



Programme Approval Document for NZQA

Programme Title: New Zealand Certificate in Skills for Learning and Working, for Supported Learners

Programme Code: NZCLW

Programme Level: 1

Programme Credits: 120

Version: 1

Leading to

Qualification Title: New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1)

Qualification number: 4373

Qualification version: 1

Qualification Level: 1

Qualification Credits: 120

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Contents

Programme Approval Document for NZQA	1
Document Version Control	2
Key Information	3
1. Strategic Purpose	4
2. Outcomes	6
2.1 Graduate Profile	6
2.2 Course Descriptors	6
2.3 Qualification/Programme Outcomes Matrix	7
2.4 Professional recognition	11
2.5 External body requirements	11
3. Programme components	12
3.1 Course Structure and Progression	12
3.2 Programme Delivery	17
3.3 Teaching and learning methods.....	17
3.4 Work-based learning arrangements	18
3.5 Assessment Methods	18
3.6 Programme Regulations.....	19
3.7 Assessment Regulations.....	22
3.8 Information for Students	23
3.9 Assuring Graduate Outcomes	24
Assurance of Graduate Profile Outcomes and Learning Outcomes	24
Graduate and Stakeholder Feedback for Programme Assurance	26
3.10 Moderation	28
3.1.1 Work integrated learning requirements.....	28
4. Needs Analysis	29
4.1 Market Analysis and Programme sustainability	29
4.2 Target Market/Needs.....	30
These are set out in Table 6.....	30
4.3 Work-based components.....	31
4.4 Stakeholder Consultation.....	32
5. Accreditation.....	33
5.1 Teaching and Support Staff.....	33
5.2 Staff Research	33
5.3 Programme specific risks	33
5.4 Programme Specific Resources.....	36

5.5 Transition Arrangements:	36
5.6 Retention and Success Strategies	36
5.7 Subcontracting	39
6. Quality Management System.....	40
Appendix 1: Course Descriptors.....	41
Appendix 2: Qualification Specification	65
2.1 Funding and delivery.....	66
2.2 Programme Length – 2 years	67
2.3 RO482 Delivery Methods:	67
Appendix 3: Programme Design	68
3.1 Teaching and Learning Methods Descriptions.....	68
3.2 Assessment Methods	71
3.3 Moderation of Assessment	72
Appendix 4: Work-based Components Agreements	73
Appendix 5: Systems	74
References	76

Key Information

NZSCED code: 120301

Qualification developer: NZQA

Next qualification review: 16/12/28

Next planned Consistency review: 2026

See Appendix 2 for full qualification details

DAS Credits: 0

Other credits: 120

Total Credits: 120

DAS Assessment Standards: N/A

Consent to Assess: N/A

International/Domestic Student Type: Domestic

International Student Advisors: Not able to accept students

Notional hours: 2400

Minimum Total EFTs value: 1

Proposed start date (first intake): 2027

Last day of proposed intake: June 2028

Date Applications Close: Start of first intake

Alternative dates of entry into the programme: N/A

1. Strategic Purpose

The New Zealand Certificate in Skills for Learning and Working for Supported Learners is intended for adults with an intellectual disability who require specialised support with their learning in relation to skills for living, and who wish to gain skills that lead to employment or to further learning.

Graduates will be able to self-manage meaningful participation in social, cultural, family/whanau and community contexts, extending to a workplace and/or learning context with support.

This programme recognises the aspirations and cultural identities of Māori, Pacific, and disabled communities in Aotearoa in Aotearoa New Zealand.

This programme allows the Aotearoa New Zealand community, employers and educational institutions to recognise the graduate's potential to enhance their participation in the community or the workplace, as a contributing citizen.

1.1 Background/context:

This two-year programme is designed to provide Supported Learners with the skills and knowledge to be able to participate in work or further learning. Applicants may come from the New Zealand Certificate in Skills for Living for Supported Learners [Ref: 2853] or may enter directly provided they are aged 18 or over on the first day of semester and have attended an interview with academic staff (including interview record and student profile) to provide sufficient evidence of aptitude or appropriate work that would indicate a successful outcome in the qualification.

In 2020, the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working qualification, was reviewed by NZQA and the optional strand was removed. The qualification credit value was increased from 55 to 60 credits, and the Graduate Outcomes were amended to reflect aspects that were previously included as conditions. The New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) [Ref: 4373] (120 credits) was developed, incorporating the outcomes of the previous optional strand, contextualised for adult students, and focussed on students progressing to employment and/or further learning.

The development of this new programme has been in response to the splitting of the previous qualification (2853) into two new qualifications (2853 and 4373).

1.2 Programme aims/Strategic purpose:

A programme that helps students with learning disabilities, including intellectual disabilities, develop skills, knowledge, and confidence to participate meaningfully in everyday life, contribute to their communities, and prepare for supported or independent employment or further education.

The graduate outcomes reflect essential skills across functional literacy and numeracy, communication, self-management, problem solving, collaboration, and understanding rights and responsibilities. Learning is grounded in authentic contexts and supported through inclusive teaching approaches and personalised learning plans.

1.3 Qualification Duplication: N/A

1.4 Content:

Personal Growth and Identity - Whakapakari Tangata: The purpose of this course is to develop tauira self-awareness and confidence through exploring personal strengths, interests and values, setting simple goals, carrying out a basic plan and describing personal growth in everyday life.

Everyday Literacy and Numeracy – Pūkenga reo, Pūkenga nama: The purpose of this course is to develop tauira confidence in using everyday literacy and numeracy skills to carry out routine activities, make informed decisions, and understand how these skills support their daily life and further learning opportunities.

Developing Communication – Whakapakari Kōrero: This course develops tauira basic communication skills for everyday contexts, use simple problem-solving and appropriate behaviours in different contexts, and use digital tools to share information in daily life, work and/or further learning.

Managing Everyday Living – Oranga Ao: This course develops tauira skills to manage everyday tasks safely and responsibly, set personal goals, and demonstrate commitment in home, work and/or further learning context.

Health and Wellbeing – Tūhauora: This course helps tauira understand the factors that influence their personal health and wellbeing (hauora) and apply simple strategies to maintain and enhance it in everyday contexts. Tauira will also describe the actions they take to enhance their wellbeing and identify areas where they can continue to improve.

Responsible Citizenship - Tāngata tūtika: This course develops tauira understanding of personal rights and responsibilities, accessing support, use responsible behaviour, and apply problem-solving and collaboration skills in everyday living, work and/or further learning.

The Path Forward – Te Ara Whakamua: This course helps tauira build basic work-readiness skills by practising simple tasks and behaviours in familiar or supported environments. Tauira will work with others to complete simple work tasks and use simple strategies to prepare for future employment or further learning

My learning and Work Journey: Te Haerenga This course provides tauira with an opportunity to apply their knowledge and skills to complete tasks in a learning and/or workplace context and to describe their learning and work experiences to plan for future work or further learning.

2. Outcomes

2.1 Graduate Profile

Graduates of this qualification will be able to:

- Demonstrate self-management of day to day living situations in a workplace, independent living, or further learning context.
- Act in accordance with responsibilities and requirements needed for day to day living, including participating in a work and/or further learning context.
- Apply problem-solving techniques to resolve day to day issues including personal safety, and health and well-being, in a range of situations including work and/or further learning.
- Plan a future pathway for work and/or further learning, and personal goals.
- Describe rights, and how to access support to uphold those rights.
- Use functional literacy, numeracy and communication skills required for day to day living, including work and/or further learning contexts. Carry out basic tasks in everyday situations, including work and/or further learning contexts.
- Carry out basic tasks in everyday situations, including work and/or further learning contexts.

2.2 Course Descriptors

Course descriptors provide a structured overview of each course within the programme, outlining its purpose, learning outcomes, content, teaching approaches, assessment methods, and credit allocation. They serve as a reference for students, staff, and stakeholders to understand the skills and knowledge students are expected to develop. These can be found in Appendix 1.

2.3 Qualification/Programme Outcomes Matrix

Course learning outcomes and assessment is mapped to demonstrate how they support the achievement of the graduate profile. Credit values are indicative.

GPO to LO to Assessment Matrix

Core / Strand / Major / Specialisation			Demonstrate self-management of day to day living situations in a workplace, independent living, or further learning context. 25 credits	Act in accordance with responsibilities and requirements needed for day-to-day living, including participating in a work and/or further learning context. 10 Credits	Apply problem-solving techniques to resolve day to day issues including personal safety, and health and well-being, in a range of situations including work and/or further learning. 25 credits	Plan a future pathway for work and/or further learning, and personal goals. 10 credits	Describe rights, and how to access support to uphold those rights. 10 credits	Use functional literacy, numeracy and communication skills required for day-to-day living, including work and/or further learning contexts. 20 credits	Carry out basic tasks in everyday situations, including work and/or further learning contexts. 20 credits
			GPO1	GPO2	GPO3	GPO4	GPO5	GPO6	GPO7
BPED 1301 Personal Growth and Identity - Whakapakari Tangata	Aim	The purpose of this course is to develop taura self-awareness and confidence through exploring personal strengths, interests and values, setting simple goals, carrying out a basic plan and describing on personal growth in everyday life.							
	LO1	Describe personal strengths, interests, and values that contribute to a positive sense of self.	5						
	LO2	Develop simple personal goals and carry out a basic plan to support independent living, work, or for further learning.	3			2			

	LO3	Describe your personal growth and achievements in relation to everyday experiences and future aspirations.	3			2			
Assessment		Portfolio may include, but is not limited to: Written tasks describing personal strengths, interests and values. Setting personal goals. Carrying out a simple plan. Reflecting on progress and achievements. It may also include, but is not limited to, oral explanations and naturally occurring evidence.	✓			✓			
Portfolio									
BPED 1302 Everyday Literacy and Numeracy – Pūkenga reo, Pūkenga nama	Aim	The purpose of this course is to develop taura confidence in using everyday literacy and numeracy skills to carry out routine activities, make informed decisions, and understand how these skills support their daily life and further learning opportunities.							
	LO1	Use every day literacy skills to meet personal needs and complete routine activities at home, work and/or for further learning.	2					3	
	LO2	Use every day numeracy skills to complete routine activities at home, work and/or for further learning.	2					3	
	LO3	Explain how literacy and numeracy skills support everyday activities, decision-making and further learning.	3					2	
Assessment		Portfolio may include, but is not limited to: Worksheets. Quizzes. Videos, photos, and naturally occurring evidence. Simple reflections.	✓					✓	
BPED 1303 Developing Communication – Whakapakari Kōrero	Aim	This course develops taura basic communication skills for everyday contexts, use simple problem-solving and appropriate behaviours in different contexts, and use digital tools to share information in daily life, work and/or further learning.							
	LO1	Demonstrate interpersonal communication skills to interact effectively in everyday contexts.	2					3	
	LO2	Demonstrate appropriate behaviours and communication across different contexts to resolve everyday problems.		2					
	LO3	Use digital communication tools to convey information and participate in day to day living situation, work and/or for further learning.			3			2	3
Assessment		Portfolio may include, but is not limited to: Worksheets. Planning events. Role-play. Oral presentations. Emails, text messages, other examples of communication and naturally occurring evidence.	✓	✓	✓			✓	✓

