, courses, modules, practicum and skill and assessment standards
Education organisation	NZQA-recognized educational organisation (other than universities) supplying education and /or training and/or assessment services to learners. These include: State recognised schools, wānanga, New Zealand Institute of Skills and Technology (NZIST), NZIST subsidiaries, transitional industry training organisations, government training establishments, and NZQA-registered private training establishments.
Transitional Industry Training Organisation (transitional ITO)	A former industry training organisation having responsibility for setting standards and arranging the delivery of industry training for a specific industry or area of industry identified in a Tertiary Education Commission gazette notice.
Learning hours	All planned learning activities leading toward the achievement of programme or qualification learning outcomes
New Zealand certificate or diploma	A qualification that meets the requirements for listing on the NZQF at Levels 1-6.
Programme of Study (approved)	An approved programme is a coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which leads to a qualification listed on the NZQF. A “programme” in this document is a “course” in terms of sections 258 and 259 of the Education Act 1989.
Programme learning outcomes	Learning outcomes describe the specific knowledge, skills, understanding and application a learner will achieve through each component of the programme.
Qualification	Formal certification for a given purpose of the achievement of specified graduate outcomes to a given standard.
Quality assurance body	NZQA or New Zealand Vice-Chancellors’ Committee (also known as Universities New Zealand).
Stakeholders	Qualification Developer(s), individuals, industries, groups, or organisations with an interest (or “stake”) in the outcome of a qualification.

Workforce Development Council (WDC)	A workforce development council for one or more specified industries. WDCs are tertiary education organisations.
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From: [REDACTED]
To: [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)
Cc: [REDACTED]; [REDACTED]; [REDACTED]
Subject: FW: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079
Date: Friday, 28 April 2023 8:50:06 AM
Attachments: [image002.png](#)
[NCNZ NZQA Panel Agenda Outline May 2023 Chair amendments.docx](#)
[NZQA Panel Agenda Outline May 2023.docx](#)

Kia ora Sarah,

Changes have been made to the proposed agenda in line with the Chair's feedback. Please see the attached and advise whether this agenda can be finalised.

Ngā mihi,

[REDACTED]

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, 27 April 2023 12:33 pm
To: [REDACTED] <[\[REDACTED\]@tepukenza.ac.nz](mailto:[REDACTED]@tepukenza.ac.nz)>; Te Pukenga Quality Network <quality@tepukenza.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora [REDACTED] and [REDACTED]

Please find attached the proposed agenda for the upcoming g BN panel, with some Chair feedback around time frames. Could you please amend accordingly? I am happy to talk, should any of the points need further discussion or clarification.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



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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 Otara Campus, Tāmaki Makaurau / Online via Teams

Commented [1]: Nzqa logo here too?

Panel Day 1 – Monday 15 May 2023

Time	NZQA: Activity/Session
9:00am – 10:30am	Pōwhiri and kai
10:30am – 10:45 30am	Panel time
10:45am – 11:30am	Panel time
11:30am – 12:30pm	Executive and Senior Leadership Team <i>names pls and designations</i>
12:30pm – 1:15 30pm	Lunch / panel time
1: 15 30pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support teams (including programme management and quality management) – all programmes <i>we only want 8 people, any more and its unmanageable and does not allow a quality oriented evaluation to be done the intros alone for more than 8 take half our time</i> <i>needs names and designations</i>
2:30pm – 3: 45 30pm	Implementation support team – all programmes (including Heads of Nursing from Te Pūkenga Business Divisions) <i>names and no more than 8</i>
3: 45 30pm – 4:00pm	Afternoon tea / panel time
4:00pm – 4:30pm	<i>nzqa team debrief</i> Joint de brief
4:30pm-5pm	<i>nzqa chair and evaluator debrief</i> with nc Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	NZQA Panel: Activity/Session
9:00am – 9:30am	Panel time
9:30am – 10:00am	Teaching staff - BNM
10:00am – 10:30am	Teaching staff - BNP
10:30am – 11:00am	Morning tea / panel time
11:00am – 11:30am	Teaching staff - BN
11:30am – 12:30pm	Ākonga

Commented [2]: Each degree needs 45 minutes with teaching staff per degree - 30 minutes is not enough for 1 degree staffing team.

Commented [3R2]: Need names for sessions except students' session, and no more than 8 people per session

Commented [4]: 8 akonga or 3 per prog max

12:30pm – 1:00pm	Lunch
1:00pm – 2:00pm	Bachelor of Nursing Māori - programme management
2:00pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 4:00pm	Bachelor of Nursing Pacific - programme management
4:00pm – 4:30pm	Joint de-brief
4:30pm	Close of day 2

Commented [5]: A better structure to flow logically and to triangulate is exec. Prog management, staff students, stakeholders, research, students, I wd prefer prog management appear after exec.

Commented [6]: The nzqa panel must debrief as an nzqa panel first, then the panel can go except for chair and eval who can do a joint debrief and then nzqa needs to meet with provider as per process

Commented [7]: 1 hr for 3 degrees is too short. It's usually 1 hour for 1 degree

Commented [8]: No sessions involving meetings should be 30 minutes. Minimum would be 45, but for a professional degree with 3 progs across 3 ethnic philosophies etc 1.15 would be minimum.

Commented [9]: Panel needs 1 hour minute to deliberate, consider outcome of panel visit.

Panel Day 3 – Wednesday 17 May 2023

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

NZQA Panel Visit

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 Otara Campus, Tāmaki Makaurau / Online via Teams

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
10:00am – 11:00am	Pōwhiri and kai
11:00am – 11:45am	Panel time
11:45am – 12:15pm	Executive Leadership Team
12:15pm – 1:00pm	Senior Leadership Team
1:00pm – 1:30pm	Lunch / panel time
1:30pm – 3:00pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes
3:00pm – 4:00pm	Implementation support team – all programmes
4:00pm – 4:30pm	Afternoon tea Panel time / call-backs
4:30pm – 5:00pm	Catch-up with NCNZ
5:00pm	Close of day 1 / panel time

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga
2:00pm – 2:30pm	Bachelor of Nursing Māori - programme management
2:30pm – 3:00pm	Bachelor of Nursing - programme management
3:00pm – 3:30pm	Bachelor of Nursing Pacific - programme management
3:30pm – 4:00pm	Panel time / call-backs
4:00pm – 4:30pm	Catch-up with NCNZ
4:30pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry)
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:30am	Ākonga Support – all programmes
11:30am – 12:30pm	Research
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:00pm	Panel Feedback
3:00pm	Close of panel

From: [REDACTED]
To: [Miriata Tauroa](#)
Cc: [Sarah Cozens](#)
Subject: Re: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079
Date: Sunday, 30 April 2023 11:27:24 AM

Hi all,

What they could do is organise somewhere to meet and the panel could meet there at 8:30 in the morning it may not be on the campus where the powhiri is happening they would either have to have the panelist arrive early that morning or the night before the thing to let them know is we don't want to have to extend the lane and we don't want to have to run late at night because of the wellbeing factors but we still have to get through our work that requires us to provide an insurance of quality across each distinct programme and an insurance quality of the providers quality to deliver the programme and the requirements of a degree level qualification. Having our panel meeting earlier allows us a void a longer panel working late into the evening and any approval and accreditation risk that may arise if we are unable to do our work properly.

Nga mihi

[REDACTED]

[REDACTED]

On 30/04/2023, at 9:18 AM, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Picking up on your suggestion to contact Te Pūkenga re panel arrivals...how's this for day 1? If panel is available and arrives the night before, another option could be to hui then otherwise, online option although not ideal.

Further notes: not sure if we need extra panel time from 4-4.30pm. If not, we'll be able to finish at 5pm. Have shifted Implementation support team session forward to allow for Day 1 call backs if required.

