He Puka Whakaaetanga, Whakamana Hōtaka | Programme Approval and Accreditation Document

Programme of Study:
New Zealand Certificate in Exercise (Level 4)
Leading to the award of:
3563 New Zealand Certificate in Exercise (Level 4)

Te Pūkenga

Ngā Ihirangi | Contents

Te Tukanga Whai Putanga | Document Version Control

Version no.	Approved by	Date of approval	Effective from	Short description of change
1.0	Te Ohu Whakahaere	19/07/2023		Approved for submission to NZQA
1.1	NZQA	14/11/2023	14/11/2023	Approval and Accreditation
2.0	Te Ohu Whakahaere			Type 2 change (align to qualification Version 2, one LO moved from SPOR4002 to SPOR4003); following Type 1 & 2 Definition change by NZQA, submitted as new Type 1 change to NZQA.
2.1	NZQA			

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

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Te kaupae|Level	4
Ngā whiwhinga|Credit	60
Whakaraupapa|NZ SCED numerical abbreviation	069903
Whakaraupapa|NZ SCED broad>narrow>detailed	Health>Other Health>Human Movement and Sports Science
Te kaihanga tohu |Qualification developer	Toi Mai Workforce Development Council
Te rā arotake|Next review	31/07/2028
Te rautaki o te tohu|Strategic Purpose statement	This qualification will provide Aotearoa New Zealand with graduates who have the skills and knowledge to operate under indirect supervision to deliver exercise instruction for individuals within the general population. Graduates will operate within a framework of health and wellness in relation to individual, group or community needs and contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand. Graduates can adapt and deliver appropriate exercise programmes and will have knowledge of exercise training principles and concepts. Graduates will be eligible to register with the New Zealand Register of Exercise Professionals
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: 1. Deliver safe and effective exercise programmes, including prescreening, within scope of practice and industry code of ethics. 2. Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes. 3. Design and adapt programmes for the general population and common at risk groups using exercise science and testing. 4. Apply communication and connection techniques to enhance participants' commitment to an exercise programme. 5. Apply a health and wellness framework and evidence-based nutrition principles to support exercise programmes and recommend referral pathways to allied health professionals. 6. Use business tools, techniques and practices to operate effectively as an exercise professional.
Ngā huarahi mātauranga| Education pathway	This qualification provides a pathway to, and is a prerequisite for, the New Zealand Certificate in Exercise (Level 5) [Ref: 3564]. This qualification shares some common competencies with the New Zealand Certificate in Freestyle Group Exercise (Level 4) [Ref: 3565] which may be used by learners to expand their skill and knowledge base.
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates can be employed or self-employed in roles such as: exercise consultant, community exercise instructor, team training instructor or personal trainer.
Taipitopito hōtaka|Programme information	
Taitara Ingarihi|Programme English title	New Zealand Certificate in Exercise (Level 4)

Waehere hōtaka|Programme code (NZQA)	128181
Te putunga|Version number	2
Credits - Directory of Assessment Standards (DAS)	0
Credits - Te Pūkenga credits	60
Credits - Programme Total	60
Programme Aim	The aim of this programme is to enable graduates to be employed as exercise consultants, community exercise instructors, team training instructors or personal trainers, or to progress on to further study. It is targeted at those wishing to pursue a career in the exercise industries. It will produce graduates with the knowledge, skills and attributes to operate within a framework of health and wellness in relation to individual, group or community needs and contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand.
Te kiko|Content Statement	Delivering safe and effective exercise programmes; Own scope of practice and industry code of ethics; Knowledge of anatomy and physiology; Exercise programming; Nutrition and Lifestyle; Exercise professional practices; Motivational and communication techniques to enhance individual participant commitment; Marketing and business tools and techniques to support business practices.
Tikanga mō te kuhu|Entry Requirements	Applicants must hold 40 credits at NCEA Level 1 or above (incl. 10 Literacy and 10 Numeracy credits); OR New Zealand Certificate in Sport, Recreation and Exercise (Multi-sector) (Level 3) [Ref: 3625]; OR a relevant qualification at NZQF Level 2; OR a recognised equivalent. Special and discretionary admission is available. Applicants for whom English or te reo Māori is not a first language are required to provide proof of English proficiency. The required level of proficiency for this programme is IELTS (General) score of 5.5 with no individual band lower than 5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules. Domestic learners who have completed the majority or all of their education in New Zealand are deemed to have met this requirement.
Entry requirements - Key Information for Ākonga (KIS) website	Applicants must hold 40 credits at NCEA Level 1 or above (incl. 10 Literacy and 10 Numeracy credits); NZC Sport, Recreation and Exercise (Multi-sector) (Level 3); OR a relevant qualification at NZQF Level 2; OR a recognised equivalent. Special and discretionary admission is available.
Te rā arotake|Next review	Following next qualification review
Ngā Momo Kawenga|Delivery Mode	Provider-based | Blended (in-person face-to-face, online engagement, self-directed learning and work integrated learning); Provider-based (Extramural) | Distance online (or by correspondence).
Te Huarahi o te Kawenga|Delivery Methods	Case-studies / Scenario-based learning; Collaborative learning; Engagement with technical and professional standards; Guest speakers/Industry professionals; HyFlex models; Individual learning and career planning; Kanohi ki te kanohi and other culturally responsive options; Practical learning; Online learning; Mahi-ā-ipurangi | Self-directed learning; Tutorials/Small-group learning; Work-integrated learning.
Delivery pattern (for STEO Study Mode)	Full-time (Including Part-time)
Assessment Mode	Achievement-based
Ngā Huarahi Aromatawai|Assessment Methods	Case-studies; Group/Collaborative assessments; Practical demonstrations; Presentations; Tests/Quizzes; Written reports, summaries, contextual documents; Work-integrated assessment.

Assessment Result key / Grade key	Te Kawa Maiorooro achievement based grading key
Assessment Standards that will be awarded in this Programme	NIL
Ākonga type	Domestic & International onshore
Source of Funding	DQ3-7; Domestic Full Fee-Paying; International Full Fee-Paying
Approved subcontracting arrangements	NIL
Tuhinga o Mua Hōtaka|Programme Duration Details	
Minimum Duration of Programme	16 weeks
Maximum Duration of Programme	4 years
Range of Tuition / Teaching (FTE) Weeks	15 - 20
Range of Vacation / Recess (holiday) weeks	1 - 3
Range of total gross weeks (=teaching+vacation)	16 - 23
Range of learning hours per week (Provider based only)	30 - 40
Number of years	1
Total learning hours per year (Provider-based)	600
Programme total hours	600
Whakaritenga Raraunga|TEC Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate Level 4
Qualification Award Category	36 New Zealand Certificate Level 4
ISCED Level	ISCED 4
ISCED Subsequent Destination	C: Designed to lead direct to the labour market (L1-4 only)
ISCED Category	1014 Sports
Distance Learning Available (yes/no)	YES
EFTS-based funding sought	YES
Student allowances sought	YES

Student loans sought	YES
Teacher Registration Board approval	NO
EFTS value (= credits ÷ 120)	0.5
Contact Details	
Contact Details 1	Deborah Young Ako Excellence Director, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz
Contact Details 2	Amanda Whitaker Ako Network Director, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: amanda.whitaker@tepukenga.ac.nz

1 New Zealand Certificate in Exercise (Level 4)

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

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

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by Te Pūkenga Charter and our commitments under Te Pae Tawhiti, our Te Tiriti o Waitangi Excellence Framework, and Te Rito, our Ākonga at the Centre research project and reports. This approach also fulfills the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

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

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

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

In terms of the needs of Pacific ākonga, Te Rito Report Part Two indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational

development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

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

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

1.2   Te Huanui Whakawhanake i te Hōtaka | Development Approach

Te Pūkenga has worked collaboratively with its Business Divisions to unify their programmes of study for 3563 New Zealand Certificate in Exercise (Level 4), so that Te Pūkenga has one programme of study that meets NZQA requirements. The programme of study presented here is based on a collaborative unification process with a core working group from the following Te Pūkenga business divisions:

- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Manukau Institute of Technology (MIT | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Open Polytechnic of New Zealand (Open Polytechnic | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Toi Ohomai Polytechnic (Toi Ohomai | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Unitec New Zealand (Unitec | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wintec (Wintec | Te Pūkenga)

The collaborative unification process was supported by two groups: (i) a Steering Group with representation from every relevant business division, i.e. every business division delivering programmes of study in the broad discipline area of Sport, Recreation and Exercise; and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council (WDC) was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included

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

The Working Group of members from the collaborating Te Pūkenga business divisions listed above selected the Ara | Te Pūkenga programme of study (an existing approved programme) for the programme unification process. The programme selection criteria included the following:

- The programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- The programme was updated within the past three years.
- Minor updates to the programme will allow it to align with Te Pūkenga Charter.
- The programme already enables multiple modes of delivery.
- Te Tiriti o Waitangi is evident across the programme.
- The programme is ākonga-centred and allows a focus on under-served ākonga (Māori, Pacific, Disabled) and adult and second-chance ākonga).
- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility.
- The programme addresses identified future needs of ākonga, industry and community.

1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of *transition* to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery are contextualised, and provide relevant pathways to meet the needs of those local communities.

It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspects of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme. A Mātauranga Māori snapshot tool will be applied to this unified programme to identify how contextualised Mātauranga Māori content is evident and what next steps are required to enhance or develop this further.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes and takes us a step towards addressing some of the inequities that exist for priority ākonga. Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given business division. To this end, each business division currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

2 Te Hono o te Kahurangi | Qualification Details

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

The programme detailed here meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF. Full qualification details can be found in the Appendix and on the NZQA website.

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

NZQA Approval Criterion 2: Title, aims, learning outcomes and coherence

The aim of this programme is to enable graduates to be employed as exercise consultants, community exercise instructors, team training instructors or personal trainers, or to progress on to further study. It is targeted at those wishing to pursue a career in the exercise industries. It will produce graduates with the knowledge, skills and attributes to operate within a framework of health and wellness in relation to individual, group or community needs and contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand.

Coherence is provided through the alignment of course titles, aims and learning outcomes to the graduate outcomes, as set out in the Appendix. Programme design embedded the principle of constructive alignment to ensure the relationship between course learning outcomes, content and assessment. Development was underpinned by learning design principles and quality standards. The development process drew on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements.

The development approach was ākonga-centred and considered transportability of learning and pathways for ākonga within and across programmes of study. Learning outcomes were designed to reflect the knowledge, skills and attributes ākonga will achieve by completing each course in the programme of study. Learning outcomes provide a basis for the design of learning activities and assessment.

Course learning outcomes in this programme

- are aligned with the programme aims
- reflect how ākonga will achieve the graduate profile
- are clear and specified for each component of the programme
- are measurable and achievable
- are integrated to provide a balanced and logical programme
- are presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills and attitudes.

Course descriptors (located in the Appendix) provide an overview of the content of each course in the programme, and the programme structure is reflected in Tables 1 and 2 in the Programme Regulations – Award of Qualification. Learning and teaching activities and assessment will employ a range of elements drawn from approved methods described in this document to align with the context of the learning (delivery mode, regional specific requirements, etc.) and any particular needs of the group of ākonga. Alignment of course learning outcomes, assessments and graduate profile outcomes is shown in the Appendix.

4 Te Kawenga o te Hōtaka | Programme Delivery

NZQA Approval Criterion 3: Delivery modes and methods

4.1 Ngā Momo Kawenga | Delivery Modes

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

The modes noted in the table below are based on guidance from the Tertiary Education Commission (TEC) and recognise the different cost structures involved in delivery. The modes of delivery have been designed as part of the TEC's Unified Funding System to

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet ākonga, employer and community needs
- be simple and transparent.