BPED 1304 Managing Everyday Living – Oranga Ao	Aim	This course develops tauira skills to manage everyday tasks safely and responsibly, set personal goals, and demonstrate commitment in home, work and/or further learning context.						
	LO1	Apply everyday skills to manage personal needs at home, work and/or for further learning.	2					3
	LO2	Demonstrate personal safety and responsible behaviour in everyday situations.		2	3			
	LO3	Demonstrate personal commitment by setting goals and completing tasks in everyday contexts.				1		4
Assessment		Portfolio may include, but is not limited to: Written tasks. Oral explanations. Photos or video recordings and naturally occurring evidence.	✓	✓	✓	✓		✓
BPED 1305 Health and Wellbeing – Tūhauora	Aim	This course helps tauira understand the factors that influence their personal health and wellbeing (hauora) and apply simple strategies to maintain and enhance it in everyday contexts. Tauira will also describe the actions they take to enhance their wellbeing and identify areas where they can continue to improve						
	LO1	Describe factors that affect personal health and wellbeing (Hauora) in different contexts.		2	3			
	LO2	Apply strategies to maintain person health and wellbeing (Hauora) in different contexts.			5			
	LO3	Describe personal actions taken to enhance wellbeing and identify areas for improvement.		2	3			
Assessment		Portfolio may include, but is not limited to: Written tasks. Personal logs and/or diaries. Oral explanations and naturally occurring evidence.		✓	✓			
BPED 1306 Responsible Citizenship - Tāngata tūtika	Aim	This course develops tauira understanding of personal rights and responsibilities, accessing support, use responsible behaviour, and apply problem-solving and collaboration skills in everyday living, work and/or further learning.						
	LO1	Describe personal rights and how to access support for everyday living, work and/or for further learning.					5	
	LO2	Demonstrate responsible behaviour when engaging in everyday living, work and/or further learning.		2	3			
	LO3	Apply problem solving and collaboration skills to carry out basic tasks in everyday living, work and/or further learning.			3			2
Assessment		Portfolio may include, but is not limited to: Written tasks (e.g., describing personal rights and support services, planning events). Role-plays and/or posters.		✓	✓		✓	✓

		Oral explanations. Photos, videos and naturally occurring evidence.							
BPED 1307 The Path Forward – Te Ara Whakamua	Aim	This course helps tauira build basic work-readiness skills by practising simple tasks and behaviours in familiar or supported environments. Tauira will work with others to complete simple work tasks and use simple strategies to prepare for future employment or further learning.							
	LO1	Demonstrate basic skills and practices needed for work and/or for further learning in a familiar or supported environment.			1		2	3	
	LO2	Demonstrate teamwork and contribute to completing simple work tasks in a familiar or supported environment.							5
	LO3	Apply simple strategies to prepare for future work and/or for further learning opportunities.	1			3			
Assessment		Portfolio may include, but is not limited to: Written tasks (e.g., simple worksheets, short answers, completing forms). Oral explanations (e.g., describing tasks completed, explaining choices or steps). Role plays (e.g., practising teamwork, preparing for work situations, practising interviews). Photos or video recordings of tauira completing simple work tasks, practising skills, or participating in activities. Naturally occurring evidence (e.g., attendance records, supervisor/teacher observations, notes from real tasks completed). Simple reflections on what was done, what went well, and what could be improved.	✓		✓	✓	✓	✓	✓
BPED 1308 My Learning and Work Journey – Te Haerenga	Aim	This course provides tauira with an opportunity to apply their knowledge and skills to complete tasks in a learning and/or workplace context and to describe their learning and work experiences to plan for future work or further learning.							
	LO1	Apply basic skills and practices to complete allocated tasks in a learning and/or workplace context	2		1		3	4	2
	LO2	Describe personal learning and work experiences to identify strategies for achieving future work and/or learning goals				2			1
Assessment		Portfolio may include, but is not limited to: Verification or feedback from a host organisation, supervisor, or lecturer. Photos or video recordings of tasks completed in the workplace. Naturally occurring evidence from workplace activities (e.g., task lists, schedules, emailed instructions, completed checklists). Oral explanations describing tasks completed and personal learning. Simple written reflections identifying what was learned and next steps.	✓		✓	✓	✓	✓	✓

2.4 Professional recognition

N/A

2.5 External body requirements

N/A

3. Programme components

3.1 Course Structure and Progression

The programme is delivered over two years and is structured in two parts. Each part consists of four courses that are undertaken concurrently within the academic year to support integrated skill development and coherent learning progression.

Where a student has not yet achieved one or more Year One courses by the end of the academic year, limited extensions may be granted in accordance with institutional assessment regulations. Progression decisions are confirmed following the conclusion of the academic year and any approved extensions.

Students who are unable to complete all Year One requirements within the approved timeframe will not progress to Year Two and will be counselled on appropriate next steps, which may include re-enrolment in outstanding courses or a planned return to the programme in a subsequent intake. In exceptional circumstances, a student may be considered for conditional progression where a very small amount of outstanding assessment remains and completion is feasible within an approved extension period, in accordance with institutional assessment and enrolment policies. Conditional progression does not involve concurrent enrolment in additional Year Two courses and is subject to academic approval.

Students who do not meet the requirements for progression will be supported through individual academic advising to determine an appropriate pathway, which may include repeating outstanding courses before re-entering the programme at a later intake

Formative assessment and ongoing academic monitoring are embedded across the programme to support learner progression, identify learning needs early, and reduce the likelihood of non-achievement.

Further Assessment and Submission Process

This programme is delivered using a competency-based assessment model. Learners are provided with multiple, naturally occurring opportunities to demonstrate achievement of the learning outcomes across a range of courses, activities, and contexts. Evidence of competency may be gathered over time and through various authentic tasks, including class activities, supported workplace experiences, or other relevant learning situations.

Because competency can be demonstrated in multiple ways, missing an individual assessment activity does not prevent learners from meeting the programme requirements. Where a learner does not demonstrate competency in an initial assessment opportunity, the assessor will provide feedback, and the learner will be offered further assessment opportunities to demonstrate the required skill or knowledge. These opportunities may occur as part of ongoing class activities, during practical tasks, or through planned further assessment. No penalties are applied for further assessment attempts, in alignment with good practice for supported learners and competency-based education.

All assessment decisions are based on sufficient, valid, authentic, and current evidence of competency against the stated learning outcomes.

3.1.1 Course Structure

Table 1: Course Structure

Course Code	Course Title	Pre-requisites	Co-requisites	Compulsory or Elective (C/E)	Level	Credits	Order of delivery
BPED1301	Personal Growth and Identity - Whakapakari Tangata	None	BPED1302 BPED1303 BPED1304	C	1	15	Concurrent in year 1
BPED1302	Everyday Literacy and Numeracy – Pūkenga reo, Pūkenga nama	None	BPED1301 BPED1303 BPED1304	C	1	15	Concurrent in year 1
BPED1303	Developing Communication - Whakapakari Kōrero	None	BPED1301 BPED1302 BPED1304	C	1	15	Concurrent in year 1
BPED1304	Managing Everyday Living – Oranga Ao	None	BPED1301 BPED1302 BPED1303	C	1	15	Concurrent in year 1
BPED1305	Health and Wellbeing - Tūhauora	BPED1301 BPED1302 BPED1303 BPED1304	BPED1306 BPED1307 BPED1308	C	1	15	Concurrent in year 2
BPED1306	Responsible Citizenship – Tāngata tūtika	BPED1301 BPED1302 BPED1303 BPED1304	BPED1305 BPED1307 BPED1308	C	1	15	Concurrent in year 2
BPED1307	The Path Forward– Te Ara Whakamua	BPED1301 BPED1302 BPED1303 BPED1304	BPED1305 BPED1306 BPED1308	C	1	15	Concurrent in year 2
BPED1308	My learning and work journey – Te Haerenga	BPED1301 BPED1302 BPED1303 BPED1304	BPED1305 BPED1306 BPED1307	C	1	15	Concurrent in year 2

The New Zealand Certificate in Skills for Learning and Working (Level 1) programme is delivered over two academic years (full-time, or part-time equivalent) and consists of eight compulsory courses that are delivered concurrently. The courses are designed to demonstrate progression and integration of learning and assessment throughout, to meet the strategic purpose statement, outcomes statement, level and credit value of the qualification.

The delivery model is designed to provide a supported, scaffolded, and inclusive environment for students who require additional educational support. This delivery model is supported by the teaching and learning methods outlined in [Appendix 3.1](#)

The delivery approach is blended and combines:

- Classroom-based learning in supported learning spaces with flexible layouts and symbol-supported resources.
- Experiential learning in life-skills rooms (kitchens, laundry, daily living facilities) and digital learning environments.
- Community and workplace-based learning through structured visits, projects, and supported placements.
- Marae-based learning (noho marae/wānanga), introducing students to cultural contexts, tikanga, and whanaungatanga.

The delivery of this programme is underpinned by the principles of Te Noho Kotahitanga and Te Tipare Framework, which promote reciprocal learning, reflection, and relationships. The 6 C's methodology (Character, Citizenship, Collaboration, Communication, Creativity, Critical Thinking) is integrated into all courses, ensuring holistic learning and personal growth.

3.1.2 Progression

Students' progress from dependent to interdependent to independent engagement across the two-year programme. This student-centred progression is not for assessment as each Learning Outcome is based on an achieved/not achieved model.

The stages outlined represent a continuum of learner development. Learners may demonstrate characteristics across multiple stages simultaneously depending on the context, task, and support available.

Table 2: Course Progression

Stage	Characteristics	Typical Contexts	Examples of Progression
Dependent	Requires high support, direct instruction, and modelling.	Year 1 – early courses (e.g., Developing Communication, Managing Everyday Living).	Students follow visual schedules, complete tasks with step-by-step guidance, use supported communication.
Interdependent	Engages with peers, shares responsibility, applies skills with scaffolding.	Year 1–2 bridging courses (e.g., Health and Wellbeing, Citizenship, Communication for Work).	Students work in pairs/groups, manage part of a project, begin to self-monitor progress with feedback.
Independent	Demonstrates autonomy, problem-solving, and self-management.	Year 2 capstone courses (e.g., Problem-solving & Safety, Pathways & Transitions).	Students plan daily tasks, manage time independently, seek help appropriately, present pathway plans.

This progression is monitored through formative feedback, success criteria rubrics, and portfolio evidence.