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
11:45pm – 12:30pm	Senior Leadership Team
12:30pm – 1.00pm	Lunch / panel time
1:00pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes
2:30-3:30pm	Implementation support team – all programmes
3.30-4:00	Afternoon tea Panel time/call backs
4:00pm-4.30pm	Panel time
4.30pm-5:00pm	Catch up with NCNZ
5.00pm-5.30pm	Catch up with Te Pūkenga reps

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Sunday, April 30, 2023 8:58 AM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Cc: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: Re: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

No we can go straight into it.

[REDACTED]

On 30/04/2023, at 8:49 AM, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Mōrena,

Will amend. Shall we still leave 30mins for panel after pōwhiri to set up etc before first session?

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Saturday, April 29, 2023 9:01 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Cc: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: Re: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Hi all

This will work

Another potential is panel meets 8.30-9.45 somewhere close and do panel time then powhiri so we can start to meet people at 11am and not 12.

[REDACTED]
[REDACTED]

On 29/04/2023, at 8:49 PM, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Kia ora Sarah,

Have had a go – check comments. Really relying on yours and [REDACTED]'s experience with earlier panels here to see if this is achievable without compromising panel wellbeing and QA.

Ngā mihi,
m

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Saturday, April 29, 2023 7:51 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>
Subject: Re: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora Miriata,

Whānau seems to be okay, just gemy, so they can keep to themselves. The littlest one's ridiculously proud of her two stripeys and has video-called me twice to ensure I know all about it!

I had a bit of a go at Day 1 but have got no further as yet. The first panel only meeting even at 1 hr is still too short given the raft of issues to date. My feeling is that we definitely push out Day 1 (probably even more than I have done), but not so sure about Day 2 as it's such a bit ask for the panel. Certainly do not want to extend Day 3 as getting out of Auks after 3.30 is well nigh impossible. Also don't want tired people driving! Let's see what we can do between us – and tell me what you want me to do. If you want to have a bit of catch up on Teams tomorrow, any time up to 4pm would work.

As to why there has not been a more coordinated and collaborative approach – I really do not know as I have not been involved in those earlier discussions. For the next panel I do, I can assure you that it will be QUITE different.

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image001.png>

From: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Sent: Saturday, April 29, 2023 6:34:52 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>
Subject: RE: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora Sarah,

Hope the whānau are all okay and you're looking after you too.
I'll have a go at the agenda – perhaps one version where we're working later each evening and the other extending to an additional half day. I hear you though Sarah with the extra half day re working with NC and panel member availability. I'm continually amazed that the three organisations aren't working seamlessly to make this work for all parties. Also think that NZQA should have been heavier handed in pushing for a more collaborative planning approach?? The provider must be hōhā as hell...will come back to you both tomorrow

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Saturday, April 29, 2023 10:38 AM
To: [REDACTED] <[REDACTED]@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: RE: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora kōrua,

My apology for responding only now – some of my whānau is Covid-riddled, so have been doing the rounds dropping groceries, etc, at people's letterboxes. No sharing the love this week!

[REDACTED] and Miriata, I tautoko all you have stated: thank you. Your concerns are very much my concerns, and it is dismaying that despite our feedback we are still dealing with an agenda that will not work in harmony with process.

[REDACTED], given how full on our last panel was for the PG suite, the time frames for this agenda to deal with 3 discrete degrees are entirely unrealistic.

Miriata, if you wish to have a go at re-shaping the agenda, I am more than willing to help, and just let me know when or what.

There are a couple of sticking points for us to deal with. It is highly unlikely that any of the parties will agree to an extended duration. The only reason we are holding the panel when we are is because we can catch up with the Nursing Council during the period that they too are doing their panel. Additionally, as we have ascertained panel members' availability for a set period, we could run into trouble if people cannot be available for the additional day/half-day. It's a shame that the Pōwhiri has been rescheduled, as its original time slot would have given more wriggle room. However, the logistics of travelling around Tāmaki Makaurau may have been factored in (though I suspect that it also means they will fly people in first thing Monday morning, which is risky). If this all means a meeting with Jon and Nuzhat, happy to be there. In the interim. I will inform Nuzhat that the agenda remains unworkable and that we will be providing further feedback before it can be signed off.

Let me know what you need from me, and once again, thank you for the honest and reasoned feedback.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image001.png>

From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Friday, April 28, 2023 7:49 PM
To: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Cc: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: Re: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Awesome emotional intelligence miriata and sane thinking.

Nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

On 28/04/2023, at 7:45 PM, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Kia ora kōrua,

I agree with [REDACTED]. I think it would be different if it was one degree with three strands but because they are three separate degrees, we must give space and time for each otherwise I can see the discussions/responses being diluted due to limited time. I'm reluctant to drag the sessions into the evening because the days are full on, panel wellbeing, H&S issues etc. In saying that, on day one, we might have to. This is based on the fact that it will all be about scene setting and getting a handle on how the organisation will service these three degrees properly. The development team session is going to be long one as well as the implementation team session. We have to be able to triangulate all sessions to ensure they're all on the same page before launching into day two.

I'm concerned about day 2 (afternoon sessions) – there's simply no space for the panel to have a break and the sessions are ridiculously short. I'd rather see the programme management sessions pushed out to 45mins with a 15min break after the first group. Push the panel time/call backs into day three. My instincts are to look at a day 4, where the panel has a final call back session, takes a decent amount of time to deliberate and pull report details today and provides final panel feedback session at midday, finishing with lunch and out of there.

Lastly, I wanna pick up on [REDACTED]'s request to have attendee names and positions included in each session for the agenda. We need to know who's going to be attending each session otherwise, half of the session time will entail the panel trying to figure out who's who in the zoo.

Sarah, I'm wondering if I should have a go at rejigging the agenda so that we can take this to Te Pūkenga early next week? Be good to include [REDACTED] and for us three to be on the same page? I'm also happy to take this to Jon/Nuzhat as well.

That's enough now, I'm going to have a glass of red!

Ngā mihi,
m

From: [REDACTED] [REDACTED] <[REDACTED]@gmail.com>
Sent: Friday, April 28, 2023 5:49 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Re: FW: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

hi sarah, hmmm

my feedback and requirements attached, our process is our process, we will stay with that, this is a quality eval process, we will not take short cuts that prevent a quality eval or the panel will not be able to provide a possible recommendation unless it completes its duties fully

im happy to meet with to asap to resolve/discuss/explain this.

nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

On Fri, Apr 28, 2023 at 10:57 AM Sarah Cozens <Sarah.Cozens@nzqa.govt.nz> wrote:

Kia ora [REDACTED]

Attached is the response to the (edited) agenda suggestions from Te Pūkenga. I am unhappy with cuts to the first panel only session and the stakeholder session, the lack of change to research to name a few. Would appreciate it if you could provide feedback, and then I will take the matter up with Te Pūkenga.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image001.png>

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>

Sent: Friday, April 28, 2023 8:50 AM

To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Cc: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED]

<[REDACTED]@tepukenga.ac.nz>; [REDACTED]

<[REDACTED]@tepukenga.ac.nz>

Subject: FW: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora Sarah,

Changes have been made to the proposed agenda in line with the Chair's feedback. Please see the attached and advise whether this agenda can be finalised.

Ngā mihi,

[REDACTED]

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Sent: Thursday, 27 April 2023 12:33 pm

To: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; Te Pukenga Quality Network <quality@tepukenga.ac.nz>

Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Subject: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora [REDACTED] and [REDACTED]

Please find attached the proposed agenda for the upcoming g BN panel, with some Chair feedback around time frames. Could you please amend accordingly? I am happy to talk, should any of the points need further discussion or clarification.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image002.png>

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<NZQA Panel Agenda Outline May 2023 combfdbk.docx>

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From: [Nuzhat Sohail](#)
To: [REDACTED]
Cc: [Sarah Cozens](#); [Miriata Tauroa](#); [Jon Smith](#)
Subject: Bachelor of Nursing
Date: Monday, 1 May 2023 11:39:06 AM
Importance: High

Kia ora [REDACTED]

We have been informed that the Pasifika academic representative has withdrawn from the panel.

Sarah has indicated that for now we will manage without the Pasifika representative given the short timeframe but of course you will agree that this is not ideal.