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga health and wellbeing support.
Provider-based: extramural	Ākonga study mainly away from a campus setting but not in the workplace. Ākonga undertake supported self-directed learning and the provider is responsible for ākonga health and wellbeing support.
Work-based	Ākonga study mainly in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer. Providers are responsible for ākonga health and wellbeing support but this may be provided in conjunction with the employer.
Work-based: pathway to work	Ākonga have completed some study in the provider-based mode. Providers assist ākonga to find jobs with training agreements and support them to establish their learning in the workplace. All other work-based responsibilities are the same as the work-based mode. This rate will be limited to the transition period between study and work.
Assessment and verification	Ākonga receive training in the workplace. The employer has created or purchased a programme of study leading to a qualification and delivers this. Providers work with employers to match the programme to the New Zealand Qualifications Framework. Providers are responsible for the quality of assessment of the programme.

In terms of delivery modes defined by NZQA, this programme is designed to allow the following:

- face to face (on campus or in a proximate manner)
- distance (online or by correspondence)
- blended (face to face and distance engagement)

4.2 Te Huarahi o te Kawenga | Delivery Methods

4.2.1 Learning and teaching methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. The range of strategies adopted will enable implementation of and support for the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework). The programme is designed to allow for minor variation across business division sites for delivery and assessment activities. This is to accommodate varying class sizes, learner demographics, delivery modalities and regional and local requirements. The specifics for each site are based on established current delivery practices for the discipline.

The range of learning and teaching methods used within this programme will include those listed below. The list represents the range of methods that are currently employed around the network, as well as a range of methods used in similar programmes. The list was developed by the working group and the methods represent those that are considered to be appropriate for learning and teaching for this programme in a range of delivery scenarios.

Each of these may be offered in physical, virtual and/or simulated approaches, including emerging technologies. Where appropriate, Māori, Pacific and Disabled people are invited to participate in the delivery of this programme, contributing on the basis of their own lived experience to ākonga learning.

Ākonga will be provided access to the relevant tools, equipment, applications and materials to support delivery. These will be outlined in programme and course delivery information provided to ākonga at the start of their programme. Minimum requirements for this information include

- detailed course subject outlines (including learning outcomes);
- weekly topic schedule;
- prescribed and recommended text/s (if any);
- resource requirements; and
- assessment structure for all learning outcomes and topics (including assessment dates).

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

The following learning and teaching methods have been selected as appropriate for the delivery of this programme (see detailed descriptions in the Appendix):

- Case-studies / Scenario-based learning
- Collaborative learning
- Engagement with technical and professional standards
- Guest speakers/Industry professionals
- HyFlex models
- Individual learning and career planning
- Kanohi ki te kanohi and other culturally responsive options
- Practical learning
- Online learning
- Mahi-ā-ipurangi | Self-directed learning
- Tutorials/Small-group learning
- Work-integrated learning

4.2.2 Online distance learning

Online distance learning in this programme will provide flexibility to ākonga. Comprehensive learning materials and activities will enable ākonga to prepare for assessment and meet all learning outcomes. Activities will be selected from the list above and carefully designed to scaffold learning, knowledge construction, understanding of theory and application in practice.

The facilitation and management of ākonga studying at a distance will rest solely with a dedicated distance learning team drawn from experts across the network. All courses will be taught and/or supported by appropriately qualified kaiako who are subject matter experts in the relevant field.

Teaching will be online, with additional support provided through a range of learning management systems. Kaiako will engage with ākonga through online fora, and provide feedback on ākonga responses to formative assessment activities as necessary. Where practical delivery and/or practical assessment are required, the current practice of ākonga attending Te Pūkenga provider locations to undertake scheduled workshops will be retained, or work-integrated learning environments will be used.

4.2.3 Practical and work-integrated learning

Work-integrated learning is a delivery method available in this programme and may be used at all sites. Practical and work-integrated learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment, either real or simulated. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Such practical and/or work-integrated learning also provides opportunities for observation by qualified practitioners. Work-integrated learning activities in this programme may include

- collaborative industry/community projects
- internships / industry placements
- practical work in real and simulated exercise contexts.

As a learning and teaching method, practical and work-integrated learning is an option for providing opportunities for learners to experience the application of their learning to practice. In the context of this programme, practical and work-integrated learning may involve a real experience of guided placement, simply visiting a workplace, a project that connects with a workplace for context, or may be a simulation. Work-integrated learning opportunities arise from time to time and may not always be employed.

The requirements for practical and work-integrated learning in this programme (e.g. skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed) and related resources, such as templates for work-integrated learning agreements and workplace observation feedback, will be supplied in course information. A work-integrated learning agreement details the arrangements and responsibilities for securing a placement and the arrangements for assessment (see an example in the Appendix).

4.3 Te Mana Akoranga | Academic Integrity

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

Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the

same high standards and require ākonga to be honest and act with integrity in their learning and assessments. We are committed to providing the resources necessary to support their success as both ākonga and citizens.

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

5 Waeture ā-Hōtaka | Programme Regulations

NZQA Approval Criterion 5: Regulations

Programme regulations outline the requirements for entry into, progress through and completion of the programme, and are aimed at assisting ākonga to understand these requirements. The Programme Regulations for this programme are given in the Appendix, and are to be read in conjunction with Te Kawa Maiorooro | Educational Regulatory Framework. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled, and other equity groups.

6 Aromatawai me te Whakataurite | Assessment and Moderation

NZQA Approval Criterion 6 and Accreditation Criterion 1: Assessment and moderation

6.1 Aromatawai | Assessment

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

The assessment process is designed to

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

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

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and teaching.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.

- **Provide evidence of programme quality.** Assessment results serve as a measure of the institute's success and ability to meet accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.1.1 Assessment procedures

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

6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
Authenticity	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and inclusivity	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
Manageability	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
Transparency	Each assessment should clearly set out what is expected of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.

Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

6.1.3   Assessment methods

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

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

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

6.1.4   Assessment standards

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

6.1.5   Assessment portfolios

Assessment in this programme is collated into Assessment Portfolios, which are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an Assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

An Assessment Portfolio is used for accountability and provides evidence of what ākonga have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Ākonga are required to submit work for each assessment item/activity within the portfolio. Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within the Assessment Portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports, etc. The evidence selected to be included in a portfolio will be authentic and relevant. In the Assessment Portfolio, ākonga are required to provide sufficient evidence according to the requirement of the assessment mode in order to pass the course.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. The list of available assessment methods presented below represents the range of current methods employed around the network for the programme, as well as a range of methods

used in similar programme contexts and considered to be appropriate for improving approaches to assessment in this programme in a range of delivery scenarios. This list was developed by the working group and the reflects what will be utilised.

Kaiako teaching on courses in the programme from across the network are establishing communities of practice to share teaching experiences and are collaborating with learning design partners to continue the development of network wide learning, teaching and assessment resources where those may be appropriate. Collaborative moderation processes are currently being established for all programmes in Te Pūkenga. These processes are designed to ensure that assessment element variability will not compromise the achievement of assessment standards for learning outcomes. Each method identified may be utilised to assess theory and/or practical applications. Assessment activities in this programme will include the following (see detailed descriptions and a course-specific example in the Appendix):

- Case-studies
- Group/Collaborative assessments
- Practical demonstrations
- Presentations
- Tests/Quizzes
- Written reports, summaries, contextual documents
- Work-integrated assessment

6.1.6   Assessment feedback

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

6.1.7   Course workload

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

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

6.2   Te Whakataurite Aromatawai | Moderation of Assessment

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

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

such external moderation activities as may be required by WDCs or other relevant standard-setting bodies (SSBs).

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

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

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

6.2.1   Collaboration for programme moderation

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

6.2.2   Local moderation

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

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

6.2.3   External moderation

Courses are subject to regular external moderation as per the Moderation Plan. External moderation will be undertaken by National Moderation Panels consisting of moderation experts from another programme or discipline and with an industry partner to provide an external expert view of the

content and to represent the view of ākonga. Te Pūkenga will engage in any such external moderation activities as may be required by WDCs or other relevant SSBs.

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

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

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

7 Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

NZQA Approval Criterion 4: Acceptability of the programme and consultation

7.1 Te Whakapānga mā roto i te Whanake Hōtaka | Socialisation during Programme Development

Kaiako at each Te Pūkenga business division currently teaching on this programme or intending to do so were consulted during the process of programme development. This socialisation phase ensured that internal teaching teams had an early opportunity to view the draft programme and consider how it compared to their current programmes. This phase of engagement with kaiako was an important part of the consultation and programme acceptability process. Kaiako were invited to provide feedback on critical aspects using an online survey from 29 March to 19 April 2023. Feedback was requested on the draft curriculum regarding

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

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

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

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

Following revisions based on the above socialisation phase, wider consultation was undertaken. Steering Group members were requested to share links to draft programme documentation and an online survey with their partners as appropriate via their established relationships, i.e. from ākonga,

kaiako and wider kaimahi across Te Pūkenga network, and from community and industry stakeholders, including Māori, Pacific and Disabled. Responses were invited by the use of an online survey from 10 May to 7 June 2023. Feedback was requested regarding

- strengths of the proposed programme
- gaps/omissions in the proposed programme needing to be addressed to ensure it aligns with qualification requirements
- how the proposed programme allows for regional flexibility
- any further feedback.

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

7.3 Mana Whenua

Mana whenua were invited to engage in the consultation process by each business division, all of which have local and regional relationships. Mana whenua will be invited to input into evaluation and review, as Stakeholder and Industry Advisory Committees are established at a local, regional and national level to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review (see details in Section 8.2.2 below). Mana whenua representation is specified in the membership of each committee at each level.

Frameworks and/or policies for stakeholder engagement (ākonga, industry and Māori) are being developed in co-design with the relevant stakeholders and are anticipated to be in place by mid-2023. In the interim, Te Pūkenga Grandparenting Policy enables business divisions to continue using their current policies until a national policy in in place. Engagement with mana whenua is guided by mana whenua and will look different by location and/or region. A high-level Te Tiriti o Waitangi Partnership Framework will provide high level commitments to guide such engagements.

In the interim and until national frameworks and policies are in place, the National Implementation Lead working with the Tiriti Outcomes team (nationally and regionally) and local Discipline Leads will be responsible for oversight of engagement with mana whenua and other stakeholders across delivery sites.

7.4 Ngā Take kia Haere tonu ai te Hōtaka | Continued Need for the Programme

Te Pūkenga has engaged and consulted with its delivery sites who currently offer this qualification and who have confirmed an ongoing need to deliver a programme that leads to this qualification. This is based on their annual evaluation of their portfolio, enrolment data and their individual industry and community engagement.

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

Continued delivery of the programme at any particular site will be subject to Te Pūkenga review from time to time by the emerging national governance structure that is currently under development as part of the operational model.

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

Approval Criterion 7 and Accreditation Criterion 4: Self-assessment, evaluation and review

8.1 Kawa Whakahaere Kounga ā Hōtaka | Programme Academic Quality Management

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

8.2 Aromātai me te Arotake | Evaluation and Review

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

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

8.2.1 Programme evaluation

8.2.1.1 Course evaluation

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

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

8.2.1.2 Programme evaluation

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

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

The first evaluation report for any new programme will be completed immediately following the first tranche of delivery, and for each tranche thereafter. This includes data and information regarding

ākonga success, evaluation of the programme, and input from relevant stakeholders, including a discipline focussed industry advisory network.

8.2.2 Stakeholder engagement and feedback

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

8.2.2.1 *Ākonga surveys and feedback*

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

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

8.2.2.2 *Stakeholder and industry advisory network*

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

- **Local Stakeholder and Industry Advisory Committees** build on existing structures at current delivery locations and may include a number of programmes that are generally related to a broad discipline (such as Business, Health, etc.)
- **Regional Stakeholder and Industry Advisory Committees** will be established within each Ako Network to focus more closely on specific disciplines (such as Accounting, Nursing, Social Work, etc.) with regard to wider regional issues, and may include representation from regionally focused industry groups and other stakeholders, such as Regional Skills Leadership Groups, etc.
- **National Stakeholder and Industry Advisory Committees** will be established within each Ako Network to provide a strategic national perspective for issues related to nominated disciplines (such as Accounting, Nursing, Social Work, etc.). National Stakeholder and Industry Advisory committees may include representation from national industry groups and other relevant stakeholders, such as WDCs, professional bodies, etc.