3.1.3 Conceptual Framework

The New Zealand Certificate in Skills for Living (Level 1) (2853) provides an important preparatory pathway for learners entering the New Zealand Certificate in Skills for Learning and Working (Level 1) (4373). This qualification may build on the New Zealand Certificate in Skills for Living for Supported Learners [Ref: 2853], providing a natural progression for individuals seeking to further develop their foundational and life skills. It may lead to the New Zealand Certificate in Foundation Skills [Ref: 2861] or other qualifications on the New Zealand Qualifications Framework at Levels 1 or 2, supporting continued educational and personal growth. Completion of this qualification can enhance an individual's ability to participate meaningfully in their community or workplace as a contributing citizen, fostering greater independence, confidence, and engagement in social and vocational settings. Graduates will have the skills and knowledge to work or undertake further learning with appropriate support, enabling them to transition smoothly into employment, community activities, or higher-level study opportunities. See Table 3 below.

Table 3: Conceptual Framework

		NZ Certificate in Skills for Learning and Working, Level 1					
Pathways into Programme		Year 1		Year 2		Graduate Pathways/ Destinations	
		Compulsory:	Course 1 (Level 1, 15 Credits) Course 2 (Level 1, 15 Credits) Course 3 (Level 1, 15 Credits) Course 4 (Level 1, 15 Credits)	Compulsory:	Course 5 (Level 1, 15 Credits) Course 6 (Level 1, 15 Credits) Course 7 (Level 1, 15 Credits) Course 8 (Level 1, 15 Credits)		
Either: • Be 18 years or over on the first day of the semester in which they commence study, and • Be a New Zealand citizen or permanent resident or • Have successfully completed The New Zealand Certificate in Skills for Living for Supported Learners (Level 1) and • Attend an interview with academic staff (including interview record and student profile) to provide sufficient evidence of aptitude or appropriate work that would indicate a successful outcome in the qualification							• The New Zealand Certificate in Foundation Skills (Ref: 2861) or other qualifications on the New Zealand Qualifications Framework at Levels 1 or 2 or • Employment

3.2 Programme Delivery

This programme is delivered using the following delivery mode(s):

- Blended – delivery includes significant amounts of time attending both in person classes or work and learning at a distance from the educator or trainer.

Delivery across Multiple Sites of a Single Organisation: N/A

3.3 Teaching and learning methods

Supported Learners benefit from a strengths-based approach, encouraging reflection on their interests and capabilities (Butcher & Lane, 2025). This approach helps students see themselves as capable contributors, fostering motivation, ownership, and self-esteem. Effective teaching for supported learners also incorporates scaffolding and explicit instruction, providing step-by-step guidance that reduces cognitive load and builds confidence (Rosenshine, 2012; Sweller, 2011). Structured support helps students engage with tasks at a manageable level, while gradually reducing guidance promotes independence and self-management. Differentiated instruction further supports students with varied literacy, numeracy, and communication abilities (Tomlinson, 2017).

The Ōritetanga Student Success Framework emphasises getting to know the students to create holistic, student-centred environments and contexts to be effective and culturally conscious, including Kaupapa Māori-designed environments (Refer Unitec *Ōritetanga Learner Success Framework*, 2025). Differentiated instruction applies to these principles by adapting teaching and assessment so that all students can engage meaningfully and demonstrate success in ways suited to their capabilities.

Additionally, instruction that integrates multiple sensory modes can enhance engagement and comprehension, with visual, auditory, and tactile elements providing students with multiple pathways to access and demonstrate learning. Finally, reflection-based learning encourages students to consider their progress, make decisions about their learning, and develop self-awareness, fostering lifelong learning and personal growth, and develop self-awareness — all essential skills for lifelong learning and personal growth. Together, these strategies align with how many neurodiverse individuals learn best — through structure, clarity, and connection to personal strengths and interests.

Teaching and learning in this programme include the following approaches:

Collaborative/Co-operative Learning: Social interaction fosters communication, cooperation, and interpersonal skills, which are essential for personal development, employment, and active participation in the community.

Inclusive and Culturally Responsive Approaches: These approaches affirm identity and belonging while valuing every student's background, culture, and individuality. For Supported Learners many of whom may already feel marginalised, such recognition enhances self-worth, confidence, and engagement. They help remove barriers to participation and promote collaborative and positive relationships.

Practice based learning: approaches combine theory and practice alongside a strategic, reflective process throughout the learning. Theory is implemented as the practice takes place, allowing students to increase their knowledge acquisition, skill development, and values clarification as they link them together within the learning experience. These approaches enable students to learn relevant practical skills, while facilitating the development of communication, leadership, and team skills and competencies.

Problem-Based Learning through Real-World and Work-Integrated Experiences: This approach promotes independence, social competence, and readiness for employment or further study. Supported Learners thrive when learning is authentic, purposeful, and connected to real-life contexts.

Self-Directed Learning: This encourages Supported Learners to make choices about what and how they learn. Even small decisions, such as selecting a project topic or managing a task, help build ownership, autonomy, and confidence. Such independence is crucial for preparing students for adult life, employment, and community participation.

Work Integrated Learning: Supported Learners benefit most from concrete experiences rather than abstract theory. Learning by doing through practical, real-world, or simulated tasks enhances understanding and skill development. Activities such as role-playing, workplace visits, cooking, gardening, or art projects help embed concepts meaningfully and support long-term learning.

See [Appendix 3.1](#) for a full description of the above teaching and learning methods.

3.4 Work-based learning arrangements

There may be some work placement opportunities in this programme.

Workplace placements are not compulsory for programme completion. All graduate profile outcomes can be achieved through simulated and campus-based applied learning activities where necessary. This ensures that learners are not disadvantaged if a suitable external placement is not available or if a placement is not appropriate for an individual learner's readiness, support needs, or personal circumstances.

The requirements for work-integrated learning are set-out in [Programme Regulations](#).

Work-based learning agreements

Specific details relating to the management and organisation of work-based learning delivery and the obligations of the students, the workplace delivery organisation and the institute are detailed in work-based experience tripartite agreements located in [Appendix 4](#).

3.5 Assessment Methods

Formative assessment will be embedded throughout the delivery of this programme to ensure Supported Learners have ongoing opportunities to develop the knowledge, skills, and confidence required to meet the learning outcomes. Formative assessment activities—such as guided practice, structured observations, scaffolded tasks, and reflective discussions—allow lecturers to monitor progress, identify emerging learning needs, and adjust teaching strategies or supports in a timely manner.

This approach ensures that students receive regular, constructive feedback in ways that are accessible and appropriate to their communication and learning preferences. Formative assessment supports the development of essential skills such as self-management, problem-solving, and goal setting, and provides a clear pathway toward successful achievement in summative assessment. It also enables tutors to implement targeted interventions, including individual learning plans, where additional support is required.

A portfolio of evidence will be used as the primary summative method of assessment. It is the most suitable assessment approach for Supported Learners because it allows students to demonstrate their skills, knowledge, and progress in ways that align with their individual learning needs, communication styles, and supported learning context. Portfolios provide the flexibility required for

this cohort, enabling students to compile evidence over time rather than relying on a single, high-stakes assessment event.

This method supports the principles of inclusive and accessible assessment. Supported Learners are able to provide a wide range of evidence—written, visual, practical, or multimodal—that reflects their authentic engagement in learning activities. It also ensures that students have multiple opportunities to demonstrate competence over time.

Portfolios ensure that assessment captures the full breadth of Level 1 learning outcomes, including planning, participation, reflection, problem-solving, and personal development. Evidence such as photographs, checklists, visual diaries, recorded interactions, student reflections, and work samples will be collated to show achievement in real and meaningful contexts. This authentic evidence avoids requiring students to complete redundant or artificial assessment tasks that may not reflect their strengths or communication preferences.

For Supported Learners, the portfolio approach enables ongoing feedback, goal setting, and scaffolding. It integrates naturally with individual learning plans and supported teaching practice, allowing assessors to track progress and identify where additional support is needed. It also allows assessors to use clear checklists and mapped evidence to ensure alignment with achievement criteria while keeping the assessment process transparent and manageable for students.

See [Appendix 3.2](#) for a full description of the above assessment methods.

All assessment will be conducted as per policy and procedure.

Literacy and Numeracy Assessment

The programme will comply with LNAAT testing as per the Institute Policy. Students will be required to complete the LNAAT diagnostic in the first week of their study, and a progress assessment before completion.

3.5.1 Assessment of work-based learning

Assessment is carried out through observation, logbooks, observational checklists, verified evidence, employer feedback, and student reflections, all of which are gathered in a structured portfolio. This approach ensures that assessment is authentic, respectful of student needs, and conducted in accordance with quality assurance and moderation requirements. The same assessment process and tools will be used with all forms of work based learning.

3.6 Programme Regulations

The Programme Regulations are to be read in conjunction with the Institute's policies, procedures, and definitions. Students are subject to these regulations.

Academic Entry Requirements:

This programme has been designed to meet the needs of domestic students who have an identified need for additional learning support. Students will typically be disabled and/or neurodiverse, requiring a supported pathway to achieve independence in learning, living, and who are motivated to move into paid employment.

To be admitted to this programme, all applicants must meet the following requirements:

- be a New Zealand citizen or permanent resident
- AND
- be aged 18 years or over on the first day of the semester in which they commence study
- AND

- Attend an interview with academic staff (including interview record and student profile) to provide sufficient evidence of aptitude or appropriate work that would indicate a successful outcome in the qualification

Note: The work placement components within the programme may require students to undergo a Police Vetting process in accordance with placement provider requirements. A negative vetting outcome does not automatically exclude enrolment in the programme; however, it may limit access to a specific placement setting where vetting clearance is mandatory. Alternative placement arrangements will be made to enable an affected student to complete the practicum where a negative Police vetting report indicates they are not suitable for the originally intended practicum.

English Language Requirements:

This programme is open only to domestic learners and is not available to international students. Learners may come from a range of language backgrounds, including those for whom English is an additional language. As a Level 1 programme designed for supported learners, there is no formal English language entry test. However, learners must be able to participate safely and meaningfully in the learning environment, with communication skills sufficient to engage in everyday classroom interactions, follow basic instructions, and demonstrate the learning outcomes with reasonable support.

English language needs are identified through the enrolment interview, learning needs assessment, and discussions with the learner and their support networks. Where learners require additional language support, reasonable adjustments and in-class scaffolding will be provided. This may include simplified language, visual supports, modelling, repetition, and opportunities to demonstrate understanding in a variety of supported ways. The programme is designed to accommodate a wide range of communication abilities, and English language development is embedded naturally within learning activities.

This approach ensures equitable access for learners from non-English speaking backgrounds while maintaining a safe and supportive learning environment aligned with the programme's purpose and NZQA Level 1 expectations.

Selection:

All complete applications received by the published closing date will be considered for entry into the programme.