The academic representative have a huge task of looking at three degrees.

I'm not sure how easy it will be for Te Pūkenga to find another panelist but I request if an attempt is made on an urgent basis to find a replacement.

One suggestion for you: <https://profiles.waikato.ac.nz/> [REDACTED]

Ngā mihi

Nuzhat Sohail (she/her)

Team Leader – Te Pūkenga & Degrees | [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: [Sarah Cozens](#)
To: [REDACTED]
Cc: [Miriata Tauroa](#); [REDACTED]; quality@tepukenga.ac.nz
Subject: RE: Clarification re panel logistics and agenda
Date: Monday, 1 May 2023 1:26:00 PM
Attachments: [NZQA Panel Agenda Outline May 2023 v0.4.docx](#)
[image001.png](#)

Kia ora [REDACTED]

Thank you for your response regarding panel members' travel. On the basis that at least two of those from out of Auckland have responded and stated they will travel on the Sunday, please find attached an amended agenda to factor in the time frames needed to ensure that all aspects of the approval and accreditation of the three BN programmes will be appropriately covered and allow Te Pūkenga and stakeholders the opportunity to speak to the applications.

You will note that we have moved the first panel hui to 8.30am to precede the pōwhiri. We ask that you please organise a place for the panel to meet. It may not be on the campus where the pōwhiri takes place; however, this will be for Te Pūkenga to identify an appropriate venue. We have requested this change because the panellists need sufficient time to be acquainted with the panel process and settle on the main areas for discussion. For the well-being of all participants in the panel process, we do not wish to extend the duration of the panel or expect panel members to work late into the night. However, we need to have sufficient time to properly fulfil the role of the panel and cover all criteria to provide an assurance of the quality of each programme and of the provider's ability to deliver them in accordance with the requirements of a degree level qualification.

Should you have any questions or considerations, please email me, CCing in both [REDACTED] and Miriata so we can work together.

Thank you, [REDACTED]

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Monday, May 1, 2023 10:35 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; Te Pukenga Quality Network <quality@tepukenga.ac.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>
Subject: RE: Clarification re panel logistics and agenda

Kia ora Sarah,

We've contacted all the panellists asking for their travel details and of the two responses we've received so far, both have indicated a preference for travel and accommodation on the Sunday. We're now waiting to hear from the remaining panellists before making arrangements for Sunday and I'll let you know once we've heard from everyone.

Ngā mihi,

[REDACTED]

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Sunday, 30 April 2023 9:51 am
To: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Cc: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; Te Pukenga Quality Network <quality@tepukenga.ac.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>
Subject: Clarification re panel logistics and agenda

Kia ora [REDACTED]

Thank you for your work on the agenda. We will return it to you with feedback as soon as possible.

To help us, could you please clarify whether Te Pūkenga intends to fly out-of-town panellists into Auckland, and have them accommodated on Sunday 14 May? With flights and Auckland traffic being what they are, it would be a safer option. Additionally, because the panel needs at very minimum a one-hour hui prior to any meetings taking place, the above scenario would allow us to schedule a meeting off-site prior to the pōwhiri. I would appreciate it if you could clarify this as soon as possible, so that we can move forward with the agenda.

Thank you, [REDACTED].

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



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NZQA Panel Visit

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 Otara Campus, 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 <i>[attendee names and positions required]</i>
11:45pm – 12:30pm	Senior Leadership Team <i>[attendee names and positions required]</i>
12:30pm – 1.00pm	Lunch / panel time
1:00pm – 2:30pm	Te Pūkenga Unified Nursing Programmes development team and support – all programmes <i>[attendee names and positions required]</i>
2:30-3:30pm	Implementation support team – all programmes <i>[attendee names and positions required]</i>
3.30-4:00	Afternoon tea Panel time/call backs
4:00pm-4.30pm	Panel time
4.30pm-5:00pm	Catch up with NCNZ
5.00pm-5.30pm	Catch up with Te Pūkenga reps

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
8:45am – 9:30am	Panel time
9:30am – 10:15am	Teaching staff - Bachelor of Nursing Māori <i>[attendee names and positions required]</i>
10:15am – 10:30am	Morning tea / panel time
10:30am – 11:15am	Teaching staff - Bachelor of Nursing Pacific <i>[attendee names and positions required]</i>
11:15am – 12:00pm	Teaching staff - Bachelor of Nursing <i>[attendee names and positions required]</i>
12:00pm – 1:00pm	Lunch Panel time
1:00pm – 2:00pm	Ākonga <i>[attendee names, identified degree/year]</i>
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <i>[attendee names, positions and delivery site required]</i>
2.45pm – 3:00pm	Afternoon tea
3:00pm – 3.45pm	Bachelor of Nursing - programme management <i>[attendee names, positions and delivery site required]</i>
3:45pm – 4:30pm	Bachelor of Nursing Pacific - programme management <i>[attendee names, positions and delivery site required]</i>

4:30pm – 5:00pm	Panel time / call-backs
5:00pm – 5:30pm	Panel time
5.30pm – 6.00pm	Catch-up with NCNZ
6.00pm	Close of day 2 / panel time

Panel Day 3 – Wednesday 17 May 2023

Time	Activity/Session
9:00am – 10:15am	Curricula and clinical advisors/external stakeholders (industry) <i>[attendee names, positions, organisation and degree/delivery site served required]</i>
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11:30am – 12.30pm	Research <i>[attendee names, positions, degree and delivery site]</i>
12:30pm – 2:30pm	Lunch Panel time / call-backs
2:30pm – 3:30pm	Panel time
3:45pm	Panel feedback
4.15pm	Karakia whakamutunga Close of panel

Notes to Te Pūkenga

- please ensure all attendees are named/positions included as requested above. It's critical that the panel is aware of who they are speaking with to maximise time. Please try to keep numbers to no more than eight per session.
- Please indicate if sessions will include online technology. It is better for the panel if they are speaking with individuals online rather than to a group of people in an board room online.

From: [REDACTED]
To: [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)
Cc: [REDACTED]; [REDACTED]; [REDACTED]
Subject: FW: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079
Date: Friday, 28 April 2023 8:50:06 AM
Attachments: [image002.png](#)
[NCNZ NZQA Panel Agenda Outline May 2023 Chair amendments.docx](#)
[NZQA Panel Agenda Outline May 2023.docx](#)

Kia ora Sarah,

Changes have been made to the proposed agenda in line with the Chair's feedback. Please see the attached and advise whether this agenda can be finalised.

Ngā mihi,

[REDACTED]

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, 27 April 2023 12:33 pm
To: [REDACTED] <[REDACTED]@tepukenza.ac.nz>; Te Pukenga Quality Network <quality@tepukenza.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Panel agenda for Bachelor of Nursing suite - C53077 C53078 C53079

Kia ora [REDACTED] and [REDACTED]

Please find attached the proposed agenda for the upcoming g BN panel, with some Chair feedback around time frames. Could you please amend accordingly? I am happy to talk, should any of the points need further discussion or clarification.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



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NZQA Panel Visit

Bachelor of Nursing Māori - Te Pūkenga

Bachelor of Nursing Pacific - Te Pūkenga

Bachelor of Nursing - Te Pūkenga

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Location: MIT Otara Campus, Tāmaki Makaurau / Online via Teams

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2:30pm – 3:30pm	Panel time
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Notes to Te Pūkenga

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- Please indicate if sessions will include online technology. It is better for the panel if they are speaking with individuals online rather than to a group of people in an board room online.

From: [REDACTED]
To: [Miriata Tauroa](#)
Cc: [Sarah Cozens](#)
Subject: Re: Panel sessions
Date: Thursday, 4 May 2023 9:51:54 AM

Agree. Max 8 but representative of the delivery sites the degree concerned will be delivered from
This is to test alignment, consistency of access provision and quality across a national provider.
Ie we don't want a proliferation of people from a single or minority number of delivery regions/sites.