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

- ensuring the programmes meet the current and future needs of employers
- ensuring the programmes meet the needs of each region and the needs of its ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities, giving a stakeholder perspective on programme developments and reviews

- providing opportunity for kaiako and stakeholders to share best practice and research findings.

8.2.2.3 Engagement with mana whenua

As set out in Section 7.3 above, formal engagement with mana whenua ensures that their voices and interests are appropriately represented in the on-going delivery and review of the programme. Frameworks and/or policies for stakeholder engagement (ākonga, industry and Māori) are being developed in co-design with the relevant stakeholders and are anticipated to be in place by mid-2023. In the interim, Te Pūkenga Grandparenting Policy enables business divisions to continue using their current policies until a national policy in in place. Engagement with mana whenua is guided by mana whenua and will look different by location and/or region. A high-level Te Tiriti o Waitangi Partnership Framework will provide high-level commitments to guide such engagements.

In the interim and until national frameworks and policies are in place, the National Implementation Lead working with the Tiriti Outcomes team (nationally and regionally) and local Discipline Leads will be responsible for oversight of engagement with mana whenua and other stakeholders across the delivery sites.

Mana whenua stakeholders will input via Stakeholder and Industry Advisory Committees which are already established at a local level and will be shortly established at regional and national level to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review. Māori and Pacific representation is specified in the membership of each committee at each level.

8.2.3 Consistency arrangements and review

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

Standard evidence for programme consistency may include notes from Industry Advisory Group meetings and will include

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

8.2.4 Programme review

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

Reviews are designed to be collaborative and aim to

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

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

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

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

8.2.5 Audits and reviews by standard-setting/professional bodies

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

8.3 Ngā Panonihanga ā-Hōtaka | Programme Changes

Programme changes and improvements may result from the above evaluation and review, from changes in the industry or sector, or from WDC qualification reviews. Requests for approval for any changes are considered and approved nationally for unified programmes and will follow NZQA process guidelines based on

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

9 Rauemi | Resources

Programme Accreditation Criterion 2: Resources

9.1 Ngā kaimahi | Programme staffing

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

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

In order to ensure that all sites are resourced, the designated national Implementation Lead, in collaboration with local site discipline leadership, is responsible for undertaking the following activities:

- Redistribute workload between sites (or modes) using network teams to fill gaps.

- Recruit new teaching staff where required.
- Plan staff capability development as required in partnership across the network.

An overview of kaiako who teach on this programme across the network, which presents a summary of their qualifications and experience, appears in the Appendix.

9.1.1 Support kaimahi

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

9.1.2 Kaimahi development

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

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

9.2 Ngā wāhi kawe akoranga | Delivery sites

Te Pūkenga maintains a network of delivery sites and ensures that all sites (including all off-site learning) remain safe and adequate for the programme of study provided, its staff, the number of ākonga enrolled, and for meeting ākonga-specific needs. Details of the delivery sites for this programme are given in the Key Data for Qualification and Programme.

9.2.1 Teaching facilities and physical resources

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

9.2.2 Library services

Ākonga have access to physical and online libraries across Te Pūkenga network, which support the teaching, learning and research needs of the learning community, through its collection and resources, and its librarians, including dedicated postgraduate librarians. These resources are built on those currently in place for similar programmes at each location.

9.2.3 Information management systems

A wide range of information technology services are employed across Te Pūkenga network to support delivery of programmes. Information Technology (IT) offers a range of technology services and support to all kaimahi and ākonga of Te Pūkenga. The delivery of course content across Te Pūkenga network is currently via a range of dedicated Learning Management Systems and other specialist systems and software applications.

9.2.4 Ākonga guidance and support

Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care, etc., built on the foundation of existing services across the network. Each delivery site will collaborate to ensure that resources and services are available for all ākonga. These include

- ākonga support services
- support for ākonga Māori
- support for Pacific ākonga
- support for ākonga with disabilities
- support for international ākonga.

All teaching and support teams adhere to the Tertiary and International Student Code of Practice.

9.3   Te Tukanga Whakahaere Kounga | Quality Management System

Te Pūkenga Quality Management System (QMS) aims to convey how quality is assured and how quality is encouraged through divergent and dynamic processes and contexts. The primary purpose of quality management is to ensure that Te Pūkenga meets the highest standards of learning, teaching and research outcomes. The outcomes intended to be achieved through the establishment of the principles and systems in this QMS are

- ākonga who successfully complete their studies, and achieve Qualifications relevant to their career aspirations
- relevant qualifications that maintain currency
- programmes that are academically robust and vocationally relevant
- research that adds value to ākonga, kaiako, employers and other stakeholders
- rigorous evidence-based self-assessment that is used to inform development and improvement.

Quality management ensures that there are comprehensive and coherent policies and processes that enable effective governance and management of all aspects of operations that impact learning, staff, research and academic services, such as the following:

- Academic Development and Approvals
- Assessment, Moderation and Grades
- Programme Completion and Awards
- Conduct of Research
- Academic Evaluation, Review and Improvements
- Ākonga Guidance, Achievement and Support
- Staff Engagement and Professional Development
- Resource Provision

9.3.1   Programme management

Programmes will be collectively managed nationally, regionally and locally. Programme management will utilise kaimahi from across the network to form groups who will be responsible for the development, operation and on-going improvement of the programme to ensure the outcomes are consistently met. Their focus will include

- deciding on the structure of the programme components, ensuring flexibility in courses across the programme to meet variable requirements of industry and regional needs
- ensuring the graduate profile and learning outcomes are consistent and are achieved
- liaising with relevant stakeholders about the acceptability of the programme for their respective needs, and being flexible in responding to any changing stakeholder requirements of graduates
- sharing internal and external reports to continuously improve the relevance of the learning outcomes with respect to the graduate profile
- enabling each delivery site to manage the parts of the programme they deliver according to their local regional requirements

- facilitating and embedding a research culture and research-informed teaching across the group
- reviewing and responding to government initiatives and priorities, e.g. monitoring under-represented demographic groups in the programme
- identifying and coordinating opportunities for collaborative resource development and delivery
- developing and implementing continuous improvement plans such as a schedule for resource development with goals and targets
- sharing best practice in learning and teaching.

9.3.2 Programme leadership

Tā tātou huarahi | Our pathway: Te Pūkenga organisational direction and design operational model is currently under development to establish Local, National and Regional functional and governance structures and approach to leadership for programmes. Until such time as the permanent structure is confirmed, a national Implementation Lead will be appointed for each unified programme to provide national oversight of implementation and delivery of this programme. All delivery sites will maintain a local Discipline Lead who has overall responsibility for delivery and delivery teams at their site.

The national Implementation Lead will work with the local Discipline Leads (who may be known as Academic/Programme Leaders/Managers, Team Managers, or similar) who will work collaboratively as a Community of Practice to share best practice, collectively identify solutions to issues, and ensure consistency across delivery of the programme.

9.3.3 Quality assurance

A National Programme Committee will be established for this programme (or connected suite of programmes). They will be responsible for the academic quality and the governance aspects of programme quality assurance, with the aim of continuous improvement. Their focus will be to

- monitor and safeguard the fair treatment and wellbeing of ākonga, including their progress through the programme
- ensure quality assurance for all academic provision is undertaken in accordance with relevant policies and procedures
- ensure equity of academic provision among the network delivery sites
- evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for ākonga
- engage in the ongoing evaluation and review of academic provision
- ensure that the curriculum continues to meet the needs of ākonga and internal and external stakeholders.

The National Programme Committee will maintain relationships and interactions with other committees within the Ako Networks and the wider Te Pūkenga network to ensure information is shared and accountabilities are maintained. The committee employs evidence-based action planning and execution to deliver continuous improvement and maintains records of its own level academic decision making.

Appendix 1: Te Hono o te Kahurangi | Qualification Details

	NZQA Qualification Code	Version No.	Credits
New Zealand Certificate in Exercise (Level 4)	3563	2	60

NZSCED	069903 Health>Other Health>Human Movement and Sports Science
Qualification developer	Toi Mai Workforce Development Council
Quality assurance body	New Zealand Qualifications Authority
Next review	31/07/2028
Next planned consistency review	2026

Strategic purpose

This qualification will provide Aotearoa New Zealand with graduates who have the skills and knowledge to operate under indirect supervision to deliver exercise instruction for individuals within the general population. Graduates will operate within a framework of health and wellness in relation to individual, group or community needs and contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand.

Graduates can adapt and deliver appropriate exercise programmes and will have knowledge of exercise training principles and concepts.

Graduates will be eligible to register with the New Zealand Register of Exercise Professionals.

Graduate profile

Graduates of this qualification will be able to:

1. Deliver safe and effective exercise programmes, including pre-screening, within own scope of practice and industry code of ethics.
2. Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes to individuals.
3. Design and adapt programmes for the general population and common at risk groups using exercise science and testing.
4. Apply communication and connection techniques to enhance participants' commitment to an exercise programme.
5. Apply a health and wellness framework and evidence-based nutrition principles to support exercise programmes and recommend referral pathways to allied health professionals.
6. Use business tools, techniques and practices to operate effectively as an exercise professional.

Qualification education pathway

This qualification provides a pathway to, and is a prerequisite for, the New Zealand Certificate in Exercise (Level 5) [Ref: 3564].

This qualification shares some common competencies with the New Zealand Certificate in Freestyle Group Exercise (Level 4) [Ref: 3565] which may be used by learners to expand their skill and knowledge base.

Employment/cultural/community pathway

Graduates can be employed or self-employed in roles such as: exercise consultant, community exercise instructor, team training instructor or personal trainer.

Professional recognition/accreditation

N/A

Other requirements of the qualification (including regulatory body or legislative requirements)

None.

General conditions for programme

All learning and assessment within a programme leading to this qualification must be carried out in accordance with the following, as relevant to their role:

- relevant legislation including Health and Safety at Work Act 2015, Privacy Act 1993, and Human Rights Act 1993
- industry codes and standards
- organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), and the use of personal protective equipment (PPE).

Additional guidance and recommendations for programme development can be found on the Skills Active Aotearoa website (http://skillsactive.org.nz/).

Qualification version transition information

This qualification was reviewed in July 2023. Please refer to the published review summary here: Qualifications and Assessment Standards Approvals for further information.

The last date of assessment for programmes leading to version 1 of this qualification is 31 December 2025.

People currently enrolled in programmes leading to version 1 of this qualification may either complete version 1 before 31 December 2025 or transfer to version 2.

It is anticipated that no existing candidates will be disadvantaged by these transition arrangements. However, anyone who feels that they have been disadvantaged may appeal to Toi Mai Workforce-Development Council at the address below. Appeals will be considered on a case-by-case basis.

Toi Mai Workforce Development Council

PO Box 445

Wellington 6140

Email: qualifications@toimai.nz

Web: www.toimai.nz

Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, 'delegated authority' refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

Whakatapoko | Admission

General admission	To be admitted to this programme, applicants must hold one of the following: • 40 credits at NCEA Level 1 or above, including 10 Literacy credits and 10 Numeracy credits **OR** • New Zealand Certificate in Sport, Recreation and Exercise (Multi-sector) (Level 3) [Ref: 3625] **OR** • a relevant qualification at NZQF Level 2 **OR** • a recognised equivalent
Special admission	Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme.
Discretionary admission	Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant's level of preparedness for their intended programme.
English language requirements	Applicants for whom English or te reo Māori is not a first language are required to provide proof of English proficiency. The required level of proficiency for this programme is IELTS (General) score of 5.5 with no individual band lower than 5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules. Domestic learners who have completed the majority or all of their education in New Zealand are deemed to have met this requirement.
Additional requirement	Police vetting may be required if ākonga are to engage in activities with industry or community partners that require this. Details will be specified in the programme delivery documentation per delivery site.

Tūtukitanga Whakamihi | Credit Recognition

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

Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the **New Zealand Certificate in Exercise (Level 4)**, ākonga must achieve a minimum of 60 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below.