Applications are recorded in order of receipt. A selection panel comprising programme staff and the Academic Programme Manager will review all applications to confirm whether applicants meet the entry requirements. Applicants who meet these requirements will proceed to the next stage and be placed in a priority queue based on the date their complete application was received.

Applicants in the priority queue will be invited to attend an interview and needs assessment.

Following this process, the selection panel will determine suitability for the programme based on:

- Alignment of the applicant's goals, readiness, and support needs with the purpose and intended outcomes of the programme
- Availability of appropriate support services to enable successful participation

- Evidence of commitment to learning, participation, and engagement in community or work-related contexts

Offers of place will be made in order of the priority queue (based on application date) to applicants who are assessed as suitable, until the programme capacity is reached.

Waitlist and Unsuccessful Applications

Once the maximum number of places has been filled, remaining applicants who have met the entry requirements will be placed on a waitlist in order of application date.

Waitlisted applicants will continue to be assessed using the same selection criteria, including interview and needs assessment where not already completed. If places become available, offers will be made in order of the original application date, provided the applicant continues to meet the selection criteria and the programme can meet their support needs.

Applicants who are not offered a place will be:

- Notified promptly of the outcome
- Provided with clear reasons for the decision
- Offered the option to remain on the waitlist (where appropriate) or be supported to explore alternative programmes or future intakes

Interview and Needs Assessment

All applicants who meet the entry requirements will participate in an interview and needs assessment involving the learner and, where appropriate, their whānau and support network.

This process is used to:

- Confirm the applicant's goals, interests, and readiness
- Identify support needs and determine whether these can be met within the programme
- Inform the selection panel's decision-making

The following evidence may be considered:

- Documentation of disability or learning support needs (e.g. psychological, medical, or educational reports; referrals from specialist agencies, schools, or community organisations)
- Commitment of the learner and their whānau to engage in a collaborative, inclusive, and strengths-based learning approach
- .

Exceptions to entry:

N/A

Other entry requirements:

None

Periods for completion:

Minimum time to complete full time: 2 years

Maximum to complete full time: 4 years

Minimum time to complete part time: 4 years

Maximum to complete part time: 5 years

Alternative Entry points: None

Alternative Exit points: None

Other regulations: None

Credit recognition/Credit Transfer/RPL regulations:

RPL/CRT is allowed as per the Institute's policy and regulations.

3.7 Assessment Regulations

Table 4: Assessments

Assessments	Specific requirements
Impaired Performance and Criteria for Aegrotat Pass	As per policy/procedure and regulations
Assessment in Te Reo Māori	As per policy/procedure and regulations
Reassessments	Students are entitled to reassessments as detailed in the Student Regulations.
Late submissions and extensions	As per policy/procedure and regulations
Appeals	As per policy/procedure and regulations
Conceded and Restricted Passes	As per policy/procedure and regulations
Alternative assessment arrangements	As per policy/procedure and regulations

Grade Criteria:

Assessment in this programme is competency based using a 'pass/not yet competent' grading system as described as per policy, procedure and regulations. **Award criteria - academic:**

All compulsory courses must be achieved.

Other Award Criteria: N/A

Award Criteria - Attendance Requirements:

Learners are expected to attend all scheduled classes and activities to support their learning, engagement, and achievement. Attendance is monitored and reviewed regularly. Where attendance falls below 80%, the programme team will work with the learner and their whānau and support networks to identify any barriers and implement appropriate supports, including an Individual

Learning Plan (ILP), to enable continued participation and successful achievement of learning outcomes.

Credit for courses is awarded based on demonstrated achievement of the learning outcomes. Attendance alone does not determine achievement; however, regular attendance supports learner success and progression.

3.8 Information for Students

Table 5 summarises key student requirements, assessment processes, and support arrangements for the programme, with information made available to students at enrolment and through the LMS (Moodle).

Table 5: Student Information and Support Overview

General information e.g. requirement for students to provide resources or materials	There are no programme specific resources required.	Information will be provided to students at the time of enrolment and will be available to students from the start of the course, on the LMS (Moodle).
Credit recognition, credit transfer and RPL	Credit recognition, credit transfer and RPL are available for this programme.	Information will be provided to students at the time of enrolment and will be available to students from the start of the course, on the LMS (Moodle).
Appeal provisions	Appeal provisions are in accordance with current institute policies and Student Regulations.	Information will be provided to students at the time of enrolment and will be available to students from the start of the course, on the LMS (Moodle).
Course assessment information and requirements	All assessments must be attempted, and all learning outcomes must be met in order to successfully complete a course.	Information will be available to students from the start of the course, on the LMS (Moodle).
Assessment timetables	Assessment timetables will be available from the start of the course.	Information will be available to students from the start of the course, on the LMS (Moodle).
Pass and grade values	Assessment is competency based.	Information will be available to students from the start of the course, on the LMS (Moodle).

How achievement will be reported	Interim results will be available on the LMS within 15 working days of the assessment occasion. Final results will be published on the student portal within 15 working days of the end of the course.	Information will be available to students from the start of the course, on the LMS (Moodle).
Arrangements for the return of assessment evidence	Students have access to assessments uploaded to Moodle for 12 months following course completion. After that time assessments will be removed from the system.	Information will be available to students from the start of the course, on the LMS (Moodle).
Entry Process	An interview and needs assessment: will be conducted with students, family, and support networks, to ensure the programme is suitable and necessary supports are identified. Evidence of disability or learning support needs must be provided: such as a psychological, medical, or educational report, or referral from a specialist agency, school, or community organisation. There must be commitment to supported learning: agreement by the students and their whānau to engage in collaborative, inclusive, and strengths-based learning.	Information will be provided to students at the time of enrolment to assist them to prepare for the interview

Policies:

There are no exceptions to standard Institute policies in the delivery of this programme.

3.9 Assuring Graduate Outcomes

Assurance of Graduate Profile Outcomes and Learning Outcomes

To ensure students successfully meet the outcomes of the Level 1 qualification, teaching and learning tasks are carefully designed to scaffold their progression from dependence to independence. This progression is a critical component for students with disabilities, as it supports both their educational development and personal growth. The structured learning environment, as outlined in the course descriptors and Appendix 3, provides differentiated support that gradually reduces as students build confidence and capability. This intentional focus on fostering independence offers additional reassurance that students will achieve the intended learning outcomes, as they are equipped with the skills and strategies necessary to engage with the curriculum autonomously.

Graduate Profile Outcomes (GPOs) will be supported through formative assessments, which collect multiple data points of evidence across the duration of the programme. These assessments are designed not only to monitor progress but also to provide timely feedback that informs teaching practice and supports student learning. Formative assessments play a critical role in tracking the development of skills and competencies, allowing educators to adjust instruction and support as needed to ensure students remain on track.

Learning Outcomes (LOs) have been explicitly mapped to the GPOs to ensure alignment between course content, assessment tasks, and qualification outcomes. All assessment tasks have been reviewed to confirm that they directly align with the mapped LOs and GPOs, thereby providing a coherent and transparent framework for evaluating student achievement.

Evidence collected through these mechanisms will demonstrate how graduates of this programme are meeting the qualification outcomes, ensuring the integrity and quality of the educational experience

Graduate and Stakeholder Feedback for Programme Assurance

General Consistency comments	Within this programme, the following evidence will be used to demonstrate how graduates of this programme are meeting the qualification outcomes: • Programme Evaluation Reports – this is an annual programme review. • Statistics including retention (annual data), qualification completion (annual data), graduate enrolment and progression data (annual data) • Learner feedback – course/lecturer evaluations. These are completed after each course occurrence. • Internal/External moderation reports and plans as per policy/procedure • Graduate feedback on outcome achievement including destination study and data identifying further education and employment. This data will be collected up to six months after graduates have completed their study. • Stakeholder/end-user feedback. Employers and next educators will be surveyed annually Prior to first delivery of the programme, the Programme Committee will develop a plan for the collection of consistency data as above. The data collection should identify the target stakeholder groups for the collection of graduate data. This group could include • Stakeholders identified during the initial programme development / review stages led into collect grad data. • Evidence collected at various stages • Eg Registration Body exam pass rates (State Exam, EAS exam) • If students have completed internship previously – ask for feedback and relate to GPOS • Need direct connection to stakeholders The evidence is gathered from industry and student stakeholders by using email, phone calls and approaching graduates directly. Information will then be stored as per policy/procedure and analysed as part of consistency reviews as required.
Programme Review Date	2027

To support ongoing quality assurance and continuous improvement of the Level 1 qualification, graduates of the programme will complete the Institutional Graduate Survey between 3 and 9 months after completion. This survey will gather insights into how well the programme prepared them for further study, employment, or personal development. The feedback will focus on the relevance and effectiveness of the learning outcomes and graduate profile outcomes in real-world contexts.

Data Collected May Include:

- Quantitative ratings of programme effectiveness
- Qualitative feedback on learning experiences
- Employment or further study status
- Self-assessed preparedness and confidence levels

This data will be analysed to identify trends, strengths, and areas for improvement. It will be used to inform curriculum development, teaching and learning methods, assessment design, and support services to ensure the programme continues to meet the needs of students.

In addition, ‘**next users**’—such as lecturers of subsequent study programmes or employers—will be surveyed between 6 and 12 months after the graduate’s completion. Their feedback will provide an external perspective on the graduate’s readiness and capability.

Next User Survey Questions May Include:

- How well-prepared was the graduate for your course/workplace?
- Which skills or attributes were most evident in the graduate?
- Were there any gaps in knowledge or capability that impacted performance?
- Would you recommend this qualification as a pathway for future students?

Data from Next Users Will Be Used To:

- Validate the relevance and effectiveness of GPOs and LOs
- Identify alignment between programme outcomes and industry or academic expectations
- Support programme review and enhancement processes

Together, these feedback mechanisms ensure that the qualification remains responsive to student needs and stakeholder expectations, and that graduates are equipped for success beyond the programme

Consistency of Delivery across Multiple Sites of a Single Organisation: N/A

Consistency of Delivery by Multiple Accredited Organisations: N/A

3.10 Moderation

The Institute requires internal and external moderation of summative assessments in all programmes that lead to the award of a formal qualification. Moderation is defined as the review processes used to assure the quality of summative assessments.

The purpose of moderation is to provide the students and stakeholders assurances that assessment practices have produced credible results.

Moderation is a process of independent peer/stakeholder review of summative assessment material and judgements. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match information provided to students at the beginning of the course;
- events are consistent with the teaching, learning, and assessment philosophy of the programme;
- is based on the approved achievement criteria specified in the programme and described in the *Programme Regulations*; and
- procedures are managed effectively and applied fairly.

Furthermore, moderation adds value to qualifications by providing assurances they are credible, while adding value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

See [Appendix 3.3](#) for moderation details.

3.1.1 Work integrated learning requirements

Students undertaking this programme require a minimum of 40 hours of practicum.