[REDACTED]

On 4/05/2023, at 9:47 AM, Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz> wrote:

Mōrena,

Just my 2 cents – it would be ideal to have reps across delivery sites I think because there is still uncertainty that they are thinking and practising consistently. If we were only to have national reps within identified sessions, we would have to trust that the business divisions are doing what they should. Does that make sense?

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, May 4, 2023 9:30 AM
To: [REDACTED] <[REDACTED]@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>
Subject: Panel sessions

Kia ora korua

Just a bit of a thought that I didn't mention in last night's email in case I was speaking out of turn. The last panel we did, [REDACTED], was a quasi-unified degree submitted by Unitec but co-developed by several business division to be offered across Aotearoa. Yet, thinking back to the people we met, it was largely Unitec's show, which was abundantly clear in sessions like support staff etc, with frustrating results. Do we need to signal to Te Pūkenga that we need to see a cross-section of people (ākonga, Kaiako, etc) representative of the business divisions offering the various programmes, or do we leave it to them to come to that conclusion?

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image001.png>

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From: [Sarah Cozens](#)
To: [REDACTED]; [REDACTED]
Cc: [Miriata Tauroa](#); [REDACTED]; [Nuzhat Sohail](#)
Subject: RE: Te Pūkenga Nursing Degrees Panel Agenda updated
Date: Wednesday, 3 May 2023 7:30:00 PM
Attachments: [image001.png](#)
[image002.png](#)

Kia ora

Thank you to all for the additional work done on this agenda. I acknowledge [REDACTED]'s feedback re both the agenda document and the points raised in his email below.

Could I please request that when you name the attendees for the respective sessions, you specify whether they will join us on-site or online.

We anticipate that you will arrange for a designated IT person to ensure the technology runs smoothly for the duration – suggest that they be named on the agenda, together with a contact number, or that this information be available for the Chair from the outset.

Additionally, I confirm that [REDACTED] will continue with the panel.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@gmail.com>
Sent: Wednesday, May 3, 2023 5:45 PM
To: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Cc: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa

<Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>

Subject: Re: Te Pūkenga Nursing Degrees Panel Agenda updated

Hi all, nearly there, changes recommended as per attached, have said same things couple of times in the previous 3 iterations to be fair, eg at end of each day nzqa panel is required to debrief as a panel before the chair and evaluator can meet with nz and then tp. because of the way this is being done the addition of a meeting with nc is extending the day, we need to meet with tp at end of each day essentially to say to TP,

1. is there any major probs we see
2. things the panel wishes to hear and see the next day to help the provider focus where it may be needed
3. to confirm agenda
4. to confirm any info requests of call backs for next day
5. to check on h and s of all people.

only other observation is the 15 minute breaks, to be fair, to get to a toilet, use the toilet, get a break, coffee etc in 15 mins is tough, nzqa has a duty of care to all its contractors to ensure they get reasonable breaks, if we can be respectful of peoples energy, health and their well being the panel goes better, if people are tired, stressed and agitated it gets uncomfortable, just some experiences coming back....for consideration

note - any more than 8 people from provider in a meeting is risky, we need to do intros, ask questions, when you have more than 8 you dont get through the criteria, approval and accreditation becomes a risk then because the panel cdnt get through its evaluative inquiry because of too many people in meeting

this 8 includes online - because this is hybrid (online/f2f) there is also lost time as online engagement is slower than face to face, pls be cognisant of this or there will be slippage in agenda which again annoys all parties as we get tired and fatigued.

All It connectivity needs to be tested pls and people need to arrive and be in wtg room early, TP is responsible for management of IT, including peoples access etc etc. if any online people can be on their own device so the engagement is rich, ie not 3 people at a table, etc etc. this helps panel go better.

hope these ideas/experiences are helpful for a great experience.

nga mihi

[REDACTED]

[REDACTED]

[REDACTED]

On Wed, May 3, 2023 at 5:11 PM [REDACTED] <[REDACTED]@tepukenga.ac.nz> wrote:

Kia ora koutou,

Please find attached the updated agenda with your requested timings and sessions. We will

provide the full list of attendees once we confirm the agenda. This has been aligned with the Nursing Council agenda so hopefully no further change is required but please let us know if you have any questions. We will confirm with the attendees tomorrow so should we need to discuss any of the sessions, we would appreciate your earliest response. Thanks in advance,

Ngā mihi,



Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

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From: [Sarah Cozens](#)
To: [Sarah Cozens](#)
Subject: FW: Te Pūkenga Nursing Degrees Panel Agenda updated by [REDACTED]
Date: Friday, 5 May 2023 8:02:09 AM
Attachments: [image001.png](#)
[NZQA Panel Agenda Outline May 2023 revised.docx](#)

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, May 5, 2023 7:53 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: FW: Te Pūkenga Nursing Degrees Panel Agenda updated

From: [REDACTED] <[REDACTED][@gmail.com](mailto:[REDACTED]@gmail.com)>
Sent: Thursday, May 4, 2023 6:53 PM
To: [REDACTED] <[REDACTED][@tepukenga.ac.nz](mailto:[REDACTED]@tepukenga.ac.nz)>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Fionna Moyer <Fionna.Moyer@tepukenga.ac.nz>
Subject: Re: Te Pūkenga Nursing Degrees Panel Agenda updated

Kia ora [REDACTED], welcome aboard!

great job, this agenda is perfect, minor notes, eg we can finish by 3pm

thank you for offer to meet, apologies but im at a power station in taupo tomorrow, but if you want anything phoning me is easiest, dont be shy.

i believe sarah is/has organised the logo so it's a shared panel.

other than that we are there.

nga mihi
[REDACTED]

[REDACTED]
[REDACTED]

On Thu, May 4, 2023 at 4:51 PM [REDACTED] <[REDACTED][@tepukenga.ac.nz](mailto:[REDACTED]@tepukenga.ac.nz)> wrote:

Tēnā koe [REDACTED],

My name is [REDACTED]. Our team have worked on refining the NZQA agenda today.

Please see the updated agenda attached. Amendments include:

- 30-minute breaks

- Ensuring 30 minutes of panel time, 30 minutes with NCNZ, and 30 minutes with Te Pūkenga reps end of days 1 & 2
- Increased duration of research session day 3
- Reduced panel time on day 3, an earlier panel feedback session
- Earlier combined panels close session day 3

We are also in the process of sourcing an NZQA logo to include in the final documentation.

If you are happy with the updated session times we will confirm ASAP the attendees and then add the venue/focus to the agenda which we will send off to NZQA.

We are happy to meet with you tomorrow morning via Teams if you prefer to kōrero about the agenda.

Ngā mihi nui



Waikato, Ngāti Kahungunu

Capability Co-lead (Mātauranga Māori) | Delivery and Academic



| M 

tepukenga.ac.nz

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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

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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

Commented [1]: Thank you, closer to the day we will need to know exactly where to go, eg building xx reception, as many of us are unfamiliar with campus and akid in general.

Commented [2]: Thank you, it may need to be off site as some spaces don't like any work to start before powhiri, we are happy to meet else where organised by tp so as not to breach any tikanga.

Panel Day 2 – Tuesday 16 May 2023

Time	Activity/Session
9:00am – 9:30am	Panel time
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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 <u>and closing</u>
3:00pm – 3:30pm	Panel time
3:30pm	Close of panel

From: [REDACTED]
To: [Sarah Cozens](#); [Miriata Tauroa](#)
Cc: [REDACTED]
Subject: NZQA logo and update on additional panel member
Date: Thursday, 4 May 2023 4:20:41 PM
Attachments: [image001.png](#)
Importance: High

Kia ora kōrua,

Can you please send me ASAP, the NZQA logo to include on the agenda as [REDACTED] wants it included. Thanks in advance.