Table 1: Credit Requirements

Level	Compulsory credits	Elective credits	Total credits
4	60	0	60

Table 2: Schedule of Courses

Course code	Course title	Credits	Pre-/Co-requisites
SPOR4001	Human Anatomy and Physiology	15	-
SPOR4002	Exercise Programming	15	-
SPOR4003	Nutrition and Lifestyle	15	-
SPOR4004	Exercise Professional Practice	15	-

Programme Progression	Courses in this programme may be offered in any order.
Programme completion	The maximum time to complete this programme is 4 years.
	The delegated authority may approve a longer completion time.

Waeture Aromatawai | Assessment Regulations

Grading	Assessment in this programme is achievement-based.
	Grading follows the guidelines in Te Kawa Maiorooro	Educational Regulatory Framework.
	Specific assessment and/or course pass requirements are detailed in programme delivery documentation provided to ākonga at the start of their course.
Assessment submission and additional opportunities	Requirements and processes for
	• assessment submission,
	• resit and/or resubmission opportunities for failed assessments,
	• reassessment opportunities for failed courses,
	• late submission of assessments, and
	• extension of assessment deadlines
	are outlined in programme delivery documentation provided to ākonga at the start of their course.

Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Tauira | Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

Course Code and Title		Course Aim and Outcomes		Assessment	GPO 1 — Deliver safe and effective exercise programmes, including pre-screening, within own scope of practice and industry code of ethics. 5 Cr	GPO 2 — Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes to individuals. 15 Cr	GPO 3 — Design and adapt programmes for the general population and common at risk groups using exercise science and testing. 10 Cr	GPO 4 — Apply communication and connection techniques to enhance participants' commitment to an exercise programme. 10Cr	GPO 5 — Apply a health and wellness framework and evidence-based nutrition principles to support a personalised exercise programme and recommend referral pathways to allied health professionals. 10Cr	GPO 6 — Use business tools, techniques and practices to operate effectively as an exercise professional. 10 Cr
SPOR4001	Human Anatomy and Physiology	Aim	This course aims to develop knowledge of basic concepts of anatomy and physiology and how they relate to exercise programmes.							
		LO1	Describe basic concepts of human anatomy and physiology in the context of exercise programmes.	All LOs: Assessment portfolio (100%)		✓				
		LO2	Apply knowledge of anatomy and physiology to identify safe and effective exercise programmes.			✓	✓			
SPOR4002	Exercise Programming	Aim	This course aims to develop knowledge, skills and attributes to adapt and deliver exercise programmes.							
		LO1	Assess individuals' fitness levels and ability through consultation and measurement.	All LOs: Assessment portfolio (100%)	✓		✓			
		LO2	Adapt and facilitate effective exercise programmes to meet needs and fitness goals for a diverse range of individuals.		✓	✓	✓	✓	✓	
SPOR4003	Nutrition and Lifestyle	Aim	This course aims to develop knowledge of nutrition as it relates to exercise training and healthy lifestyles.							
		LO1	Describe basic nutrition principles to support healthy lifestyles and training for a diverse range of individuals.	All LOs: Assessment portfolio (100%)		✓	✓	✓	✓	
		LO2	Apply basic knowledge of healthy lifestyle behaviour change for a diverse range of individuals.			✓		✓	✓	
		LO3	Use a Māori Health Model to explain the benefits of effective exercise programmes for a diverse range of individuals.		✓	✓	✓		✓	
SPOR4004	Exercise Professional Practice	Aim	This course aims to develop cultural competency, knowledge, skills and attributes to use business tools to practice as an exercise professional.							
		LO1	Apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional.	All LOs: Assessment portfolio (100%)				✓	✓	✓
		LO2	Use appropriate business tools and techniques to operate effectively as an exercise professional.							✓
		LO3	Explain scope of practice of an exercise professional in Aotearoa New Zealand context.		✓				✓	✓

Appendix 4: Akoranga | Courses

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

HUMAN ANATOMY AND PHYSIOLOGY					
Course code	SPOR4001	Level	4	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Certificate in Exercise (Level 4)				
Other programmes	Nil				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course aims to develop knowledge of basic concepts of anatomy and physiology and how they relate to exercise programmes.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcome alignment
LO1	Describe basic concepts of human anatomy and physiology in the context of exercise programmes.	2
LO2	Apply knowledge of anatomy and physiology to identify safe and effective exercise programmes.	2, 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	• Anatomical terminology • Homeostasis (including temperature responses and regulation) • Organisation of the human body • Cardiovascular system • Respiratory system • Musculoskeletal system (including neuromuscular) • Nervous system • Endocrine system
LO2	Exercise analysis, which may include: • Movement competency • Demonstration • Progression and regression • Mechanics • Muscle contribution

| | • Body weight, free weight, machines, specialty equipment. |
| | • Safe movement practices |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

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

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	14/11/2023	New course

EXERCISE PROGRAMMING					
Course code	SPOR4002	Level	4	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Certificate in Exercise (Level 4)				
Other programmes	Nil				
Delivery modes	Provider-based		Total learning hours (See course delivery documentation for detailed breakdown.)		150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course aims to develop knowledge, skills and attributes to adapt and deliver exercise programmes.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to…		Graduate outcome alignment
LO1	Assess individuals' fitness levels and ability through consultation and measurement.	1, 3
LO2	Adapt and facilitate effective exercise programmes to meet needs and fitness goals for a diverse range of individuals.	1, 2, 3, 4, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	- Critical analysis of information from different sources - Pre-screen and fitness/postural assessment - Body composition - Relating to others - Acting responsibly and ethically - Cultural competency - Problem solving - Group exercise training - Using the components of fitness to select suitable fitness tests for individuals/clients based on their fitness goals - Fitness testing procedures - Conducting fitness tests on individuals/clients - Communication – verbal and non-verbal
LO2	- Programme development – strength, aerobic and anaerobic training, - Fitness training principles - Planning and organisation - Flexibility - Exercise techniques – teaching, demonstrating and correcting - Personal Training strategies - Group exercise techniques and strategies

	· Using the components of fitness to select suitable types of training for individuals/clients based on their fitness goals · Teaching methods · Communication · Personal space and positioning · Cultural awareness

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

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

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	14/11/2023	New course
2	NZQA		LO3 moved from SPOR4002 to SPOR4003

NUTRITION AND LIFESTYLE					
Course code	SPOR4003	Level		Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Certificate in Exercise (Level 4)				
Other programmes	Nil				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course aims to develop knowledge of nutrition as it relates to exercise training and healthy lifestyles.

Ngā Hua o te Ako | Learning Outcomes

	Upon the successful completion of this course, ākonga will be able to…	Graduate outcome alignment
LO1	Describe basic nutrition principles to support healthy lifestyles and training for a diverse range of individuals.	2, 3, 4, 5
LO2	Apply basic knowledge of healthy lifestyle behaviour change for a diverse range of individuals.	2, 4, 5
LO3	Use a Māori Health Model to explain the benefits of effective exercise programmes for a diverse range of individuals.	1, 2, 3, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	• Introduction to nutrition and the current nutrition environment • Healthy eating guidelines and food sources of nutrients • Meal planning, food shopping and label reading • Digestive system • Macronutrients: carbohydrates, fats and protein • Micronutrients: vitamins and minerals • Water and alcohol • Dietary assessment • Energy balance and weight management • Popular diets and evaluating nutrition information • Socio-economic considerations • Sustainability and nutrition • External influences (media, travelling, culture, society)
LO2	• Trans-theoretical model for behaviour change • Motivational interviewing • Cultural competency • Socio-economic considerations

	• Scope of practice

LO3	• Components of Te Whare Tapa Whā as the four cornerstones of Māori health
	    o Taha Tinana (physical health)
	    o Taha Wairua (spiritual health)
	    o Taha Whānau (family health)
	    o Taha Hinengaro (mental health)
	• Components of Te Wheke
	    o Te whānau – the family
	    o Waiora – total wellbeing for the individual and family
	    o Wairuatanga – spirituality
	    o Hinengaro – the mind
	    o Taha tinana – physical wellbeing
	    o Whanaungatanga – extended family
	    o Mauri – life force in people and objects
	    o Mana ake – unique identity of individuals and family
	    o Hā a koro ma, a kui ma – breath of life from forbearers
	    o Whatumanawa – the open and healthy expression of emotion
	• Components of Te Pae Mahutonga and how these bring together elements of modern health promotion
	    o Mauriora (cultural identity)
	    o Waiora (physical environment)
	    o Toiora (healthy lifestyles)
	    o Te Oranga (participation in society)
	• Examples of how health models contribute to helping individuals achieve their fitness goals

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

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

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	14/11/2023	New course
2	NZQA		LO3 moved from SPOR4002 to SPOR4003

EXERCISE PROFESSIONAL PRACTICE					
Course code	SPOR4004	Level	4	Credits	15
Pre-requisites	Nil	Co-requisites		Nil	
Main programme	New Zealand Certificate in Exercise (Level 4)				
Other programmes	Nil				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course aims to develop cultural competency, knowledge, skills and attributes to use business tools to practice as an exercise professional.

Ngā Hua o te Ako | Learning Outcomes

	Upon the successful completion of this course, ākonga will be able to…	Graduate outcome alignment
LO1	Apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional.	4, 5, 6
LO2	Use appropriate business tools and techniques to operate effectively as an exercise professional.	6
LO3	Explain scope of practice of an exercise professional in Aotearoa New Zealand context.	1, 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	[Range must include Māori and Pacific people; May also include New Zealand European, Asian, Middle Easter Latin American and African] • Te Tiriti o Waitangi • Indigeneity • Identity – individual pepeha • Cultural awareness • Manaakitanga in practice • Developing Tūturutanga • Demonstrating Tūhonotanga • Communication – verbal, non-verbal, written • Interpersonal relations • Navigating stereotypes • Identifying personal biases
LO2	• Intrinsic and extrinsic motivation • Understanding adherence and behaviour change • Verbal and non-verbal communication

	• Open and closed questioning techniques • Qualities of a successful exercise professional • Sales and marketing • Business planning and implementation • Fitness industry roles • Problem solving • Acting responsibly and ethically • Ethical and culturally appropriate application of business tools and techniques • Working sustainably • Technology for business • Relating to others • Understanding appropriate accounting and tax requirements
LO3	• Scope of practice and code of ethics • Industry links (ITOs, business mentors, key fitness organisations) • Professional development (continuing education, conferences, upskilling, industry/community liaisons and research) • Referral pathways to allied health professions • Relevant legislation (including Health and Safety at Work, Vulnerable Children, Privacy, and Human Rights Acts) • Relevant industry codes and publications • Organisational policies and procedures (including Emergency Action Plans, Standard Operating Procedures, and the use of personal protective equipment)

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

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

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	14/11/2023	New course

Appendix 5: Ngā Kawenga Ako | Learning and Teaching Methods

Case-studies / Scenario-based learning	Case-studies and/or scenario-based learning approaches are used to reinforce ākonga application of theory to practice. These methods are used in face-to-face, practical, and online contexts. These methods are used to support development of evaluation, analysis, problem-solving and critical-thinking skills. Their application also provides opportunities for developing soft skills related to practice.
Collaborative learning	Collaborative learning requires working together toward a common goal and is often conducted using real world contexts. Ākonga are responsible for one another's learning as well as their own, and reaching their goal implies that ākonga have helped each other to understand and learn. The use of collaborative learning activities promotes interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. Collaborative learning provides opportunities for kanohi ki te kanohi (face to face) activity and the development of intercultural understanding. Collaborative learning activities include brainstorming, discussion and debate. These enable ākonga to draw on existing and newly acquired knowledge and skills to collaboratively build and explore new ideas, concepts and solutions. These methods are used to build expertise, stimulate ideas, determine level of understanding, validate knowledge and consolidate learning.
Engagement with technical and professional standards	Ākonga access technical and professional standards online and apply them to practical examples and case studies. Delivery methods focus on engaging ākonga with technical aspects of standards, enhancing their literacy capabilities and interpretation skills
Guest speakers / Industry professionals	Opportunities for a recognised leader in a specific field to share personal insight based on experiences obtained through a career of real-life engagement in a given field, or to provide specific knowledge about a specialised subject that is not normally part of the curriculum. These sessions may include a focus on career opportunities and development.
HyFlex models	The Hyflex model utilises an online supported delivery, which provides flexibility for ākonga to fit learning into their individual schedules. Ākonga will be able to navigate and be supported within the programme both online and onsite equally. Content resource materials will primarily be delivered through structured yet self-directed learning activities to develop competency and graduate capabilities. Onsite kaiako-led activities will be developed to ensure equivalence with online delivery methods. A Learning Management System will be utilised to fully support facilitation of this learning. The HyFlex model will be structured to equally enable ākonga in employment as well as those seeking employment to complete their

	programme of choice. For those already in employment the flexibility to study courses in the order that best suits their individual learning plans.
Individual learning & career planning	Individual learning and career development plans are created with ākonga to support their future focus on career aspirations and to plan milestones (markers) for successful achievement of their programme goals. This activity supports self-directed learning activities.
Kanohi ki te kanohi and other culturally responsive options	Kanohi ki te kanohi or face-to-face communication is a facet of human behaviour. It is indeed a key principle of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.
Practical learning	Practical learning opportunities provide ākonga the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve handling skills, equipment manipulation, experimentation, observation, problem-solving, measurement and monitoring, and analysis and evaluation.
Online learning	Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Our Learning Management Systems give ākonga access to relevant readings, multi-media resources, simulations (where appropriate) and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as ākonga are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākonga (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication and independent study skills.
Mahi-ā-ipurangi | Self-directed learning	Primarily, ākonga engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters ākonga research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.
Tutorials/Small-group learning	Tutorials and/or small-group sessions allow ākonga to engage in activities designed to support learning completed in other modes (e.g. interactive lectures). These groups may be peer- or staff-led or -initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership and communication, as well as further opportunities for applying theory to practice and for critical-thinking and analysis. Tutorials can support participation in simulated work-based scenarios and may take place in a face-to-face setting, or online.