Practicums can be undertaken as:

On campus paid or unpaid

Off campus/local business – paid or unpaid

Placements will be arranged and managed by the placement coordinator for this programme. As this programme is practical and graduates must be ready to enter the workforce upon completion, the practical component is an integral part of their learning. Students will adhere to the organisational policies and procedures that govern them throughout their placements

4. Needs Analysis

4.1 Market Analysis and Programme sustainability

Local Market:

Tāmaki Makaurau / Auckland context

- 14% of Auckland's population identifies as disabled, with demand for accessible tertiary pathways exceeding supply.
- Current programmes face significant waitlists, and we have had steady demand. It is important to note that applications are closed when the class reaches the enrolment cap.
- Supports regional workforce inclusion efforts by employers like Visible, Te Whatu Ora and Polyemp who need work-ready candidates from supported learning backgrounds.

Social and economic value

- Enables independence, further learning and employment, reducing long-term reliance on social services.
- Improves wellbeing and inclusion with positive effects for whānau, communities, and workplaces.
- Delivers lasting public good beyond educational outcomes.

This programme delivers on strategic objectives at all levels - from national priorities on equity and access to meeting specific regional workforce needs in Auckland, while fulfilling the Institute's commitments to inclusive education and honouring Te Tiriti obligations.

Community, Iwi, and Hapū

Community and iwi groups emphasized:

- The need for mana-enhancing, culturally safe programmes
- Pathways that support Māori and Pacific student success while recognising language and cultural identity
- Programmes that build confidence and positive attributes, not just academic performance

These themes are supported by internal feedback, which identifies whānau aspirations, wraparound support, and flexible delivery as key to retention and success

New Zealand Market

There is overwhelming demand for the New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1). This need comes from multiple voices across our community.

Employers seek candidates with solid foundational skills who are ready to enter the workforce. Community organisations and disability advocates emphasise how crucial structured, accessible learning environments are for diverse students. Māori and Pacific communities call for education that is culturally affirming, honours identity, and creates meaningful pathways to further education or employment.

The growing number of potential students, combined with the TEC's strategic priorities, confirm the importance of a programme delivering equitable, responsive outcomes for disabled, neurodiverse, and priority students throughout New Zealand.

There is substantial stakeholder demand for this programme across multiple sectors. Industry and employers, including Polyemp Employment Services, require work-ready individuals with foundational skills in communication, reliability, and teamwork, as traditional education pathways

often do not adequately prepare candidates for supported employment opportunities. Polyemp has supported many of our students in this area. Disability Connect also hosts the annual Transition Expo, assisting students with disabilities to transition from secondary school into further study or, in some cases, employment. The Expo provides guidance on tertiary education selection, employer engagement, and access to services such as libraries, transport, sports, arts, banking, day activities, social enterprises, and other support services.

Community organisations such as Recreate, PHAB, and Special Olympics New Zealand advocate for accessible learning environments that build client confidence and independence, with current demand exceeding capacity as evidenced by waitlists.

Whānau, iwi, and hapū seek culturally safe education environments where mana motuhake is upheld, emphasising programmes that respect tikanga, foster belonging, and develop meaningful skills for rangatahi.

Pacific students and communities highlight systemic barriers in mainstream education and need programmes valuing collective identity, family engagement, and comprehensive learning support to ensure success.

Student demand is demonstrated through growing application numbers and feedback showing how supported programmes enhance confidence and independence. These students require accessible pathways with supported transitions to further education or employment.

International Market: N/A

4.2 Target Market/Needs

These are set out in Table 6.

Table 6: Target Market/Needs

Target student group(s)	Their needs are...	The programme will meet their needs by...
Young adults with an intellectual disability who require specialised support with their learning in relation to skills for living, and who wish to gain skills that lead to employment or to further learning.	Self-management. Capacity to act in accordance with the responsibilities and requirements of day to day living. Meaningful participation in social, cultural, family/whanau contexts, including the workplace and further learning environments.	Developing communication in different contexts. Providing opportunities to demonstrate independence and practice strategies for personal wellbeing. Participation in cultural, community and civic activities. The practical application of numeracy skills in daily life, community and workplace contexts. Supporting risk identification and management. Developing digital literacy. Equipping students to understand and manage the skills and knowledge needed

		for daily living, work and further learning.
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4.3 Work-based components

Practical and work-integrated learning experiences are a key component of this programme and are designed to help students apply their developing skills in real or simulated workplace environments. Work-based learning in this programme is structured, supervised, and aligned with the Level 1 learning outcomes to ensure a safe, meaningful, and appropriately supported experience. Work experience within this programme is a structured, supported, and supervised workplace learning component designed to develop foundational employability skills for learners with additional learning needs. It is not employment, nor is it an unsupervised industry placement. It is an educational activity embedded within the programme to support transition readiness.

All work-based activities are arranged in partnership with employers or host organisations that understand the needs of Supported Learners and agree to provide a suitable environment for skill development. Each student has an Individual Learning Plan outlining specific goals and tasks to be completed during their placement. Students participate in a structured work experience placement or vocational training opportunity that aligns with their personal interests, abilities, and future learning or employment goals. These experiences may take place in community organisations, supported employment settings, or vocational training environments that reflect real-world work contexts.

Placements and vocational training opportunities are supported by teaching staff and host providers to ensure that the tasks undertaken are appropriate to each student's capabilities and reflect the graduate outcomes of the qualification. Teaching staff maintain regular contact with both the student and the workplace supervisor to monitor progress, address any issues promptly, and ensure that learning opportunities remain aligned with programme requirements.

Prior to the placement or training experience, students complete preparatory learning in areas such as workplace expectations, communication, health and safety, and teamwork. During the placement or vocational training, students are supported to develop practical skills, reflect on their performance, and gather evidence for assessment where appropriate.

Where direct workplace experience or external training is not feasible, simulated workplace activities are integrated into the teaching and learning environment to replicate authentic tasks and professional behaviours.

The programme team works closely with community organisations, supported employment agencies, vocational training providers, and local employers to ensure meaningful, safe, and inclusive work-based learning opportunities.

Work-based delivery description

Set out in Table 7

Table 7: Work-based delivery description

Course	Work-based Delivery Description	Hours
My Learning and Work Journey - Te Haeranga	Supervised work placement or volunteer opportunities in inclusive environments. Simulated workplace or further learning tasks and projects.	40

Work-based delivery management:

The Institute will provide a contact person to liaise with the provider in relation to the learning objectives. The Institute will also ensure that the provider sets tasks that will enable the students to meet their learning outcomes and ensure that students comply with procedures and policies of the provider.

Work-based delivery description:

Details of the roles and responsibilities of the provider, The Institute and students are set out in the industry placement agreements in [Appendix 4](#)

Work-based delivery organisations:

Students will be placed with a range of providers covered by the agreements in [Appendix 4](#)

Work based experience agreements: See [Appendix 4](#)

4.4 Stakeholder Consultation

See Addendum One

5. Accreditation

5.1 Teaching and Support Staff

Minimum requirement of staff to teach the programme:

All teaching staff delivering this Level 1 Supported Learners programme are required to have prior experience working with neurodiverse students or students with additional educational needs. Staff will hold the NZCALNE qualification, and a recognised teaching qualification that includes specialist training in Special Education Needs or Inclusive Education. Where staff do not yet hold such qualifications, the provider will ensure they are supported to undertake relevant professional development to maintain high-quality, student-centred teaching practices that meet the needs of Supported Learners.

Academic staff summary: See Addendum 2

Support staff summary: See Addendum 2

Person specifications: N/A

5.2 Staff Research

Staff research capability: N/A

Staff research plans: N/A

5.3 Programme specific risks

Health and Safety: Health and Safety requirements for this programme are detailed in policy and procedure.

Risk Management: Risk of harm to students and employees must be effectively mitigated. This starts at the programme planning stage and carries through programme development and implementation to any debriefing activity that may occur.

Hazards are specifically identified, assessed and controlled, with newly identified hazards added to School Hazard Registers. Where there is physical and/or emotional risk to students (as identified in the table below) an appropriate orientation will be undertaken to minimise the risk to their health and safety and, where necessary, will include an end of course debriefing.

Programme Specific Risks / Health and Safety Concerns: Programme/course specific risks and the recommended action to mitigate the risk are detailed in Table below.

Table 8: Risk Management

Risk Area	Description of Risk	Likelihood	Impact	Mitigation / Controls	Risk Owner	Residual Risk
Staffing	Difficulty recruiting suitably qualified teaching staff	Medium	Medium	Maintain talent pool, succession planning, adjunct staff, professional development, support in work qualifications	Academic Programme Manager	Low
Learner Success	Literacy, numeracy and readiness gaps	Medium	Medium	Diagnostic assessment on entry and during study using LNAAT; individual learning plans, tutor support	Academic Programme Manager	Low-Medium
Compliance	Evidence gaps for external review	Low-Medium	High	Moderation plan, Programme Committee oversight, scheduled internal audits	Academic Programme Manager	Low
Continuity of delivery	Barriers to on campus attendance; natural or other disasters; LMS disruption	Low	High	Flexible delivery modes. Back-up systems, blended delivery, use of another campus facility, transport support; flexible timetable, early warning monitoring, academic support	Academic Programme Manager / Programme Coordinator	Low - Medium
Student Independence	Students require varying levels of support to participate safely in on-campus, off-campus, and workplace activities.	Medium	Medium	Individual Learning Plans; clear routines; appropriate staffing ratios; communication with whānau/support agencies.	Programme Coordinator	Low–Medium
Off-Campus Safety	Travel, community-based activities, and unfamiliar environments may pose wellbeing and safety risks.	Medium	High	Risk assessments; vetted off-site locations; confirmed supervision arrangements; transport and safety protocols.	Tutor / Academic Programme Manager	Medium

Work integrated learning	Some host organisations may not fully understand the needs of Supported Learners.	Low–Medium	High	Workplace checks; Police checks if required by the workplace; supervisor briefings; tutor monitoring; removal from unsuitable placements.	Academic Programme Manager / Workplace Supervisor	Low–Medium
Communication Barriers	Students may have difficulty expressing concerns or understanding instructions.	Medium	Medium	Accessible communication tools; check-ins; visual supports; structured feedback loops.	Tutor	Low
Transition and Engagement Challenges	Movement between learning environments may cause anxiety or reduced engagement.	Medium	Medium	Supported transitions; predictable routines; orientation; pastoral care.	Tutor / Pastoral Support	Low–Medium
Transport and Mobility Risks	Travel may involve reliance on third-party providers or independent travel.	Medium	Medium	Transport planning; staff accompaniment when needed; safety briefings.	Programme Coordinator	Low–Medium
Assessment Evidence Quality	Employers may be unfamiliar with Level 1 assessment evidence requirements.	Low	Medium	Simple templates; clear guidance; tutor liaison with employers.	Academic Programme Manager / Tutor	Low
Safeguarding of Vulnerable Adults	Some students require additional behavioural or emotional support.	Low–Medium	High	Staff awareness and professional knowledge, safeguarding training; escalation pathways; support plans; early intervention, pastoral care.	Head of School / Academic Programme Manager	Medium
Safety of Other Students on Campus	Behavioural needs may impact the safety or learning environment of other students.	Low–Medium	Medium–High	Behaviour support plans; pastoral care; expectations; supervision; wellbeing team involvement.	Academic Programme Manager / Tutor / Student Support	Low–Medium
Safety of staff and students in class	Behavioural needs may impact the safety or learning environment of staff and other students.	Low-Medium	Medium–High	Staff education and training; Behaviour support plans; pastoral care; expectations; supervision; wellbeing team involvement.	Head of School / Academic Programme Manager	Low-Medium

5.4 Programme Specific Resources

Student Guidance and Support

The Institute provides a wide range of guidance, support systems and facilities for students across the campuses. These include support systems and staffing for Student enrolment, pastoral care, etc. These include:

- Student support services
- Support for Māori students
- Support for Pacific students
- Support for students with disabilities

Distance and work-based students can access a wide range of learning support and pastoral care resources on-line, or in person at a local delivery site. See Addendum 4.