Also, we have not had much luck finding a Pacific external academic for the panel as those we have contacted to date have other commitments. However, we have identified a number of other candidates that we are following up with. Will hopefully have someone by tomorrow. Will keep you posted.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepūkenga.ac.nz

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From: [Sarah Cozens](#)
To: [REDACTED]
Cc: [REDACTED]@gmail.com; [Miriata Tauroa](#)
Subject: Bachelor of Nursing panel arrangements
Date: Tuesday, 9 May 2023 3:44:00 PM
Attachments: [image001.png](#)

Kia ora [REDACTED],

Sincere thanks for your hard work, late-evening and weekend emails. We seem to be nearly there

I have contacted [REDACTED] in terms of the panel orientations and contractual matters and assume that the application documentation will go out to him today.

It would also be appreciated if you could send the finalised agenda out to the panel as soon as possible, so people can plan those days in terms of transport, family arrangements, and the like. It is also very useful to have some hard copies of the agenda available for the panel at the visit.

Panel feedback to me is due tomorrow, and once I have collated it, I will send you a copy. As this is a large job, you may only receive it on Friday, It would also be appreciated if we could have have a few hard copies of the collated document at panel.

Once again, thank you.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [Sarah Cozens](#)
To: [REDACTED]
Cc: [REDACTED]; quality@tepukenga.ac.nz; [REDACTED]@gmail.com; [Miriata Tauroa](#)
Subject: Bachelor of Nursing panel -documentation needed at panel
Date: Tuesday, 9 May 2023 4:24:00 PM
Attachments: [image001.png](#)

Kia ora [REDACTED],

As a courtesy and to help you prepare for the panel, we are signalling at this stage to you that the panel will need to see in hard copy form the following documents on Monday to check:

1. the Te Pūkenga tripartite placement agreement between the student, Te Pūkenga and the host
2. the required reading lists for each course for each programme
3. for each degree, a table consisting of:
 - the staff member's name,
 - their highest qualification held in the programme's discipline,
 - their highest teaching qual held,
 - the component(s) they will teach and in which location
 - their registration status
 - their most recent 2020-2023 published research outputs, including research related to the courses they will teach
 - their 2023 PLD activity
 - supervisory experience where relevant
4. a programme organisation chart
5. a calendared plan for establishment of local programme committees for panel consideration and discussion if they are not already in place. If they are in place ToR, membership and meeting minute evidence.
- 6.

Please contact me if you need any assistance.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED]
To: [Sarah Cozens](#)
Cc: [Miriata Tauroa](#)
Subject: Re: Panel documentation
Date: Tuesday, 9 May 2023 4:09:26 PM

Good idea. Let them know it's as a courtesy and to give them time.

Thank you.

[REDACTED]

On 9/05/2023, at 4:07 PM, Sarah Cozens <Sarah.Cozens@nzqa.govt.nz> wrote:

Kia ora [REDACTED],

Looking at feedback from you, Miriata and me, there is information that we undeniably have to see at panel. Given that Te Pūkenga is unlikely to receive the consolidated evaluation until later on Friday, I feel it would be good to signal now that we need the following in hard copy at panel:

- the placement agreement, a tripartite between the student, Te Pūkenga and the host (they sent me the Wintec one and talked about business divisions grandparenting their own MoUs which is entirely unacceptable)
- the required reading lists for each course
- for each degree, a table consisting of:
 1. the staff member's name,
 2. their highest qualification held in the programme's discipline,
 3. their highest teaching qual held,
 4. the component(s) they will teach and in which location
 5. their registration status
 6. their most recent 2020-2023 published research outputs
 7. their 2023 PLD activity
 8. supervisory experience where relevant
- a programme organisation chart
- a calendared plan for establishment of local programme committees for panel consideration and discussion if they are not already in place. If they are in place ToR, membership and meeting minute evidence.

Are you OK with me requesting them at this stage to help Te Pūkenga prepare for the visit?

Thanks, [REDACTED].

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]

<image001.png>

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From: [REDACTED]
To: [Sarah Cozens](#)
Cc: [Miriana Tauroa](#)
Subject: Re: Agenda
Date: Thursday, 11 May 2023 11:20:20 AM
Attachments: [image001.png](#)

that's great sarah, including sunday, ie accommodation etc, mondays mtg, we'd like to know now so we aren't on emails over weekend pls, the key is noting 8 people in a session, and they do all it.

thank you

[REDACTED]

[REDACTED]

On Thu, May 11, 2023 at 11:14 AM Sarah Cozens <Sarah.Cozens@nzqa.govt.nz> wrote:

Kia ora koutou

Despite my request to Te Pūkenga, we still have not seen a finalised agenda with confirmed venues and parties to be met. Just a heads' up that I will be emailing [REDACTED] this morning to request that the finalised agenda be sent out today, as panellists also have the right to know the time frames they will be required to be in panel.

Any thoughts, colleagues, before I commit myself to paper (virtually of course)?

Ngā mihi

Sarah

Sarah Cozens

Senior Evaluator

Approvals and Accreditation

Quality Assurance

NZQA

[REDACTED]



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From: [REDACTED]
To: [Sarah Cozens](mailto:Sarah.Cozens@nzqa.govt.nz)
Cc: [REDACTED]; [Miriata Tauroa](mailto:Miriata.Tauroa@nzqa.govt.nz); [Nuzhat Sohail](mailto:Nuzhat.Sohail@nzqa.govt.nz); [REDACTED]
Subject: RE: NZQA Nursing programmes approval and accreditation panel - agenda tweaks and confirmation of arrangements
Date: Friday, 12 May 2023 9:48:21 AM
Attachments: [image001.png](#)
[image002.png](#)

Okay. We are going to struggle to find a room that early but will see what we can do.

Ngā mihi,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenka.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Friday, 12 May 2023 9:41 am
To: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Cc: [REDACTED] <[REDACTED]@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Subject: RE: NZQA Nursing programmes approval and accreditation panel - agenda tweaks and confirmation of arrangements

Kia ora [REDACTED],

[REDACTED] and I have already discussed by email that we cannot do the Sunday night, so the 8am start on Monday is the Plan B we are going with.

Sarah

From: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Sent: Friday, May 12, 2023 9:38 AM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Cc: [REDACTED] <[REDACTED]@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Subject: RE: NZQA Nursing programmes approval and accreditation panel - agenda tweaks and confirmation of arrangements

Kia ora Sarah, will review and come back to you. [REDACTED] sent an email last night regarding the possibility of a Sunday evening catch up given the timeframes so we will liaise with him on that

Ngā mihi,

██████████
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>

Sent: Friday, 12 May 2023 9:36 am

To: ██████████ <██████████@tepukenga.ac.nz>

Cc: ██████████ <██████████@gmail.com>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>;
Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>; ██████████ <██████████@tepukenga.ac.nz>

Subject: NZQA Nursing programmes approval and accreditation panel - agenda tweaks and confirmation of arrangements

Mōrena ██████████,

A few items regarding arrangements for the panel and the agenda.

- As per ██████████'s email, we will need to commence the panel only meeting at the off-site venue at 8am to get in the required time and ensure that we arrive punctually for the Pōwhiri, given Auckland traffic. Can you please confirm venue and the earlier start time.
- In the agenda, we appreciate the manageable numbers, but note that several people are in multiple sessions (for example, programme/curriculum developers in the developer session, and in the teaching staff sessions. This is just one isolated example of several). For the safety, transparency, and integrity of the panel process, and to allow panellists to triangulate information, we ask that you re-visit the allocations of people to the sessions to ensure that they participate in the session that best befits their primary role.
- Could you please also let me know the arrangements you have for out-of-town panellists' transport between their accommodation and the Bairds Rd campus – are you arranging taxi chits, for example? I am also thinking of the logistics of getting all panellists from the Monday 8am meeting off-site to the Otara campus without having some getting lost in Auckland traffic.

If you could let me know regarding the above as soon as possible, it would be greatly appreciated.

Thank you, ██████████.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@tepukena.ac.nz>
Sent: Thursday, May 11, 2023 5:29 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Subject: RE: NZQA Nursing programmes approval and accreditation panel information and agenda

Sorry it has taken so long Sarah. It has been quite the journey.