Work-integrated learning	Work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning may include placements and co-operative projects; practicums/clinical placements; internships; projects and consultancy; simulations and case studies; practicums and new venture start-ups. Any engagement in the workplace will be governed by an agreement between ākonga, Te Pūkenga and the external organisation to agree the learning objectives and workplace requirements. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Ākonga engage in practical or work-integrated learning which offer a 'real-life' opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners

Appendix 6a: Ngā Momo Aromatawai | Assessment Activities

Case-studies	This assessment approach is used to provide a real-world context for ākonga learning, in which they demonstrate their ability to apply theory to practice. Typically, ākonga are required to investigate, analyse and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (e.g. learning portfolios).
Group/Collaborative assessments	Group/Collaborative assessment activities provide an opportunity for ākonga to develop interpersonal skills and participate in a collaborative learning experience. Well planned group activities can foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.
	Group assessment is recommended where the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.
	Group assessment activities require clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. There must be evidence that each ākonga has met the learning outcomes and contributed to the group process and outputs, and that there was opportunity for individuals to demonstrate achievement if the group activity fails to do so.
Practical demonstrations	These assessments give ākonga the opportunity to demonstrate their ability to complete a range of practical tasks. Ākonga demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākonga an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation types include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies or group projects.
Tests/Quizzes	Tests are used to assess ākonga development of specific areas of knowledge; consequently, they are designed to motivate ākonga to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākonga progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice or short essay form, and may be delivered in class or online.
Written reports, summaries, contextual documents	Written reports, summaries and contextual documents give ākonga the opportunity to demonstrate development of and reflection on course-specific knowledge, skills and learning achievements. These may include summaries of the knowledge and/or skills developed, the process and research undertaken in developing practical artefacts, and reflective exercises. These may include an investigative report, a manifesto and/or

	statement of purpose, a critical review, a feasibility study, a seminar presentation, an interview and/or case study, a literature survey/review, an annotated bibliography, a glossary of critical terms, and a conceptual timeline.
Work-integrated assessment	Work-integrated assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. This usually employs elements of practical demonstration, written elements, presentations and project work. Ākonga may be required to create portfolios of evidence that include visual records of their achievement.

Appendix 6b: Assessment Portfolio Exemplar

The following is an exemplar from one delivery site for one component of the programme. The assessment is based on current practices used in a local programme that led to the previous version. As part of Te Pūkenga continued development, best practice for assessment will be shared to develop a more standardised approach over time. Cluster group moderation activities for this programme among kaiako will further contribute to this sharing of best practice.

SPOR4004 Exercise Professional Practice		
Assessment element	**Weighting**	**Learning Outcome Alignment**
Practical	50%	LO1: Apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional. LO3: Explain scope of practice of an exercise professional in Aotearoa New Zealand context.
Assignment	50%	LO1: Apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional. LO2: Use appropriate business tools and techniques to operate effectively as an exercise professional.

Appendix 7: He Kōputunga Uiuinga | Consultation Summary Log

	Feedback received during the socialisation phase			
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Are there any gaps/omissions that need to be addressed to ensure the proposed unified programme aligns with the qualification requirements?				
29 March	Online feedback form	Network kaiako 1	Students need a minimum of NCEA L2 + 10 numeracy/ Literacy. Level 1 is too low- and does not equate to other options (such as the L3 course). L2 would/could be pretty close, but L1 is too low.	Entry criteria are in line with Te Pūkenga has developed standardised entry criteria for each level of study.
31 March	Online feedback form	Network kaiako 2	The distinction between Special admission and Discretionary admission is not clear.	Feedback shared with Te Pūkenga Quality Assurance team for consideration when template is updated.
			English language requirements: please clarify what evidence is needed, and who assesses the evidence (if IELTS is not required) for domestic applicants whose first language is neither English nor te reo Maori.	Feedback shared with Te Pūkenga Quality Assurance team for consideration when template is updated.
			The Assessment Submission and Additional opportunities section needs clarity as to quantifying the number of assessments that can be 're-sat' per course/programme so that akonga have consistent approaches.	This level of detail will appear in programme delivery documentation provided to ākonga at the start of their course, developed outside of the programme approval process.
31 March	Online feedback form	Network kaiako 3	SPOR4001, SPOR4002 or SPOR4003. Are modifiable and non-modifiable health risk factors covered?	Indeed, both will be covered but not specified in the course descriptor indicative content. This level of detail will appear in programme delivery documentation provided to ākonga at the start of their

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
				course, developed outside of the programme approval process.
			SPOR4002. Are learners taught how to follow up and adapt exercise programmes as needed either due to progression or regression of the clients?	Indeed, this will be covered but not specified in the course descriptor indicative content. This level of detail will appear in programme delivery documentation provided to ākonga at the start of their course, developed outside of the programme approval process.
19 April	Online feedback form	Network kaiako 4	No, our staff believe the programme is robust in terms of meeting the needs of industry and biculturalism.	Noted with thanks.
Is there any unnecessary duplication that needs to be addressed in the proposed unified programme?				
29 March	Online feedback form	Network kaiako 1	I am unsure how cultural competency fits in assessment 3 (business plan) - and has been covered across other aspects of assessments. It really fits in assessment 1 (exercise programming).	The WG is unsure what this feedback refers to, as assessments are not specified in this documentation, and are yet to be developed. Note as below that "culturally" has been removed from LO2 and indicative content adapted to refer to appropriateness of business tools and techniques. The WG will ensure that the assessment requires ākonga to apply business tools and techniques in a culturally appropriate manner.
31 March	Online feedback form	Network kaiako 3	Behaviour change is covered in SPOR4004 and SPOR4003.	Behaviour change is related to a range of topics in both courses, so this doesn't imply repetition. Note this is indicative content only, and details will appear in programme

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
				delivery documentation provided to ākonga at the start of their course, developed outside of the programme approval process.
			Topics from LO3 in SPOR4002 might be more suitable for inclusion in SPOR4004.	Thanks for this feedback, the WG reviewed the indicative content but made no changes. Some overlap in indicative content is to be expected between these two courses, as skills are learnt in 4002 and applied in 4004.
19 April	Online feedback form	Network kaiako 4	SPOR4004: LO2 Develop culturally appropriate business tools…etc does not constructively align with the Indicative Content for LO2 in the Exercise Professional Practice course. The indicative content has minimal cultural content. However, we believe culturally competency is comprehensively covered in LO1 Explain how to apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional. Therefore we suggest removing the word culture from LO2.	Thanks for this feedback. The word "culturally" has been removed from LO2 and indicative content adapted to refer to appropriateness of business tools and techniques. The WG will ensure that the assessment requires ākonga to apply business tools and techniques in a culturally appropriate manner.
How well do the course learning outcomes in the proposed unified programme align with the graduate profile outcomes?				
29 March	Online feedback form	Network kaiako 1	well	Noted with thanks.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
31 March	Online feedback form	Network kaiako 3	Suitable	Noted with thanks.
19 April	Online feedback form	Network kaiako 4	Very good constructive alignment between the LO and Grad Profile.	Noted with thanks.
Does the proposed unified programme provide scope for regionalisation?				
29 March	Online feedback form	Network kaiako 1	Yes	Noted with thanks.
31 March	Online feedback form	Network kaiako 3	Unsure. For online distance learners, they will need to be placed in a practicum host site for practical experience. Do all programmes have a practical element? If not, online distance learners might need a suggested order of completion for courses rather than advising to complete in any order.	All programme deliveries will include a practical experience. Details on how this will be delivered in each region will appear in programme delivery documentation provided to ākonga at the start of their course, developed outside of the programme approval process.
19 April	Online feedback form	Network kaiako 4	Yes, we believe it does provide regional scope. Thank you to the working group for all the effort you have put into this qualification.	Noted with thanks.

Other feedback received during socialisation phase				
19 April	Email correspondence	Nicola Cameron – Toi Mai (Workforce Development Council)	**Programme content** The programme is structured coherently, and the summary of programme regulations, assessment methods and delivery methods seem appropriate.	Noted with thanks.
			When looking at the mapping of the learning outcomes to the graduate profile, some of the outcomes we thought could be mapped to other graduate profile outcomes or run across two eg "SPOR4004" LO1 "Explain how to apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional" could map to graduate outcome 4?	Thanks for this feedback, the LO-GPO alignment has been reviewed and some additions made.
			Programme engagement and consultation The socialisation document details the collaborative design process which has included engagement with regional internal and external partners and obviously the current socialisation phase is another step towards this consultation process. Detailed consultation would be included in the full programme document.	Agreed. Note that the terminology has been corrected from *collaborative design* to *collaborative unification*, given that this is a transitional programme, not a transformational one.
			Equity for learners, Te ao Māori, Pacific languages and learners and Disabled people These areas have been comprehensively considered by Te Pūkenga in the programme development and the unification process. The socialisation document outlines and links to the Equity and Ākonga Success Strategy (working towards equity and success for	Noted with thanks.

Other feedback received during socialisation phase				
			ākonga of all genders, ethnicities, cultures and abilities) and the Te Rito Framework (guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga). The team were particularly impressed with the embedding of Mātauranga Māori content in the NZ Cert in Exercise Level 4.	