ICT resources: See Addendum 4

Library resources: See Addendum 4

Other resources: Enter other programme specific resources

Certificates of Proficiency: COP's are not available at Level 1

Moderation agreements: See [Appendix 3.3](#)

5.5 Transition Arrangements:

As this is a new qualification, no transition arrangements are required.

5.6 Retention and Success Strategies

See Table 9

Table 9: Priority Group Retention and Success Strategies

Priority Group	Retention and Success Strategies
Māori	This programme acknowledges kaitiakitanga, tikanga and kawa from a Māori perspective, ensuring that Māori values and worldviews are reflected throughout the learning experience. Applied learning is a key feature of this programme, with students working in teams to complete larger projects (kotahitanga). The tuakana-teina model is used to promote reciprocal and mana-enhancing relationships. The tuakana-teina buddy system is mutually collaborative and non-hierarchical. Experienced students (tuakana) support newer students (Teina), sharing knowledge and experience. It develops organically, fostering collaboration and confidence. Ongoing support is provided by awhi – active listening, genuine engagement, and consistent follow-up by lecturers. Whanaungatanga (getting to know one another) is promoted along with whānau support, creating strong connections and quality pastoral care. Mohiotanga is encouraged through students sharing of their own experiences and perspectives.

	Programme staff are undertaking a Te Reo Māori course to enhance our delivery. Being based at the Mt Albert campus connects the team closely to a wider whānau network. Priority students are supported to succeed in this programme through teaching strategies, support roles, and adherence to Māori protocol around certain activities, e.g. pōwhiri. Whanaungatanga is an important aspect of this programme. In this context, this involves valuing relationships between students, teachers, industry experts, and wider communities, with all relationships based on high expectations for success. This is a critical component for the retention and success of priority student groups. Whakawhanaungatanga will be embedded through the programme through: • participation in learning with students • providing safe spaces where students can be themselves (e.g. the Whānau rooms) • ensuring that learning is interactive and dialogic • encouraging students to bring their whole selves into learning interactions safely and confidently • staff recognition of kanohi-ki-te-kanohi (face to face) as a significant impact factor for learning, particularly for Māori students • recognition of the reciprocity of ako through continual and critical reflection on the learning and teaching process • high expectations for students success, supported by a strong staff commitment to students learning. Where appropriate, noho marae experiences may be offered in support of kanohi-ki-te-kanohi learning to provide a Kaupapa Māori approach to achieving learning outcomes. The programme fosters social and collaborative learning, using environments and interactions beyond the formal curriculum, including new technologies and co-curricular activities. Retention and success are enhanced through co-construction of learning, enabling students to develop a sense of belonging within learning cultures that reflect their identities. Academic preparation and study skills assistance are available through student services.
Pacific	Support for Pacific students is grounded in culturally responsive and holistic pedagogies. This includes: • recognising cultural identity through contextualised course content and Pacific pedagogies • utilising holistic approaches to teaching and learning which consider self, family, spiritual and cultural dimensions

	• acknowledging that Pacific families and communities play an important role in supporting student engagement, retention and success • using ethnic specific approaches that recognise the diversity of Pacific nationalities, languages, dialects and communities • promoting interactive and dialogic using relevant Pacific models such as talanoa, tivaevae, and kakala • valuing relationships, reciprocity, and teu le vā as the foundations for successful engagement. Staff value and use culturally responsive teaching strategies that promote engagement and student success. Regular interaction between students and staff fosters connection, motivation, and belonging. Group work provides opportunities for peer mentoring and encourages interactive learning where students can share motivations, clarify assignment topics, and raise queries related to learning and course materials. Therefore, the concept of talanoa is used to support collaboration and shared understanding. Academic and study skills support are available through student support services.
Individuals at risk, e.g. disability support, international student support, pastoral care	The programme promotes a positive, inclusive, and respectful learning environment where all students are supported to engage successfully. Behaviour management focuses on encouragement, clear expectations, and restorative approaches rather than punitive measures. Where a student's behaviour indicates distress or risk, staff work collaboratively with the student, their support network, and relevant student support services to identify underlying needs and develop appropriate strategies. Individual behaviour or wellbeing concerns are managed through early intervention, consistent communication, and personalised support plans to ensure safety, dignity, and continued participation in learning. The programme prioritises early identification of students at risk of not succeeding or of requiring additional support. Lecturers look for early signs of struggle, for example poor attendance and poor performance in class, and engage promptly. Lecturers meet with individuals, promote confidence and offer catch-up sessions / extra support. This helps increase and maintain the momentum of learning. Tutorial assistants support students who are starting to struggle. This practice has good success rates and is best monitored and managed by the lecturer leading that programme. Student services and student support is a valuable resource that is accessed as needed and in a timely manner. Early, achievable assessments help build confidence and momentum, particularly for second chance and priority students. Students are guided and supported with

	demonstrations and hands- on practical sessions. Attendance is monitored and whānau support is encouraged where appropriate. This programme is not open to International Students. Unitec has developed a Whaikaha Code of Conduct specifically for our Supported Learners to inform and guide staff and students in behavioural expectations and escalation processes.
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5.7 Subcontracting

Subcontracting (Yes/No):	No
Subcontractor name:	N/A
Subcontractor MOE Number:	N/A
Subcontractor Address:	N/A
Subcontractor contact person:	N/A
Subcontractor contact details:	N/A
Reason/rationale for the proposed subcontracting arrangement:	N/A
Sub-contractors' history of delivery in the area of the training scheme:	N/A
Subcontractor delivery sites:	N/A
Number of intakes covered by arrangement:	N/A
Student numbers per intake:	N/A
Has a subcontracting agreement been signed:	N/A
Parts of programme to be sub-contracted:	N/A

6. Quality Management System

Health and Safety and Risk Management

This section details the health and safety, risk management and other related considerations relevant to the delivery of the programme. These include:

- Health and Safety
- Information included in the Occupational Health and Safety Management System, School Hazard registers and assistance from the People and Culture Health and Safety Team
- A Bullying, Discrimination, and Harassment Policy is in place and access to harassment contact people is available
- Counselling and Health Centre services are available to all students

Health and Safety:

Health and Safety requirements for this programme are detailed as per Policy.

Risk Management:

Risk of harm to students and employees must be effectively mitigated. This starts at the programme planning stage and carries through programme development and implementation to any debriefing activity that may occur.

Hazards are specifically identified, assessed and controlled, with newly identified hazards added to School Hazard Registers. Where there is physical and/or emotional risk students an appropriate orientation to minimise the risk to their health and safety will occur and, where necessary, will include an end of course debriefing.

Generic ICT Resources

Delivery of this programme requires the following general ICT resources:

- Wireless internet
- Access to workstations

Systems

See Appendix 5

Appendix 1: Course Descriptors

Title	Personal Growth and Identity - Whakapakari Tangata			
Purpose	The purpose of this course is to develop tauira self-awareness and confidence through exploring personal strengths, interests and values, setting simple goals, carrying out a basic plan and describing on personal growth in everyday life.			
Course Code	BPED 1301		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites:	BPED1302, BPED1303, BPED1304			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Describe personal strengths, interests, and values that contribute to a positive sense of self.	The following topics may be covered in this course: Exploring personal strengths, interests, and values	This course uses the following teaching and learning approaches:	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

LO2 Develop simple personal goals and carry out a basic plan to support independent living, work, or for further learning. LO3 Describe personal growth and achievements in relation to everyday experiences and future aspirations	Building confidence and a positive self-image Understanding emotions and developing resilience Recognising the importance of respect, inclusion, and belonging Cultural protocols including Tikanga Māori and Fa’a Pasifika Simple personal goals Planning steps to achieve goals Carrying out the plan Basic reflection on the progress	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches Practice-Based Learning Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’ for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include:			

Learning management system (Moodle™); this includes access to:

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	Everyday Literacy and Numeracy – Pūkenga reo, Pūkenga nama			
Purpose	The purpose of this course is to develop tauira confidence in using everyday literacy and numeracy skills to carry out routine activities, make informed decisions, and understand how these skills support their daily life and further learning opportunities.			
Course Code	BPED1302		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites:	BPED1301, BED1303, BPED1304			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Use every day literacy skills to meet personal needs and complete routine activities at home,	The following topics may be covered in this course: Reading texts (signs, labels, notices, instructions,	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

work and/or for further learning. LO2 Use everyday numeracy skills to complete routine activities at home, work and/or for further learning. LO3 Explain how literacy and numeracy skills support everyday activities, decision-making and further learning.	webpages, maps, payslips, receipts) Writing short messages, lists, or simple forms Speaking and listening for everyday communication Recognising and using numbers in daily tasks Counting, comparing quantities, and simple calculations Measuring length, weight, time, capacity and circumference Handling money and making basic transactions Reading and using timetables, calendars, and prices Basic problem solving and decision making Simple reflection on how literacy and numeracy support everyday situations	Practice-Based Learning Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include:			

Learning management system (Moodle™); this includes access to:

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	Developing Communication – Whakapakari Kōrero			
Purpose	This course develops tauira basic communication skills for everyday contexts, use simple problem-solving and appropriate behaviours in different contexts, and use digital tools to share information in daily life, work and/or further learning.			
Course Code	BPED 1303		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access
	Online learning	0		☒ 2 Web supported
	Studying	30		☐ 3 Web enhanced
	Work placement/Practicum	0	Mode of delivery	☐ 4 Web based
	Assessment activity	30		☐ Face-to-Face (Intramural)
				☒ Blended (face to face and LMS supported or enhanced)
				☐ Distance and/or totally online (Extramural)
Notional learning hours	300		Attendance	
Co requisites:	BPED1301, BPED1302, BPED1304			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Demonstrate interpersonal communication skills to interact effectively in everyday contexts.	The following topics may be covered in this course: Oral communication Non-verbal communication/Body language	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches Practice-Based Learning	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