Ngā mihi,

[REDACTED]

Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukena.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, 11 May 2023 5:26 pm
To: [REDACTED] <[REDACTED]@tepukena.ac.nz>
Subject: RE: NZQA Nursing programmes approval and accreditation panel information and agenda

Thank you, [REDACTED]

Sarah

From: [REDACTED] <[REDACTED]@tepukenga.ac.nz>
Sent: Thursday, May 11, 2023 5:06 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]@health.govt.nz
Cc: [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED] <[REDACTED]@tepukenga.ac.nz>; [REDACTED] (MIT) <[REDACTED]@manukau.ac.nz>
Subject: NZQA Nursing programmes approval and accreditation panel information and agenda
Importance: High

Kia ora koutou,

Please find attached the agenda for the NZQA panel visit next week for approval and accreditation of Te Pūkenga nursing programmes. Also attached is some information on the panel visit which includes a campus map for MIT Otago. I will be your primary contact during the visit and please feel free to contact me if you have any questions or need information. We are waiting on final confirmations for a number of attendees and will provide an updated agenda on the first day. Please also note that we have booked a meeting space for you near Proximity Apartments in Manukau where some of you are staying; we are waiting on final confirmation for this space and will confirm that for you asap. Thanks in advance and look forward to meeting you all next week.

Ngā mihi nui ki a koutou,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenga.ac.nz

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From: [Sarah Cozens](#)
To: [REDACTED]; [REDACTED]
Cc: [Miriata Tauroa](#); [REDACTED]; [Jon Smith](#); [Nuzhat Sohail](#)
Subject: RE: Agenda to panel
Date: Thursday, 11 May 2023 1:41:00 PM
Attachments: [image001.png](#)
[image002.png](#)

Kia ora

Thank you for confirming this, [REDACTED]. Much appreciated.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA

[REDACTED]



From: [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Sent: Thursday, May 11, 2023 1:04 PM
To: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>; Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: RE: Agenda to panel

Kia ora Sarah, I am sending out some comms and the agenda this afternoon which will include all the requested information as well as campus maps and the designated contact (who will be me). We will also have a support administrator available to manage the online meetings and an IT person on standby in case of any issues.

Ngā mihi,

[REDACTED]

Kaikōkiri Director Quality

Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenka.ac.nz

From: Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>
Sent: Thursday, 11 May 2023 12:25 pm
To: [REDACTED] <[REDACTED]@tepukenka.ac.nz>; [REDACTED] <[REDACTED]@tepukenka.ac.nz>
Cc: Miriata Tauroa <Miriata.Tauroa@nzqa.govt.nz>; [REDACTED] <[REDACTED]@gmail.com>; Jon Smith <jon.smith@nzqa.govt.nz>; Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Subject: Agenda to panel

Kia ora [REDACTED] and [REDACTED],

Could you please provide an urgent update regarding the panel agenda? Panellists need to know well in advance the time frames to which they are committing for the panel visit, and we have only been able to provide an indication of time frames, but not of confirmed venues, or the people with whom they will be meeting.

So that panellists are not having to check their emails over the weekend, please can you ensure that the confirmed agenda is sent to the panel at latest tomorrow morning, specifying all arrangements, including accommodation, the venue for the Monday panel-only meeting at 8.30am, any transport arrangements, meeting place at MIT Bairds Rd for Pōwhiri, and allocated room(s) for panel sessions. The agenda should also include the names of the people the panel will meet in all sessions – as mentioned in earlier emails, the number should not exceed 8 per session. We would also request that the information sent to the panel includes a contact phone number for the person who will be assigned to the panel for the three days, and the designated IT person.

Thank you very much in advance.

Ngā mihi

Sarah

Sarah Cozens
Senior Evaluator
Approvals and Accreditation
Quality Assurance
NZQA



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From: [REDACTED]
To: Sarah Cozens; Miriata Tauroa; [REDACTED]; [REDACTED]; [REDACTED]
Cc: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED] (MIT)
Subject: NZQA Nursing programmes approval and accreditation panel information and agenda
Date: Thursday, 11 May 2023 5:06:55 PM
Attachments: [image001.png](#)
[Manatu Te Pūkenga Nursing Programmes NZQA Panel Information.pdf](#)
[NZQA Panel Detailed Agenda May 2023.pdf](#)
Importance: High

Kia ora koutou,

Please find attached the agenda for the NZQA panel visit next week for approval and accreditation of Te Pūkenga nursing programmes. Also attached is some information on the panel visit which includes a campus map for MIT Otago. I will be your primary contact during the visit and please feel free to contact me if you have any questions or need information. We are waiting on final confirmations for a number of attendees and will provide an updated agenda on the first day. Please also note that we have booked a meeting space for you near Proximity Apartments in Manukau where some of you are staying; we are waiting on final confirmation for this space and will confirm that for you asap. Thanks in advance and look forward to meeting you all next week.

Ngā mihi nui ki a koutou,

[REDACTED]
Kaikōkiri Director Quality
Academic Centre and Learning Systems



Level 2, Wintec House
Cnr Anglesea & Nisbet Streets
Hamilton 3204
tepukenka.ac.nz

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Manatu | Memo

Date:	11 May 2023
To:	NZQA Approval and Accreditation Panel for Te Pūkenga Nursing programmes
From:	Fionna Moyer, Kaikōkiri Director Quality
RE:	NZQA Panel Information for Te Pūkenga Nursing programmes visit – 15-17 May 2023

Thank you for agreeing to participate in the NZQA approval and accreditation panel for Te Pūkenga undergraduate Nursing degree programmes:

- Bachelor of Nursing Māori
- Bachelor of Nursing Pacific
- Bachelor of Nursing

The panel visit will take place on 15 – 17 May at Manukau Institute of Technology Te Pūkenga, Ōtara Campus. The campus address is 53 Ōtara Road, Ōtara, Manukau, Tāmaki Makaurau. The attached agenda provides details of the sessions and the people that you will meet with. We are still finalising the attendees for each session and will provide you with an updated agenda with confirmed attendees on the first day of the visit as well as some additional documents that have been requested by NZQA. The Nursing Council of New Zealand will also be on campus for their concurrent accreditation panel for our degrees.

Contact

I will be your primary contact for this panel visit and will be on campus for the duration. Please contact me directly if you need additional documentation, have any questions, or if any issues arise. My contact information is as follows:

[Redacted], Kaikōkiri Director Quality

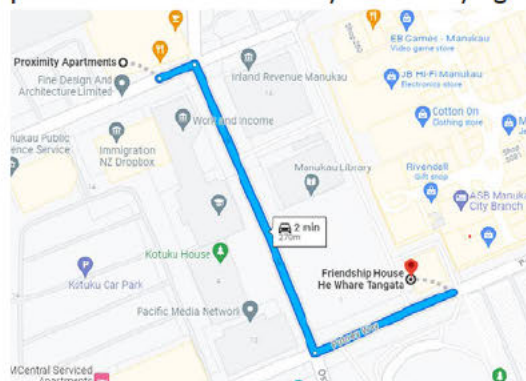
Cell phone: [Redacted]

Email: [Redacted]@tepukenga.ac.nz

MIT is providing IT support and we will make sure that person’s contact information is available to you on the first day. We will also have a support administrator available to manage the Online Meeting sessions for this visit.

Panel-only meeting

There is an 8:30 panel-only meeting. As you will not yet have been officially welcomed on campus, we are waiting on confirmation for a Meeting space in [Friendship House, Te Moana Room](#), which is located near the Proximity Apartments where some of you are staying.



Transport

We have been advised that several panel members are driving; however, if transportation is needed from the hotel or Meeting space, please let me know asap so that we can arrange this. If you take taxis, please retain the receipt so that we can reimburse you for this cost.

Pōwhiri and Parking

Please arrive at MIT Ōtara by 9:45am. Free parking is available on the Ōtara Campus through Gate 11 off Ōtara Road. The multi-storey parking building is indicated in blue on the attached campus map. You will be greeted outside the parking building by an escort who will take you to the Pasifika Centre for the Pōwhiri to welcome you and the Nursing Council panel. If the escort is not there, please call me and I will have someone come and meet you.