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Please tell us what you see as the strengths of unified programme?				
18/5/23	Online Survey	Strini Naidoo (Physical Impact, Te Moana-a-Toi / Bay of Plenty) Employer/workforce; Professional association	The incorporation of identifying different cultures and adhering to them to achieve a positive outcome.	Noted with thanks
28/5/23	Online Survey	Manaia (Ara | Te Pūkenga) Graduate of this subject area	Knowledge of personal training and professionalism. Great practical learning.	Noted with thanks
28/5/23	Online Survey	Meg Nelis (Ara | Te Pūkenga)	Removes competition of organisations; equity in provision of service in entry-level graduates for roles in exercise/fitness industry, holistic approach to	Noted with thanks

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Graduate of this subject area	fitness and exercise that includes anatomy, business, nutrition, mental health/wellbeing, behaviour change, Te Ao Māori world views and cultural implications; and of course - the exercise and training programming.	
29/5/23	Online Survey	Craig Maguire (Te Pūkenga - Manager of Fitness and Recreation facilities) Kaimahi (staff) at a network partner	Looked a comprehensive document highlighting all the necessary skills in my opinion.	Noted with thanks
4/6/23	Online Survey	Janell Kiriona (UCOL|Te Pūkenga) Graduate of this subject area; Kaimahi (staff) at a network partner; Service user; Ex. lecturer and programme leader in this area. Currently work in UCOL still in Māori Capability and Equity.	There is high level guidance and expectations explicitly set out within 1.1 with regards to collaborative approach requiring partnerships, co-operation and co-responsibilities. This also covers criteria set by the Te Pūkenga Charter, Te Pae Tawhiti, our Te Tiriti Excellence Framework, Te Rito, Whiria Te Pūkenga and Te Pūkenga Ako framework. This highlights a relentless focus on equity and operating in accordance with Te Tiriti o Waitangi, and that it is our responsibility to ensure that our services improve for the betterment of Māori. In section 1.3 there is specific reference to aspects of the selected programme will be adopted across the network…. And the ways in which mātauranga Māori is embedded throughout the programme. This further talks about a Mātauranga Māori snapshot tool being applied to this unified programme to	Noted with thanks

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			identify how contextualized Mātauranga Māori content is evident, and what are the next steps required to enhance and develop this further. These aspects all provide high level aspirations and guidance towards those aspirations which I am supportive of.	
6/6/23	Online Survey	Shohn Wormgoor (UCOL| Te Pūkenga) On behalf of discussions with kaimahi	Student mobility across the network and potential to enhance industry expectations as to what a Level 4 graduate can/cannot do.	Noted with thanks
7/6/23	Online Survey	Heperi Harris (Ara| Te Pūkenga) Māori entity / community; Kaimahi (staff) at a network partner	The weaving of te ao Māori into the programme. This is a growing space for our community and the organisations we engage with in the Sport, Recreation and Health areas not only for Māori organisations but also non Māori. there are more requests for this perspective from non Māori in my mahi than with Māori organisations.	Noted with thanks
Please tell us about any gaps/omissions you think need to be addressed to ensure the unified programme aligns with the qualification requirements.				
10/5/23	Online Survey	Kieran Mckendry (WITT|Te Pūkenga) Kaiako (teaching staff) at a network partner	I feel there needs to be some reference to matauranga maori or Te Ao Maori within the GPOs if this is going to be a focus within this qualification. It feels currently, that it is just added in as additional topics at present and doesn't quite align. An example can be seen in the following GPO	Note that the GPOs are set by the qualification developer, not Te Pūkenga. We have developed a programme to meet the GPOs, including course learning outcomes ad indicative content that incorporate Mātauranga Māori.

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			"Apply a health and wellness framework and evidence-based nutrition principles to support a personalised exercise programme and recommend referral pathways to allied health professionals. " being mapped to this learning outcome in Exercise professional practice "Explain how to apply principles of Manaakitanga (hosting), Tūturutanga (being real and genuine), and Tūhonotanga (connectedness), when working with a range of culturally diverse clientele as an exercise professional".	
			I also feel in Exercise professional practice some of the indicative content in learning outcome 1 is repetitive and is one in the same thing just in different cultural contexts. example interpersonal relationships - developing tuturutanga, demonstrating tuhonotanga; manaakitanga in practice - communication/ interpersonal relations.	Acknowledge this but we are keen to include the detail on the doing, and indicating the contextualisation.
16/5/23	Online Survey	Thonia Wakelin (Manawatū-Whanganui) Current ākonga (learner) in this subject area	It should be longer and not so condensed so that the content is fully understood. Every individual learns at their own pace.	Te Pūkenga is committed to supporting an ākonga-centred approach to ensure that individual pace of learning is accommodated.
18/5/23	Online Survey	Strini Naidoo (Physical Impact, Te	An understanding or financial management is key in self-employment or even managing a budget is required. Maybe getting a financial advisor to speak	We feel that a graduate of this Level 4 programme would need to know some basics (as in GPO 6), but crucially need to know who

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Moana-a-Toi / Bay of Plenty) Employer/workforce; Professional association	on this topic to ensure or at least assist in setting up graduates for success.	to go to for financial advice, support and services. This would be covered partly by the business mentors listed in indicative content for LO3.
28/5/23	Online Survey	Manaia (Ara | Te Pūkenga) Graduate of this subject area	Can't think of any.	Noted with thanks
28/5/23	Online Survey	Meg Nelis (Ara | Te Pūkenga) Graduate of this subject area	Highly active learning involved for exercise programming and technique parts of the course - if done online these need to be ensured that they are taught, learned, and understood by someone that is able to do this (this is very hard to read and understand, but rather better done physically and manipulated to understand what it feels like and looks like).	Note that online delivery is restricted to theoretical components of the programme. Where practical delivery and/or practical assessment are required, the current practice of ākonga attending Te Pūkenga provider locations to undertake scheduled workshops will be retained, or work-integrated learning environments will be used.
29/5/23	Online Survey	Craig Maguire (Te Pūkenga - Manager of Fitness and Recreation facilities) Kaimahi (staff) at a network partner	No gaps of omissions that came to mind for me to mention.	Noted with thanks
4/6/23	Online Survey	Janell Kiriona (UCOL| Te Pūkenga)	With reference to 1.1 am struggling to identify collaborative partnerships operating in accordance with Te Tiriti o Waitangi in other parts of the	Unification for this programme has been achieved by a working group of Subject Matter Experts working collaboratively to select a

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Graduate of this subject area; Kaimahi (staff) at a network partner; Service user; Ex. lecturer and programme leader in this area. Currently work in UCOL still in Māori Capability and Equity.	process, and then following from this – this being evident in the qualification details. It is hard to see a Te Tiriti partnership in 1.2 – while the functions of the steering group lead engagement and there is reference to including Māori employers, hapū and iwi there is no specific reference to equity within the steering group, or working group. A Te Tiriti Partnership to me would have specialist experts in this area, working in partnership within the rest of the group. I also am not clear on how it is ensured that engagement is equitable in this way either and reflective of TTOW. What does close partnership in the development of the programme selected actually look like – this has not been made clear, nor has Te Tiriti o Waitangi been made evident across the programme.	current existing programme that best aligns with Te Pūkenga Charter obligations (a matrix is used to help this selection process). The Working Group then updated the current existing programme to ensure it could work for all current providers. This meant the working group have only made minor updates only to the programme – similar to a Type 2 process. We have not sought to redevelop or redesign this programme - in the future, redesign will be undertaken with the aim of transforming the programme by redesigning in partnership with Māori. At this time we would expect to have equity in any design groups and Māori co-leadership of design groups. Equity is integrated and embedded into Te Pūkenga operations and our commitments under Te Pae Tawhiti. Te Pūkenga is seeking to address equity through a range of approaches, including through the systems and processes such as our Equity and Ākonga success strategy and the Equity Outcomes framework.
			In 1.3 there is reference to a Mātauranga Māori tool – is this developed and when will this be applied? And who will this be applied by? This is also not clear, and both things that can have a huge impact on how successful its use is.	A Māturanga Māori (MM) tool has been developed to enable Te Pūkenga to undertake a snap-shot of the MM embedded within the unified programme. It allows a baseline of the level of MM embedded to be confirmed, as we recognise that with the transition to a current

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
				existing programme there is variation of levels of MM embedded – noting that the focus of a transition is to update a current existing programme, rather than redesign or redevelop to embed Mātauranga Māori. This will be completed following the finalisation of the programme and will allow the identification of actions required to make improvements to the programme in future. This tool will be applied by the working groups, with support from the Mātauranga Māori capability team.
			The other point in 1.3 that worries me is that a transition plan based on equivalencies between existing and new courses will be developed. This worries me that with this being a transitional approach rather than being transformational in the approach, old content and practices will just be pulled across, with no / minimal change to reaching any of the aspirations set out.	The unified programme presented for consultation here is transitional in nature – full transformation targeting aspects such as those mentioned will occur in the near future.
			Equity has been mentioned though out this document, though it is not clear how this is navigated with regards to Te Tiriti o Waitangi – this is something that I think needs to be addressed. The other point I think needs to be addressed is there is a difference between addressing equity in teaching practice, and mātauranga Māori being imbedded in course content. One does not equal the other. This needs further clarification.	Thank you for your feedback. Equity is integrated and embedded into Te Pūkenga operations and our commitments under Te Pae Tawhiti. Te Pūkenga is seeking to address equity through a range of approaches, including through the systems and processes such as our Equity and Ākonga success strategy and the Equity Outcomes framework.

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
				We agree that equity is different to embedding Mātauranga Māori in programmes. This programme has been unified by updating a current existing programme, therefore our working group have made minor updates only to the programme – similar to a Type 2 process. We have not sought to redevelop or redesign this programme so Mātauranga Māori content has not been embedded with this update process, hence the Mātauranga Māori snapshot tool will allow Te Pūkenga to identify the baseline level at this time, so that future developments can be made.
			Graduate profiles do not explicitly reflect Te Tiriti o Waitangi, or mātauranga Māori. This is reflected in the lack of this explicitly outlined in the programme outlines & regulations. I wonder here how this came to be? I may be mistaken but if memory serves me the graduate profile that has been pulled across was developed in TRoQ in partnership with industry bodies – which industry bodies have been involved in this process, and are they on board with the high level aspirations that we have set in this document? Or is this where that barrier to transformation is which stops these from filtering down?	The graduate outcomes are those specified by qualification developer (originally Skills Active and now Toi Mai WDC). The programme presented for consultation here is written to meet those graduate outcomes, and will be adapted when the graduate outcomes are changed, as may happen through the WDC's consultation with industry.

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			There are two learning outcomes in the course that have been linked to mātauranga Māori, and content has been outlined in those which links explicitl to Mātauranga Māori content - which is great to see – however this is still far from "imbedding". Imbedding would mean to me that all learning outcomes, and content has had a Te Tiriti / Mātauranga Māori lens applied to it. SPOR401 for example only looks at the anatomy and physiology from a western perspective – has knowledge / sources of knowledge from Māori perspectives in this area not been considered? Or is it that there was no one part of the steering / working group that held the specialist knowledge in this area?	Thank you for this feedback. As unification has been achieved by updating a current existing programme, our team have made minor updates only to the programme – similar to a Type 2 process. We have not sought to redevelop or redesign this programme so Mātauranga Māori content has not been embedded with this update process, hence the Mātauranga Māori snapshot tool will allow Te Pūkenga to identify the baseline level at this time, so that future developments can be made. In the future, redesign will be undertaken with the aim of transforming and embedding MM will be undertaken at this time.
			I am also concerned that in some of the content cultural competence, is referred to but this is not explicitly linked to Mātauranga Māori or Te Tiriti. In SPOR4004, LO1 there is a range explicitly covered which is great – but again it is not clear of the relationships from a Te Tiriti Lens and how this will be approached.	Please see above.
6/6/23	Online Survey	Shohn Wormgoor (UCOL| Te Pūkenga)	LO2 of SPOR4002 refers to designing programmes for variety of clientele but does not explicitly state the range of clients referred to, as many clients would be outside scope of practice for personal trainers. The GPO's states apparently healthy people	We understand that high-risk individuals/clients are out of the scope of practice for graduates of this programme. We avoided specifying more than "variety" as it needs to be flexible across regions and

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		On behalf of discussions with kaimahi	and common at-risk groups but we feel this is open to interpretation as 'at-risk' is not clearly defined. Additionally, the type - and quantity - of 'variety' is not clear.	contexts. More detail may appear in the course delivery documentation delivered for each delivery.
			Including a first-aid component/requirement into the programme has merit as it will limit barriers towards programme entry and/or employment for graduates (if left to individual students to obtain at their own expense).	The WG regarded First Aid within the programme to be more of a hurdle than a benefit. Graduates would typically do their FA ahead of their employment – such employment may only occur once a programme-based FA is already out-of-date.
			A GPO states 'recommend referral pathways to allied health professions' but no LO links up to assess this skill.	Noted. This will be covered in scope of practice in LO3 of SPOR4004: *Understand scope of practice as an exercise professional*. We added this in the indicative content.
			The course aim of SPOR4004 focusses only on the business tool. the aim should be expanded to encapsulate all LOs of the course.	Noted, course aim was revised: *This course aims to develop cultural competency, knowledge, skills and attributes to use business tools to practice as an exercise professional.*
			The first LO of SPOR4004 is crucial to all akonga and having competent/confident kaiako will be needed. Kaiako will need support and professional development to deliver this effectively.	Agree, capability development in this regard is a commitment of Te Pūkenga.
7/6/23	Online Survey	Heperi Harris (Ara | Te Pūkenga) Māori entity / community; Kaimahi	Biggest concern here is the cultural capability of teams particularly those in the Southern region to deliver the te ao Māori content authentically. They are great allies but are not content experts.	Thank you for this feedback. Once the programme has been approved the delivery teams will consider aspects required to support delivery, including capability development. Delivery teams will be