LO2 Demonstrate appropriate behaviours and communication across different contexts to resolve everyday problems. LO3 Use digital communication tools to convey information and participate in day to day living situation, work and/or for further learning.	Listening strategies Sharing ideas Negotiation Polite language and greetings including Tikanga Māori and Fa’a Pasifika Express needs and feelings Ask for help or clarification Collaborative working Basic Problem solving Conflict resolution Culturally inclusive communication Digital tools (messaging, emails, collaborative platforms, presentation software)	Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’ for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include: Learning management system (Moodle™); this includes access to:			

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	Managing Everyday Living – Oranga Ao			
Purpose	This course develops tauira skills to manage everyday tasks safely and responsibly, set personal goals, and demonstrate commitment in home, work and/or further learning context.			
Course Code	BPED 1304		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites:	BPED1301, BPED1302, BPED1303			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Apply everyday skills to manage personal needs at home, work and/or for further learning. LO2 Demonstrate personal safety and responsible	The following topics may be covered in this course: Understanding cultural values in daily life including Managing daily routines Personal care and hygiene	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches Practice-Based Learning	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment: Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This	

behaviour in everyday situations. LO3 Demonstrate personal commitment by setting goals and completing tasks in everyday contexts.	Preparing simple meals/snacks Organising personal belongings and workspace Planning a journey Time management Basic money skills Hazards and risks at home, in the workplace and in the community Home and workplace safety Road safety Online safety Simple daily goals Plan and follow through on tasks Track progress and completion Review what worked and what can be improved	Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include: Learning management system (Moodle™); this includes access to:			

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	Health and Wellbeing – Tūhauora			
Purpose	This course helps tauira understand the factors that influence their personal health and wellbeing (hauora) and apply simple strategies to maintain it in everyday contexts. Tauira will also describe the actions they take to enhance their wellbeing and identify areas where they can continue to improve.			
Course Code	BPED1305		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites	BPED1306, BPED1307, BPED1308			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Describe factors that affect personal health and wellbeing (Haoura) in different contexts	The following topics may be covered in this course: Dimensions of Hauora – physical, mental and	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

LO2 Apply strategies to maintain personal health and wellbeing (Haoura) in different contexts LO3 Describe personal actions taken to enhance wellbeing and identify areas for improvement	emotional, social and spiritual Factors influencing wellbeing may include but not limited to family, friends, nutrition, exercise, hygiene Models of wellbeing such as <i>Te Whare Tapa Whā</i> and holistic models of wellbeing Feelings and emotions – how they affect health and choices Support networks Strategies may include but limited to personal wellbeing plan, self-care strategies, staying safe (personal, social and online), healthy lifestyle choices, building positive relationships	Practice-Based Learning Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
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Resources used for this course include:

Learning management system (Moodle™); this includes access to:

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	Responsible Citizenship – Tāngata tūtika			
Purpose	This course develops taura understanding of personal rights and responsibilities, accessing support, use responsible behaviour, and apply problem-solving and collaboration skills in everyday living, work and/or further learning.			
Course Code	BPED1306		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites	BPED1305, BPED1307, BPED1308			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Describe personal rights and how to access support for everyday living, work and/or for further learning.	The following topics may be covered in this course: Understanding citizenship: rights, responsibilities, voting, civic engagement	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches Practice-Based Learning	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both the taura and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

LO2 Demonstrate responsible behaviour when engaging in everyday living, work and/or further learning LO3 Apply problem solving and collaboration skills to carry out basic tasks in everyday living, work and/or further learning	The Treaty of Waitangi and its relevance today Tikanga Māori and Fa’a Pacifica Diversity, equity, and inclusion in community settings Digital literacy and safe online behaviour: finding events online, registering for activities, accessing council/community resources, sharing outcomes appropriately on social media Factors influencing social behaviour Positive and negative actions Accessing community services and support Simple problem solving and collaboration strategies	Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’ for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include:			

Learning management system (Moodle™); this includes access to:

- library resources
- course readings
- discussion forums
- multi-media resources
- course information

Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.

Unit / Achievement standards in this course: None

Title	The Path Forward – Te Ara Whakamua			
Purpose	This course helps tauira build basic work-readiness skills by practising simple tasks and behaviours in familiar or supported environments. Tauira will work with others to complete simple work tasks and use simple strategies to prepare for future employment or further learning.			
Course Code	BPED1307		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	240	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	30		
	Work placement/Practicum	0	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	
Co requisites	BPED1305, BPED1306, BPED1308			
Learning Outcomes	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Demonstrate basic skills and practices needed for work and/or for further learning in a	The following topics may be covered in this course: Basic workplace habits Personal presentation	Collaborative/Co-operative Learning Inclusive and Culturally Responsive Approaches	Formative assessment: Will be used as an ongoing feedback/feed forward tool to inform both tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment:	

familiar or supported environment. LO2 Demonstrate teamwork and contribute to completing simple work tasks in a familiar or supported environment. LO3 Apply simple strategies to prepare for future work and/or for further learning opportunities.	Understanding of rights and responsibilities and how to access support Using basic tools or materials Following simple procedures Basic communication for work Health and safety basics Organising self for learning Understanding team roles Participating in group tasks Basic teamwork behaviours Communication in a team Problem-solving as a group Completing a shared activity Identifying personal strengths and interests Exploring simple job or learning pathways Setting basic personal goals Creating a simple action plan Understanding workplace expectations Building basic employability skills (e.g., participating in interview)	Practice-Based Learning Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments. The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community. The focus is on enabling tauira to meet the
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	Preparing simple documents (e.g., CV, forms) Reflecting on progress		learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include: Learning management system (Moodle™); this includes access to: • library resources • course readings • discussion forums • multi-media resources • course information Compulsory and Recommended Texts for this course are noted on the Moodle™ course page.			
Unit / Achievement standards in this course: None			

Title	My Learning and Work journey - Te Haerenga			
Purpose	This course provides taura with an opportunity to apply their knowledge and skills to complete tasks in a workplace context and to describe their learning and work experiences to plan for future work or further learning.			
Course Code	BPED1308		Level	1
Credits	Total Course Credits	15	DAS credits	0
Learning hours	Face to face	230	Ministry Classification of Internet Based Learning Indicated	☐ 1 No Access ☒ 2 Web supported ☐ 3 Web enhanced ☐ 4 Web based
	Online learning	0		
	Studying	0		
	Work placement/Practicum	40	Mode of delivery	☐ Face-to-Face (Intramural) ☒ Blended (face to face and LMS supported or enhanced) ☐ Distance and/or totally online (Extramural)
	Assessment activity	30		
Notional learning hours	300		Attendance	Students are expected to attend 40 hours of work placement or work simulated activity.
Co requisites:	BPED1305, BPED1306, BPED1307			
Learning Outcomes (LOs)	Indicative Content	Learning and Teaching Approaches	Assessment	
LO1 Apply basic skills and practices to complete	The following topics may be covered in this course:	Collaborative/Co-operative Learning	Formative assessment:	

allocated tasks in a learning and/or workplace context LO2 Describe personal learning and work experiences to identify strategies for achieving future work and/or learning goals	Attitudes and behaviours within a workplace e.g. punctuality, willingness to work, morning tea and lunch time routines, work shouts, completing tasks, being well presented, looking after equipment and property. Basic work skills and carry out tasks in a workplace. e.g. follow instruction of tasks allocated, complete tasks as requested. Complying with rules and regulations of a workplace and know one's rights e.g. health and safety reporting hazards, injuries and wearing protective clothing. Able to access support to uphold rights and an awareness of how-to resolving a day-to-day issue in the workplace. Identifying what tasks were completed and how they were completed.	Inclusive and Culturally Responsive Approaches Practice-Based Learning Problem-Based Learning through Real-World and Work-Integrated Experiences Self-Directed Learning	Will be used as an ongoing feedback/feed forward tool to inform both the tauira and their tutors of their progress and skill development: discussion, practical activities etc Summative assessment: Tauira will present a portfolio of evidence gathered with specified purpose over the duration of the course. This allows tauira to demonstrate their skills, participation, and progress in familiar and supported environments. Evidence may include written work, oral explanations, practical demonstrations, photos or video recordings, and naturally occurring evidence, supported by simple reflective statements. This course is competency-based. To pass this course tauira must (1) attempt all compulsory assessment activities (2) achieve all learning outcomes, in order to pass and receive credit for this course. Tauira who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. Attendance: Regular attendance is an important part of achieving success in this programme, as learning is designed to be practical, collaborative, and supported in class. Tauira are expected to attend at least 80% of scheduled classes. Where attendance falls below this level, staff will meet with tauira to understand any barriers and develop a plan to support re-engagement. This may include additional tutoring, supported catch-up sessions, adjusted learning activities, or extended time to complete assessments.
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	Describing challenges faced during tasks and how they were managed. Connecting experiences to possible future work roles or learning pathways.		The focus is on enabling tauira to meet the learning outcomes and maintain connection with their peers and the learning community.
Resources used for this course include: Learning management system (Moodle™); this includes access to: • library resources • course readings • discussion forums • multi-media resources • course information Compulsory and Recommended Texts for this course are noted on the Moodle™ course page			
Unit / Achievement standards in this course: None			

Appendix 2: Qualification Specification

[Qualification Overview](#)

2.1 Funding and delivery

Initial Source of funding:	Delivery:
☒ TEC / SAC DQ1-2	☒ Full-time
☐ Self-funding – Private Sector	☒ Part-time
☐ WDC	☐ Block
☐ Youth Guarantee	☐ Weekend
☐ MPTT	☐ Summer School
Other: SSG	FT/PT
Minimum total EFTs value	1
Delivery Sites, Campuses and/or Venues: (Choose as many as are required)	Qualification information:
☐ MIT Otago ☐ MIT Manukau ☐ MIT Technology Park ☐ New Zealand Maritime School Sites ☒ Unitec Mount Albert ☐ Unitec Waitākere ☐ Other	Qualification type: National Qualification Qualification Award Category: Certificate Level 1-4 ISCED Level: 3 ISCED Subsequent Destination: C: Designed to lead to the labour market (L1-4 only) ISCED Category: Personal Development Regulatory body Registration Board approval No
Student loans and allowances: (Select only one below)	Ministry classification of internet-based learning indicated: (Select only one below)
Loans and allowances	Web supported
Overall mode of delivery: (Select only one below)	
Blended (face to face and LMS supported or enhanced)	Blended
Non-Tuition Fees (NTFS):	N/A
Expected student intake	25
Proposed lecturer: student ratio	1:12.5
Key Information to students	Applicants must be 18 or over, a New Zealand citizen or resident, and attend an interview to show readiness for study. Current NZ Certificate in Skills for Living (2853) students may progress based on their performance and suitability.
Alternative Name for Marketing Purposes	New Zealand Certificate in Skills for Learning and Working
Programme Overview for Marketing Purposes	A programme intended for adults with an intellectual disability who require specialised support with their learning in relation to skills for living, and who wish to gain skills that lead to

	employment or to further learning. You'll be supported to learn, explore your strengths, and prepare for future opportunities, whether that's employment or further study.
Start Months (Intakes)	July
Last Date of Assessment for the Qualification	N/A

2.2 Programme Length – 2 years

Table 10: Programme Length

This table represents per annum hours allocation.