Meeting Room

The NZQA panel will be located in ND317 (ND block is also indicated in blue on the campus map) for the duration of the panel visit and you will be escorted to this room following the pōwhiri.

Internet access

MIT has set up a guest online access for the duration of your visit. Here is the log-in information: The network is: MIT-Guest. The password is Autumn23

Meals

We will provide kai during the panel visit on campus. We previously requested information on any dietary requirements; however, if you have not yet advised us of any special dietary requirements you may have, please let us know as soon as possible.

Please retain any receipts for breakfast or dinner paid for during the the panel visit.

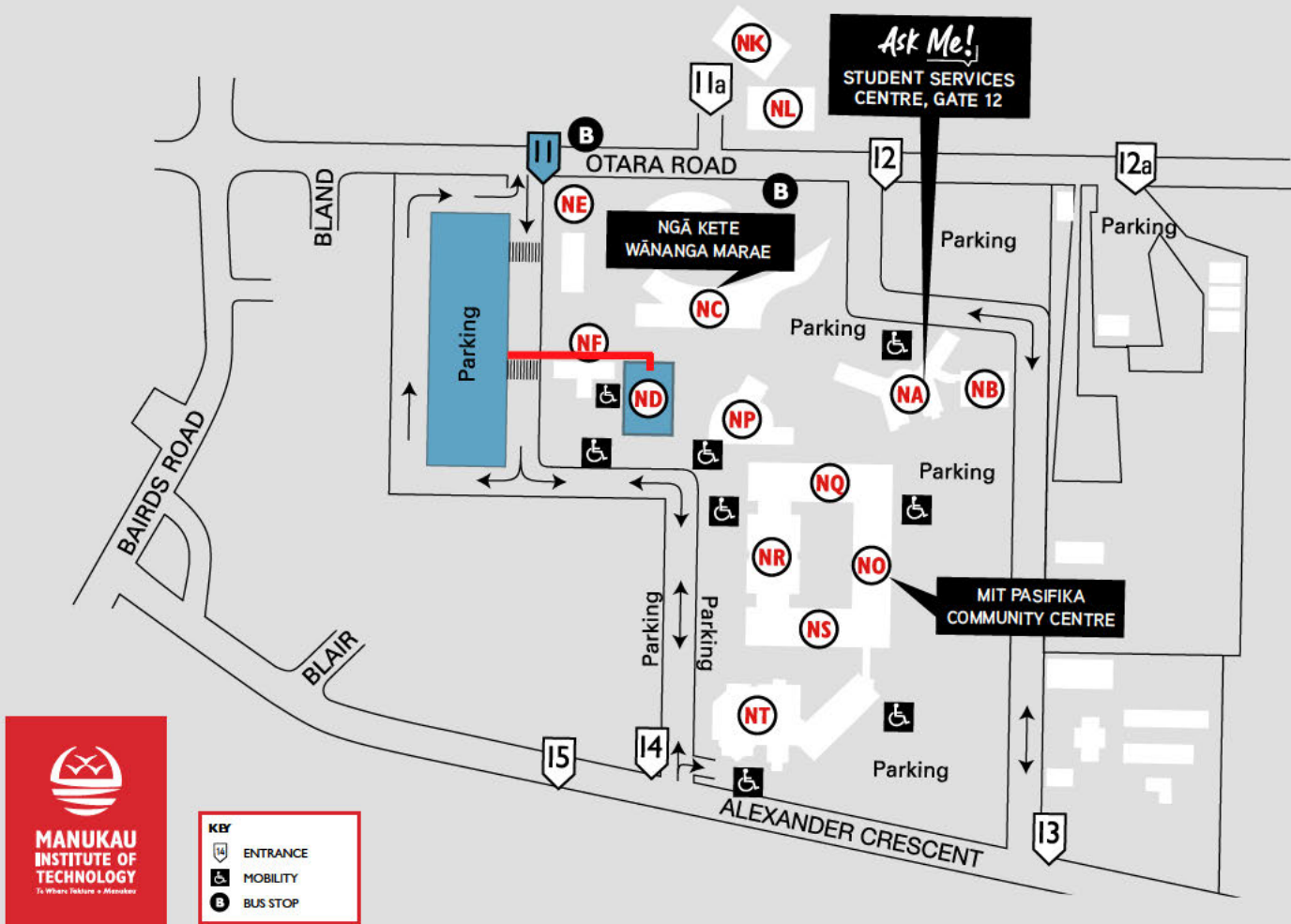
I look forward to meeting and working with you all next week.

Ngā mihi nui ki

Kaikōkiri Director Quality

Te Pūkenga

MIT OTARA CAMPUS MAP



KEY	
	ENTRANCE
	MOBILITY
	BUS STOP

MIT Otara
Ask Me! Student Services Centre,
 Gate 12, 53 Otago Road,
 Otara, Manukau, Auckland
enquiries@manukau.ac.nz
manukau.ac.nz | 0800 62 62 52

Academic Centre	ND L2
Academic Registry	ND L2
Academic Records	NA
Ask Me! Student Services Centre	NA
Cafeteria	NP
Campus Security	NB
Career and Employment Solutions	NA
Chaplain	NA
Chief Executive's Office	ND L3
Children's Education Centre	NE
Dine - Training Restaurant	NT

Disability Support	NA
Engagement and Advocacy	NA
Finance	ND L1
Floristry	NS
Hair Salon	NQ L1
ELTS Testing Centre - Administration	NR
International Centre	NA
Kaumātua, Kuia - Administration	NC
Legal and Contracts	ND L3
Learning Support Centre	NP L2
Library	NP L2
Mail Centre	NB
Mobile Phone Top Ups	NP Cafe
Ngā Kete Wānanga Marae - Administration	NC
Pasifika Community Centre	NO
Pasifika Development Office	NO
Pathways & Transitions Department	ND L1

People and Culture	ND L1
Sales and Marketing	ND L2
Schools and Community Liaison Staff	ND L2
School of Education	NR L3
School of Hairdressing	NQ L1
School of Languages, Literacy and Numeracy	NQ
School of Logistics (Also offered from MIT Manukau and NZ Maritime School)	NT
School of Secondary Tertiary Studies - Administration	NK
School of Social Work	NR L3
School of Sport	NL
Student Support	NA
Technology Services (ICTS)	NB
The Pantry (MIT Shop)	NT
Trades Academy - Administration	ND L1

MIT LOCATIONS

MIT MANUKAU
 Business; digital technologies; nursing;
 health and counselling.
 Corner Manukau Station Road and
 Davies Avenue, Manukau

MIT TECHPARK
 Professional engineering and trades (arboriculture,
 landscape construction; automotive; carpentry,
 scaffolding, brick and block laying; construction
 supervision; electrical trades; mechanical
 engineering trades; plumbing, gasfitting and
 drainlaying; refrigeration and air conditioning).
 58 Manukau Station Road, Manukau

NEW ZEALAND MARITIME SCHOOL
 Nautical science; marine engineering; marine
 electro-technology; foreign-going; master
 or chief, domestic maritime; master yacht;
 seafarers certification.
 Level 3, 2 Commerce Street, Auckland CBD

MIT MAHURANGI
 Nautical science; marine engineering; STCW
 short courses; superyacht crew; domestic
 maritime.
 11 Glenmore Drive, Warkworth

NZQA Panel Visit Agenda Outline (updated 11 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 Sessions Room: ND317 – ND Building, 3rd floor, room 317

[Please note: The joint sessions, with NCNZ, are shown in green]