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		(staff) at a network partner	Resource is what required to give them the space and to hire appropriate kaupapa Māori experts.	encouraged to work with other teams within the network to seek support and specialised teaching, as required. In addition, Te Pūkenga has a Māori cultural capability development plan to support development of cultural capability across our network. Agree, capability development in this regard is a commitment of Te Pūkenga.
This unified programme has been designed to allow for a high level of regional flexibility. Please tell us your thoughts on the scope available for this.				
28/5/23	Online Survey	Meg Nelis (Ara | Te Pūkenga) Graduate of this subject area	See above - regional flexibility easily done except for the need for some areas of regions to have strong external stakeholder relationships to provide that contact-time and physical oversight of training and exercise development (anyone can write a programme, not everyone can teach one right or know what each exercise is meant to feel and look like - critical for injury prevention and best practice).	Agree, kaiako will be suitably qualified to deliver the programme effectively (as monitored by NZQA), as well as the stakeholder relationships to call on as necessary.
29/5/23	Online Survey	Craig Maguire (Te Pūkenga - Manager of Fitness and Recreation facilities) Kaimahi (staff) at a network partner	Looking at the document that was the impression I gained. It seemed flexible but comprehensive enough to give Akonga the necessary skills.	Noted with thanks
4/6/23	Online Survey	Janell Kiriona (UCOL| Te Pūkenga)	The regional flexibility is evident, as the majority of content is not distinctive to any regional area as it is predominantly colonial, and Pākehā in its approach. I do think that the good thing about the Mātauranga	Thank you for this feedback. As unification has been achieved by updating a current existing programme, our team have made minor

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Graduate of this subject area; Kaimahi (staff) at a network partner; Service user; Ex. lecturer and programme leader in this area. Currently work in UCOL still in Māori Capability and Equity.	Māori content is that it is principled / values based in its approach which I think still allows flexibility. There is no specific reference to including any Māori teaching resources, but I think that this would be added value.	updates only to the programme – similar to a Type 2 process. We have not sought to redevelop or redesign this programme so Mātauranga Māori content has not been embedded with this update process. The programme seeks to enable regional flexibility by enabling our delivery teams to work with their local iwi/hapū and tailor the programme accordingly. In the future, redesign will be undertaken with the aim of transforming the programme and at this time we anticipate that we will be able to address the colonial approach by redesigning in partnership with Māori.
6/6/23	Online Survey	Shohn Wormgoor (UCOL| Te Pūkenga) On behalf of discussions with kaimahi	Too much flexibility may result is too much variability across delivery sites. By having prescribed ranges of practical hours (e.g., 20-40 hours) will ensure akonga have some exposure to working with clients that is somewhat consistent.	Noted with thanks
7/6/23	Online Survey	Heperi Harris (Ara| Te Pūkenga) Māori entity / community; Kaimahi (staff) at a network partner	As mentioned above because of the growing desire to incorporate te ao Māori in sport and health through out Waitaha and actually throughout the South Island it could support many.	Noted with thanks
Do you have any further feedback you would like to provide on the unified programme?				

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
10/5/23	Online Survey	Kieran Mckendry (WITT|Te Pūkenga) Kaiako (teaching staff) at a network partner	I really enjoy seeing references to Te Tiriti o Waitangi and the elements of matauranga maori throughout this qual. My only question here is, with a lot of content/ knowledge around matauranga maori and Te Tiriti within this qual and the likelihood of this being embedded in each level above level 4, will the complexity and level of knowledge in Te Ao Maori increase with each level of qual or will the same level of reo maori be repeated?	Te Pūkenga vision is to scaffold such Mātauranga Māori to advance ākonga through each level of study.
18/5/23	Online Survey	Strini Naidoo (Physical Impact, Te Moana-a-Toi / Bay of Plenty) Employer/workforce; Professional association	I strongly believe aside from just the qualifications or teachings outlined here there needs to be some soft skill lessons that graduates would benefit from when they are in the industry. How to apply the teachings to different people and or maybe up sell for further education. Highlighting to graduates that this is just a taste of bigger things to come.	Agree, we feel this is reflected in the indicative content, e.g. SPOR4002 and SPOR4004.
29/5/23	Online Survey	Craig Maguire (Te Pūkenga - Manager of Fitness and Recreation facilities) Kaimahi (staff) at a network partner	The document and criteria seemed fit for purpose in my opinion.	Noted with thanks
4/6/23	Online Survey	Janell Kiriona (UCOL| Te Pūkenga) Graduate of this subject area;	A gap that is also concerning is that there is no First Aid qualification within the requirements of the course. We all know that there is inherent risk with exercise for both healthy and at risk populations. It would be completely irresponsible of us to have	The WG regarded First Aid within the programme to be more of a hurdle than a benefit. Graduates would typically do their FA ahead of their employment – such

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
		Kaimahi (staff) at a network partner; Service user; Ex. lecturer and programme leader in this area. Currently work in UCOL still in Māori Capability and Equity.	students training clients, and moving into industry without first holding a first aid certificate. The most appropriate place for this is for students to gain this within the course delivery. If it is not within the delivery of the course this will cause barriers to progression for students. Eg: If you put this as a pre-requisite for entry you now have a barrier to students enrolling (as it is another cost, and something they will have to organize on their own before they start) and this will filter down. If they leave the course without it – they now have still a barrier to entering the workforce as in industry you must hold on of these to cover yourself as an independent practitioner / personal trainer – as a lot will hold and run small businesses in this way – which is a norm in industry; or gyms will require this as they have an obligation to keep members safe.	employment may only occur once a programme-based FA is already out-of-date.
			Another point worth mentioning I think is in the wording of English Language requirements. This All applicants (internal and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme. My concern here is obviously if we have someone who is proficient in te reo – but not English then how will this be navigated?	Noted with thanks. Te Pūkenga Quality Assurance team is working on this wording to resolve such concerns.
			For us to meet any of the high level needs / goals that have been set – we need to look at EVERYTHING	Noted and agreed. The unified programme presented for consultation here is transitional

Feedback received during the consultation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			through a Te Tiriti lens, right though everything we do, who is involved, what that looks like in everything. You can not write Te Tiriti and Mātauranga Māori embedded and then it is not actually visible in what is actually being delivered. Making a couple of LO focus on Mātauranga Māori is not imbedding. This is a chance to be truly transformational in our approach, and the learning. A transional approach (although I do think that this is on it way to being good) in the long run creates more work, and leave our high level aspirations unmet. Go back to the drawing board, take our time, and get it closer to being right the first time. I do think we can do better.	in nature – full transformation targeting aspects such as those mentioned will occur in the near future.
6/6/23	Online Survey	Shohn Wormgoor (UCOL| Te Pūkenga) On behalf of discussions with kaimahi	We appreciate the time taken and work done to get to this point. Hoping our feedback can help enhance the final product.	Noted with thanks

Appendix 8: Kaiako | Teaching Staff

The following presents an overview of the qualifications and experience of kaiako teaching on this programme across the network. Teaching staff are normally qualified at a minimum of one NZQF level higher than the component they deliver, assess, and/or supervise, or have demonstrable relevant and suitable professional experiences.

Business Division	Name	Qualifications / Industry Experience	Teaching responsibilities
Ara | Te Pūkenga	Russell Graham	Bachelor of Physical Education and Human Nutrition	SPOR4002 Exercise programming
	Antonia Luthi	Bachelor of Applied Science (Human Nutrition); Bachelor of Commerce (Valuation and Property Management)	SPOR4001 Human Anatomy and Physiology; SPOR4004 Exercise Professional Practice (Communication components)
	Roddy Frost	Over 10 years' experience as an independent gym business owner; over 17 years' experience as a personal trainer; 11 years' experience teaching tertiary students	SPOR4004 Exercise Professional practice (Business tools and techniques, scope of practice)
	Juliet Slattery	Te Reo Māori (Levels 1 and 2); PhDip Diet and Health; BSc Hons Human Nutrition; PGDip (Dietetics); Graduate Diploma of Teaching	SPOR4003 Nutrition and Lifestyle
EIT | Te Pūkenga	Ormond Heather	Master of Health Science (Strength and Conditioning); PGDip Sport and Exercise Science; Bachelor of Sport and Recreation	Teaches across whole programme
	Josh Whatarau	Bachelor of Sport and Exercise Science	Teaches across whole programme
MIT | Te Pūkenga	Daryl Parkin	M Education and Learning; PGDip Sport and Leisure Studies; PGCert Health Science (nutrition & physical activity); B Sport (Management)	Health, Wellness and Nutrition
	Jozef Fleming	B Phys Ed; NZ Cert in Tertiary Teaching, ASCA Level 1	Anatomy and Physiology for Exercise Professionals
	Luke Adams	B Phys Ed, majoring in Exercise Prescription; Graduate Diploma in Applied Science, majoring in Physical Conditioning, ASCA Level 2	Exercise Programming
NorthTec| Te Pūkenga	Staff to be recruited in due course.		

Business Division	Name	Qualifications / Industry Experience	Teaching responsibilities
Open Polytechnic | Te Pūkenga	Lauren Currie	Postgraduate Certificate in Medical Technology; Bachelor of Health Science (Sport and Exercise); NZ Certificate in Adult and Tertiary Teaching (Level 5); NZ Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)	Teaches whole programme
Otago | Te Pūkenga	Markham Brown	B Phys Ed	Anatomy, Physiology, Exercise Prescription
	Adain Summerfield	Grad Dip Public Health (Health Promotion); Grad Dip Tertiary Teaching and Learning; Certificate Mauri Ora (Te Wānanga o Aotearoa - Intro Tīkaka); B Phys Ed (Exercise Prescription and Management; Sport and Leisure Studies)	Exercise Prescription, Professional Practice
	Richard Humphrey	MPhil Exercise, Nutrition & Public Health; MSc Exercise & Health Sciences; BSc (hons) Sport Studies; FAETC Certificate in Education	Nutrition
	Ash Rohloff	Grad Dip Tertiary Education; B Phys Ed; Grad Cert. Clinical Neuromuscular Therapy; Dip. Therapeutic Massage	Anatomy, Physiology
	Gary Barclay	Master of Physical Education (Sport Psychology); Graduate Diploma in Science (Psychology); Graduate Certificate in Tertiary Learning and Teaching	Sports Psychology
	Helen McDermott	Bachelor of Arts; PG Cert Secondary Education; PG Diploma in Tertiary Education – languages, social sciences	Health and Wellness Frameworks
SIT | Te Pūkenga	Will Payne	MSc (Nutrition); BSc; B Phys Ed	Conditioning and Nutrition
	Joanne Trezise	PhD (Philosophy); Master of Physical Education; Bachelor of Physical Education	Anatomy and physiology
	Michael Fallu	PhD (Tourism); Bachelor of Arts (Honours)	Marketing and Management
Toi Ohomai | Te Pūkenga	Kelly Pender	MDA - Doctor of Māori Development and Advancement	Teaches whole programme
	Benjamin Gemmell	Bachelor of Sport and Recreation; NZ CATT	Teaches whole programme