Panel Day 1 – Monday 15 May 2023

Time	Activity/Session
8:30am – 9:15am	Panel time, pre-meeting (<i>location TBC</i>)
9:15am – 9:45am	Travel to MIT Ōtara
9:45am – 10:00am	Meet with Te Pūkenga reps/walk to Pacific Centre
10:00am – 11:00am	Pōwhiri and kai (<i>MIT Pacific Centre</i>)
11:00am – 11:45am	Executive Leadership Team <ul style="list-style-type: none"> • Peter Winder, Chief Executive • Megan Gibbons, Deputy Chief Executive Academic and Learning Systems • Gus Gilmore, Deputy Chief Executive Ako Delivery • Paora Ammunson, Deputy Chief Executive Tiriti Outcomes • Michelle Teirney, Chief Financial Officer • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Kaikōkiri – Director Performance and Planning • Keri-Anne Tane, Chief People Officer
11:45am – 12:30pm	Senior Leadership Team <ul style="list-style-type: none"> • ██████████, National Ako Network Director – Mātauranga Māori • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Kaikōkiri – Tiriti Practice, Tiriti Outcomes • ██████████, Kaikōkiri – Director Academic Quality • ██████████, Kaikōkiri – Director Delivery Innovation • ██████████, Kaikōkiri – Director Learning Innovation and Insight • ██████████, Kaikōkiri – Director Performance and Planning • ██████████, Kaikōkiri – Director Learner Strategy and Experience
12:30pm – 1:00pm	Lunch and panel confer – panel only
1:00pm – 2:30pm	Unified Nursing Programmes development team and support – all programmes <ul style="list-style-type: none"> • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, Subject Matter Expert / Curriculum Writer • ██████████, National Ako Network Director – Community, Health, Education and Social Services • ██████████, Academic Change Programme Director • ██████████, Capability Co-Lead – Mātauranga Māori • ██████████, Learning Design Partner
2:30pm – 3:30pm	Implementation support team – all programmes

	<ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Subject Matter Expert / Curriculum Writer • [REDACTED], Subject Matter Expert / Curriculum Writer • [REDACTED], Subject Matter Expert • [REDACTED], National Ako Network Director – Mātauranga Māori • [REDACTED], Kaikōkiri – Director Delivery Innovation • [REDACTED], Kaikōkiri – Director Learning Innovation and Insight • [REDACTED], Executive Director- Learning Design & Development, Open Polytechnic
3:30pm – 4:00pm	Afternoon tea
4:00pm – 4:30pm	Call backs
4:30pm – 5:00pm	Panel time
5:00pm – 5:30pm	Catch-up with NCNZ (<i>ND307- ND Building, 3rd floor, room 307</i>)
5:30pm – 6:00pm	Catch-up with Te Pūkenga reps <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Kaikōkiri – Director Academic Quality • [REDACTED], Kaikōkiri – Tiriti Practice, Tiriti Outcomes
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 <ul style="list-style-type: none"> • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Programme Leader for BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Nursing Lecturer, Clinical Coordinator, Clinical tutor – Te Pūkenga Northtec • [REDACTED], Kaiako – Te Pūkenga Whitireia & Weltec
10:15am – 10:45am	Morning tea
10:45am – 11:30am	Teaching staff - Bachelor of Nursing Pacific <ul style="list-style-type: none"> • [REDACTED], Subject Matter Expert / Curriculum Writer – Te Pūkenga Whitireia and WelTec • [REDACTED], Academic Lecturer – Te Pūkenga MIT • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Kaiako – Te Pūkenga Whitireia and WelTec • [REDACTED], Head of Department Health Practice Te Pūkenga Ara
11:30am – 12:15pm	Teaching staff - Bachelor of Nursing <ul style="list-style-type: none"> • [REDACTED], Subject Matter Expert / Curriculum Writer – Te Pūkenga MIT • [REDACTED], Principal Academic Staff Member – Te Pūkenga Ara • [REDACTED], Senior Academic Staff Member – Te Pūkenga Ara • [REDACTED], Nursing lecturer – Te Pūkenga Northtec • [REDACTED], Principal Academic Staff Member – Te Pūkenga Whitireia and WelTec

	<ul style="list-style-type: none"> • [REDACTED], Senior Academic Staff Member – Te Pūkenga Toi Ohomai • [REDACTED], Academic Staff Member– Te Pūkenga Wintec • [REDACTED], Senior Lecturer – Te Pūkenga UCOL
12:15pm – 1:00pm	Lunch and panel confer – panel only
1:00pm – 2:00pm	Ākonga <ul style="list-style-type: none"> • [REDACTED], Te Pūkenga Ara • [REDACTED], Te Pūkenga Ara • [REDACTED], Te Pūkenga MIT • [REDACTED], Te Pūkenga MIT • [REDACTED], Te Pūkenga Whitireia & Weltec • [REDACTED], Te Pūkenga Whitireia & Weltec • [REDACTED], Te Pūkenga Northtec • [REDACTED], Te Pūkenga Northtec
2:00pm – 2:45pm	Bachelor of Nursing Māori - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Academic Lead Quality – Te Pūkenga MIT • [REDACTED], Programme Leader BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Programme Manager for BN Māori – Te Pūkenga Whitireia & Weltec
2:45pm – 3:15pm	Afternoon tea
3:15pm – 4:00pm	Bachelor of Nursing Pacific - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Associate Head of School – Te Pūkenga MIT
4:00pm – 4:45pm	Bachelor of Nursing - programme management <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Programme Leader for BN Māori – Te Pūkenga Whitireia & Weltec • [REDACTED], Head of School Nursing – Te Pūkenga MIT • [REDACTED], Head of Nursing, School of Nursing – Te Pūkenga EIT • [REDACTED], Director, School of Nursing, Health & Wellness – Te Pūkenga WITT • [REDACTED], Academic Manager & Head of Nursing – Te Pūkenga Ara
4:45pm – 5:15pm	Panel time
5:15pm – 5:45pm	Catch-up with NCNZ (ND307- ND Building, 3rd floor, room 307)
5:45pm – 6:15pm	Catch-up with Te Pūkenga reps <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional

	<ul style="list-style-type: none"> • [REDACTED], Kaikōkiri – Director Academic Quality • [REDACTED], Kaikōkiri – Tiriti Practice, Tiriti Outcomes
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) <ul style="list-style-type: none"> • [REDACTED], Māori Cultural Advisor • [REDACTED], Pacific Cultural Advisor • [REDACTED], Te Aka Whai Ora – Māori Health Authority • [REDACTED], Hauora Hokianga • [REDACTED], Waitaha Canterbury • [REDACTED] – Auckland District Health Board • [REDACTED] – Waikato University <i>Apologies</i> <ul style="list-style-type: none"> • [REDACTED], K’aute Pasifika Trust - Hamilton
10:15am – 10:45am	Morning tea
10:45am – 11:45am	Ākonga Support – all programmes <ul style="list-style-type: none"> • [REDACTED], Kaikōkiri – Director Learner Insights and Evaluation • [REDACTED], Kaikōkiri – Director Learner Strategy and Experience • [REDACTED], Kaikōkiri – Director Learning Innovation and Insight • [REDACTED], National Ako Network Director – Mātauranga Māori • [REDACTED], Pacific Support Services, MIT • [REDACTED], Director Learner Success, Unitec • [REDACTED], Library Managers Representative • [REDACTED], Registrar – Te Pūkenga Whitireia & Weltec
11:45am – 1.00pm	Research <ul style="list-style-type: none"> • [REDACTED], National Head of Nursing – Transitional • [REDACTED], Senior Academic Staff Member – Te Pūkenga Northtec • [REDACTED], Head of Pacific Nursing – Te Pūkenga Whitireia & Weltec • [REDACTED], Associate Professor – Te Pūkenga Unitec • [REDACTED], National Ako Network Director – Community, Health, Education and Social Services • [REDACTED], Chair Te Ohu Whakahaere – Research • [REDACTED], Professor (One Welfare) and Executive Dean, Faculty of Education, Humanities and Health Science – Te Pūkenga EIT • [REDACTED], Research Fellow, Interprofessional student assisted Clinic – Te Pūkenga Wintec
1:00pm – 1:30pm	Lunch and panel confer – panel only
1:30pm – 2:30pm	Panel time / call-backs

2:30pm – 3:00pm	Panel Feedback
3:00pm	Karakia whakamutunga / Close of panel