Business Division	Name	Qualifications / Industry Experience	Teaching responsibilities
	Crawford Robb	Bachelor of Sport and Recreation; NZ CATT	Teaches whole programme
	Daniel Wilson	PhD (Sport and Exercise)	Anatomy & Physiology, Exercise Prescription
UCOL | Te Pūkenga	Rakai Timutimu	Bachelor Human Performance; Diploma Sports Exercise; Certificate Sports Exercise	Health and Wellness
	Raphael Fa'amatauga Sa'u	Bachelor of Exercise and Sport Science; Certificate in Exercise and Sport Prescription - Level 4	Exercise Programming
Unitec | Te Pūkenga	John MacFarlane	B Sport (Management); M Business	Sport and Exercise Facilities; Sport and Exercise Management; Event Leadership
	Andrew Lenton	B Sport and Exercise; Master Sport and Exercise	Exercise Prescription; Professional Practice; Sport Coaching
	Chantal Baker-Smith	B Sport; Grad Dip Higher Education; M Business	Community Sport; Sport Coaching
	Anna Bassett	B Sport (Management)	Professional Practice; Event Leadership
	Rob Gambolati	PGDip Education; BSc; Master Education	Sport Coaching; Health Education; Physical Education
	Wes Verhoeff	B Sport (Coaching); PG Dip Health Science; M Sport and Exercise	Exercise Prescription; Sport Biomechanics; Skill Acquisition
Wintec | Te Pūkenga	Shaun Paterson	Bachelor of Human Movement; Bachelor of Social Science (Recreation and Human Movement)	Introduction to the Fitness Industry; Advanced Training Concepts: Strength and Conditioning
	Lynne O'Malley	Masters in Sports & Exercise Science; Bachelor of Physical Education; Bachelor of Science (Physiology)	Exercise Training; Nutrition; Community Nutrition & Health Promotion; Applied Exercise Programming

Business Division	Name	Qualifications / Industry Experience	Teaching responsibilities
	Will Helu	BA Sports & Business; Strength and conditioning Level 2 (UK); Level 3 World Rugby Coach; NZ Certificate in Adult Literacy & Numeracy Education (NZCALNE) Vocational/Workplace Level 5	SPRT501- Business Skills in the fitness industry
	Frans van der Merwe	MSC (Sport and Exercise Science)	SPRT403 Certificate Nutrition
WITT | Te Pūkenga	Josh Lowl	Bachelor of Sport and Exercise – majoring in prescription training	Whole programme
	Kieran Mckendry	Bachelor of Sport and Exercise – majoring in prescription training; Executive Master of Business Administration)	Whole programme
	Toby Platt	Bachelor of Sport and Exercise Science; Master of Science (Human Performance Science)	Whole programme
	Tessa Nielsen	Bachelor of Sport and Exercise – majoring in prescription training; Master of Sport and Exercise, Exercise Prescription	Whole programme
	Josh Paurini	NZ Cert in Fitness (Level 4); International Certified Personal trainer (NASM)	Whole programme

Appendix 9: He Mahere Aromātai: Hei Tauira | Draft Moderation Plan

Course Code and Title		Local Moderation					External moderation			
		Pre-event	Post-event							
			2024	2025	2026	2027	2024	2025	2026	2027
SPOR4001	Human Anatomy and Physiology	Prior to first delivery; thereafter once every three delivery cycles and/or following significant change	✓	✓			✓	✓		
SPOR4002	Exercise Programming		✓		✓		✓		✓	
SPOR4003	Nutrition and Lifestyle		✓			✓	✓			✓
SPOR4004	Exercise Professional Practice		✓	✓			✓	✓		

Appendix 10: Work Integrated Learning Agreement

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Te Pūkenga Work-Integrated Learning Agreement

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Te Pūkenga (logo)

Purpose:

Work Integrated Learning (WIL) provides opportunities for ākonga to apply learned skills within an industry related to their qualification of study. Work Integrated Learning includes work experience, work-based training, clinical/practical components, degree research projects, field education, project-based learning, internships, and co-operative education projects.

WIL must include activities that align to the learning outcomes and assessment requirements of the programme and courses. If paid work is offered, normal employment law applies.

Aim of this Agreement:

This agreement defines the responsibilities of the three parties involved.

Agreement between:	
Programme/Course:	Click or tap here to enter text.
Te Pūkenga delivery site (include name of assigned liaison):	Click or tap here to enter text.
Work Integrated Learning Provider (include name of contact):	Click or tap here to enter text.
Ākonga:	Click or tap here to enter text.
Associated Schedule(s)[1] (where required):	Click or tap here to enter text.

Responsibilities of Te Pūkenga are to:

1. Implement and maintain a department process for managing WIL.
2. Programme Leads are responsible for ensuring Te Pūkenga Liaison fully understands the parameters of the WIL and relevant policies and procedures.
3. Programme Leads are responsible for ensuring the department risk register include WIL and any associated risks.

Responsibilities of Te Pūkenga Liaison are to:

1. Ensure the WIL Agreement and the associated schedule(s) (if necessary) are completed and signed and that the learner and provider understand and comply with the agreement's requirements.
2. Engage with industry partners and community organisations to identify and support the allocation of Work Integrated learning opportunities.
3. Undertake administration agreements specific to each WIL placement.
4. Provide the WIL Provider with necessary course information relevant to the ākonga on placement.
5. Provide adequate preparation for the ākonga and WIL Provider (e.g., briefing, training, and resources). Ākonga must be fully informed of assessment requirements and whether any additional costs are associated with undertaking the placement.
6. Prior to placement, ensure learners are made aware of the necessity to declare any conflict of interest and that for some workplaces, additional checks and conditions may be required before they are accepted on placement (e.g., health and police checks).
7. Liaise and maintain contact to support both the ākonga and the WIL provider whilst the placement is undertaken.
8. Undertake assessment for the placement (in collaboration with the WIL provider if required – see below) to meet the requirements of the course in which the placement takes place. Record assessment results in delivery site systems as required.

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[1] Including any specific regulatory or health and safety requirements for the WIL provider or industry

9. Withdraw the ākonga from work experience upon request of the provider, and/or ākonga after due consultation.
10. Ensure the privacy of the personal information of a WIL Provider's clients or patients are respected and confidential information from the WIL provider is not used or disclosed by Te Pūkenga except as required to complete internal course- related documentation.
11. Follow up with the WIL provider on any unresolved H&S concerns regarding the placement raised by the ākonga.
12. Monitor the ākonga experience to ensure the workplace continues to be safe and free from harassment (as outlined in Te Kawa Maiorooro).

WIL Provider Responsibilities are to:

1. Complete and sign the WIL Agreement and any associated schedules.
2. Confirm all relevant policies and procedures specific to the workplace and the working environment, including workplace health and safety (H&S) requirements and ethical guidelines, to Te Pūkenga and the ākonga.
3. Accept responsibilities and obligations in relation to the ākonga, as if they were a worker.
4. Implement a service plan for any ākonga with a disability, injury, or health condition.
5. Provide suitable induction and training for the role the ākonga is undertaking.
6. Provide the ākonga with supervision, guidance, and mentoring.
7. If required, participate in the assessment of ākonga progress and supply written assessments of the ākonga performance.
8. Consult with Te Pūkenga regarding any issue concerning the ākonga ability to meet WIL outcomes.
9. Provide a safe working environment for the learner, free from harassment.
10. Inform Te Pūkenga of any injury to ākonga.

The Ākonga Responsibilities are to:

1. Complete and sign the WIL Agreement and any associated schedule(s).
2. Complete a police check if required by the WIL Provider.
3. Notify Te Pūkenga of any conflict of interest with the WIL Provider.
4. Comply with all relevant legislation policies and requirements inclusive of the:
   a. Privacy Act 2020
   b. Health and Safety at Work Act 2020
   Any other industry specific legislation will be specified in the associated schedule.
5. Comply with responsibilities as outlined in the WIL Handbook, respecting confidentiality, and adhering to intellectual property and ethical guidelines.
6. Respect the privacy of the personal information of a WIL Provider's clients or patients. Do not use or disclose confidential information from the WIL provider except as required to complete internal course-related documentation.
7. Comply with WIL Provider's lawful instructions and business procedures.
8. Attend work for the agreed hours/times regularly and punctually, wearing specified / required clothing and personal protection equipment (PPE).
9. Inform in advance the WIL Provider if unable to attend because of sickness, bereavement, or similar circumstances.
10. Take responsibility for learning by participating fully in the learning process.
11. Respect the property, practices, and personnel of the workplace provider.
12. Work in a professional and ethical manner at all times.
13. Seek advice regarding disclosure about own personal circumstances or any disability, injury, or health condition.
14. Communicate with Te Pūkenga if issues arise that cannot be resolved.
15. Report to the WIL Provider on any H&S matters that occur, including injury to themselves, and advise Te Pūkenga of the matters raised.

Ākonga			
Name			
Email		Student ID	
Signature		Date	

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Work Integrated Learning Provider			
Company Name	Click or tap here to enter text.		
Contact Person	Click or tap here to enter text.		
Email	Click or tap here to enter text.		
Company Physical Address	Click or tap here to enter text.		
Phone Number	Click or tap here to enter text.		
Signature		Date	

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Te Pūkenga Liaison			
Name	Click or tap here to enter text.		
Signature		Date	

By signing this agreement, you accept the responsibilities and expectations as set out in this agreement and any associated schedule(s).

Te Pūkenga Contacts		
Kaiako Name	Click or tap here to enter text.	
Contact Details	Click or tap here to enter text.	
Programme Lead	Click or tap here to enter text.	
Contact Details	Click or tap here to enter text.	

Appendix 11: Ngā Wāhi Kawe Akoranga | Delivery Sites Data

The data presented below represents delivery hours data gathered from Te Pūkenga delivery sites intending to offer this programme in 2023. The data is based on current delivery patterns for the same (or similar) programmes within the portfolio of each delivery site. It is expected that over time a standardised approach will emerge with the variation between delivery sites narrowing as Te Pūkenga institutional organisational structures are enacted. Future planning cycles will take a national approach as well as ensuring that local stakeholder requirements are met. It is expected that there will always be minor variation between delivery sites across the motu and more specifically within each rohe.

3563 NZC Exercise L4		Programme Totals									
Division	Offering in 2024	Tutor Directed Hours	Work Integrated Learning Hours	Self-Directed Hours	Total Hours	Programme Credits	Total Direcetd weeks (Excl Hol)	Indicative Tutor-directed hours	Indicative WIL hours	Indicative Self-directed hours	Indicative Weekly Total Hours
6004 Te Pūkenga Trading as Unitec Institute of Technology	Y	270.0	150.0	180.0	600	60	16	16.9	9.4	11.3	37.5
6006 Te Pūkenga Trading as Ara Institute of Canterbury	Y	232.0	40.0	328.0	600	60	17	13.6	2.4	19.3	35.3
6007 Te Pūkenga Trading as Eastern Institute of Technology	Y	286.0	20.0	294.0	600	60	17	16.8	1.2	17.3	35.3
6009 Te Pūkenga Trading as Universal College of Learning	Y	215.0	25.0	360.0	600	60	17	12.6	1.5	21.2	35.3
6010 Te Pūkenga Trading as Manukau Institute of Technology	Y	420.0	20.0	160.0	600	60	17	24.7	1.2	9.4	35.3
6012 Te Pūkenga Trading as Northland Polytechnic	Y	270.0	150.0	180.0	600	60	16	16.9	9.4	11.3	37.5
6013 Te Pūkenga Trading as Otago Polytechnic	Y	300.0	70.0	230.0	600	60	17	17.6	4.1	13.5	35.3
6015 Te Pūkenga Trading as Southern Institute of Technology	Y	390.0	0.0	210.0	600	60	17	22.9	0.0	12.4	35.3
6017 Te Pūkenga Trading as Western Institute of Technology	Y	336.0	0.0	264.0	600	60	15	22.4	0.0	17.6	40.0
6019 Te Pūkenga Trading as Waikato Institute of Technology	Y	260.0	0.0	340.0	600	60	16	16.3	0.0	21.3	37.5
6022 Te Pūkenga Trading as Open Polytechnic of New Zealand	N	0.0	0.0	0.0	0	60	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
6025 Te Pūkenga Trading as Toi Ohomai Institute of Technology	Y	360.0	0.0	240.0	600	60	15	24.0	0.0	16.0	40.0
6683 Te Pūkenga | New Zealand Institute of Skills and Technology	N	200.0	150.0	250.0	600	60	20	10.0	7.5	12.5	30.0