Programme Length/Duration	Full Time Per Annum	Part-Time Per Annum	Other - e.g. Summer School/Weekends Or not applicable	Other- e.g. Block (students are required to attend one or more periods of intensive study) Or not applicable
Duration: 2 Years, full time		Duration: 4 years Part time		
Duration: Total weeks (including holiday weeks)	39 weeks	19.5 weeks	N/A	N/A
Duration: Teaching weeks (excluding holiday weeks)	32 weeks	16 weeks	N/A	N/A
Work-based Components	0.625 hours per week	0.3125 hours per week	N/A	N/A
Notional Hours Per Week (1 Credit = 20 Hours)	37.5 hours	18.75 hours	N/A	N/A
Average taught hours per week	33.75 hours	16.5 hours	N/A	N/A
Average directed study hours per week	3.875 hours	1.9375 hours	N/A	N/A
Average work-experience / practicum hours per week – Year 2 only	0.625 hours	0.3125 hours	N/A	N/A
Programme length (TC1) = 03				

2.3 RO482 Delivery Methods:

N/A

Appendix 3: Programme Design

3.1 Teaching and Learning Methods Descriptions

Collaborative/Co-operative learning approaches involve students working together on activities or learning tasks in groups which are small enough to ensure that everyone participates. These approaches promote interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that students 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.

Students may work co-operatively on separate tasks which contribute to the overall outcome or may work collaboratively on shared tasks. Participants are responsible for one another's learning as well as their own and are expected to help each other to understand and learn. As they share knowledge, they can challenge and negotiate their own knowledge, attitudes and beliefs, to help build expertise, stimulate ideas, determine level of understanding, and consolidate learning. Opportunities for *kanohi ki te kanohi* (face to face) activity can encourage the development of intercultural understanding.

Learning strategies include problem-solving, brainstorming, hands-on experimenting, discussion or debate which can take place either face to face or on-line.

Activities may include Flipped classroom, Tutorial/small group learning activities, and Team and peer-based activities

These may be employed in face-to-face, practical, self-directed and online contexts. Collaborative/Co-operative learning activities in their various forms may also play a part in other learning strategies.

Inclusive and culturally responsive approaches include the facilitation of learning, teaching and assessment as inclusive, recognising all individuals, and employing a range of culturally responsive learning experiences which value Mātauranga Māori, Pacific pedagogies and inclusive approaches for disabled peoples.

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

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

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

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

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

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

Practice-based learning approaches combine theory and practice alongside a strategic, reflective process throughout the learning. Theory is implemented as the practice takes place, allowing students to increase their knowledge acquisition, skill development, and values clarification as they link them together within the learning experience. These approaches enable students to learn relevant practical skills, while facilitating the development of communication, leadership, and team skills and competencies.

Practice-based learning is based on and reflective of real-life demands in the industry in its learning and teaching processes, including assessment. It primarily takes place in real world contexts such as workplaces and/or workspaces which may be real or simulated.

These approaches are primarily focussed on the development of self-renewing and effective professional practices. In some disciplines, these professional practices may be required to achieve the competencies required to attain professional registration.

Learning strategies such as laboratory sessions, practical and workshop sessions provide environments (real or simulated) for students to be physically engaged with learning concepts through active experimentation or exploration related to real-world applications.

Activities may include laboratory sessions, practical and technical workshops, simulation activities, work-based and work-integrated learning activities, and activities may feature guest speakers and industry professionals.

Sessions may be employed in real world contexts such as workspaces and/or workplaces which may be real or simulated and may be directed and/or self-directed. Practice-based learning activities in their various forms may also play a part in other learning strategies.

Problem-based learning approaches are used to reinforce student's application of theory to practice in a safe, real-world context. Approaches are student-centred and involve working (individually or in small groups) through interactive scenarios usually based around ill-structured or complex problems, which they are required to solve. The problem, the process, and the outcomes are more ambiguous than is comfortable with students being asked to experience and struggle with uncertainty. Students must apply their developing subject knowledge, and critical thinking and problem-solving skills throughout the process to address the problem which in turn drives the motivation and the learning.

Problem-based learning activities develop student's skills in problem-solving, critical thinking and analysis, research and information literacy, self-directed learning, working in teams and working independently, collaboration and communication skills. Problem-based learning also provides opportunities for developing soft skills related to practice.

Problem-based learning may be self-contained, where completing the problem scenario is the entire task, or it may be the first part of a larger assignment. Students may be required to provide a written or oral reflection and self-assessment on the initial process which may be used to inform the next activity.

Problem-based learning is often non-linear and provides numerous feedback opportunities for students based on the decisions they made at each stage in the process.

Learning activities include case-study, engagement with technical and professional standards, gamified learning, project-based learning, and role-play, and may be employed in face-to-face, practical, simulation and online contexts.

These approaches may be employed in face-to-face, practical, simulation, self-directed and online contexts. Problem-based learning activities in their various forms may also play a part in other learning strategies.

Self-directed learning approaches are defined as where “individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes” (Knowles, 1975).

Self-directed learning activities are developed to contribute to the programme outcomes and graduate profile. They are designed to complement directed learning activities and to contribute to assessment. Activities such as reviewing course readings and other resources, researching as preparation for assessments, participation in projects, flipped-learning contexts, and peer discussions are often employed in self-directed learning. This learning fosters critical thinking, analysis and research skills, as well as life-long learning competencies such as time management, goal setting, communication and self-management.

Individual learning and career development plans may be created with students to support self-directed learning activities according to the requirements of the programme. These plans can support students to focus on future career aspirations and assist to plan milestones for successful achievement of programme goals.

At higher levels, a significant amount of time may be given to independent self-directed learning where students engage in research-based learning. Students are supported with advice and feedback from kaiako or directly supported by expert research supervision for more formal research projects.

Online distance learning may also employ a significant amount of independent self-directed learning where students work through curated learning materials at their own pace, with ongoing support from kaiako experienced in supporting distance learning.

Work-integrated learning approaches provide students the opportunity to apply learning-to-practice in real-world contexts. Work-integrated learning strategies acknowledge 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.

Work-integrated learning strategies are scalable depending on the requirement of each programme. They may involve a formal experience such as clinical/practice placements, practicum, field education, internship/industry placements in a workplace or a project that connects with a workplace for context, or they may include visiting a workplace or interacting with industry professionals. Work-integrated experiences may be real or simulated.

Work-integrated learning offers a ‘real-life’ opportunity for students to apply their learning, while also providing opportunities for observation by qualified practitioners. These may be undertaken to meet the requirements of professional registration bodies.

Any engagement in the workplace will be governed by an agreement between students, the institute and the external organisation to agree the learning objectives and workplace requirements.

Structured industry/community projects are forms of work-integrated learning that enable students to collaborate with discipline professionals on projects designed to achieve programme outcomes and to provide opportunities to build connections and professional networks. Projects may provide opportunities for students to contribute to external organisations in transformative ways through their adaptability and creativity and to put their knowledge and skills to work in real-world situations within external organisations. Students are exposed to expertise, skills and

practices that are contextualised in a variety of (authentic) professional industry/community contexts, some of which may be simulated.

Guest speakers and industry professionals engaging with students also provide opportunities for contextualising the world of work to learning through the sharing of personal insight based on experiences obtained through a career of real-life engagement in a given field. These learning opportunities may include activities such as workshops, performances, public presentations, exhibitions, and consultancy with a focus on career opportunities and development.

3.2 Assessment Methods

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

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

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

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

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

Examinations, tests and quizzes in this programme may include short-answer, multiple-choice, , essay, seen/open question, open book, take home, oral or practical demonstration form and may be delivered in class or online.

Formal examinations and tests may include a requirement that they be completed under supervised conditions.

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

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

Group/collaborative assessment activities will provide clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. Evidence that each student has met the learning outcomes and contributed to the group

process and outputs will be collected. There will be opportunity for individuals to demonstrate achievement if the group activity fails to do so. Group/Collaborative assessment in this programme may include group presentations, reflective exercises, practical demonstrations of teamwork, summary reports, collaborative critical review, seminar presentations, and team and group projects.
Learning portfolios give students the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, they include summaries of the knowledge and/or skills developed (for example, research reviews), and examples of summative reflective exercises (for example, written self- and peer-reflections on practice).
Practical demonstrations/observations allow students to demonstrate their ability to use knowledge to carry out a practical task correctly and competently. These could occur in naturally occurring contexts over a period. Verification must be documented and signed by someone who works closely with the students and understands the requirements of the assessment. Teaching staff are responsible for the final decision.
Presentations give students an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation assessment in this programme may include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies, or group projects. Exhibition presentations allow students the opportunity to demonstrate their ability to communicate and contextualise their creative artefacts in an environment and format appropriate to the practice.
Projects are used to explore concepts and/or topics in detail, giving students an opportunity to apply theory to practice in a safe, real-world context. Projects are students -centred and involve working (individually or in small groups) through interactive scenarios usually based around poorly structured or complex problems. Students are required to demonstrate a range of skills to solve the problem. Projects may be employed in face-to-face, practical, simulation and online contexts. Project assessment in this programme may include: • Students undertaking a case-study or undertaking a research project into a topic related to an area of interest and/or practice. • Projects that are staged in parts with some outcomes assessing 'work in progress' towards project outcomes. This may include the initial evaluation of the project 'problem', followed by an evaluation of the response to inform the possible next steps. • Visual development records which are used to assess students' ability to conduct research and analysis in the generation of creative work, and to evidence investigation and development through practical exploration may also be employed.

3.3 Moderation of Assessment

As per institute Moderation Policy and Procedures

Appendix 4: Work-based Components Agreements

This programme may seek work-based placements for students from a range of employers including, but not limited to:

- Wētā Unleashed, Federal Street, Auckland
- Tautoko Cars, Auckland
- F.A.M. (Functional Adaptive Movement), Mount Albert
- Kiwi Valley Farm Park, Henderson Valley Road, Henderson
- Pūkeko Café, Henderson Valley Road, Henderson
- Mini-Miracles Educare, Sturges Road, Henderson
- Unitec, Carrington Road, Mt Albert

All work placements will be undertaken through a tripartite agreement using one of the Practice Based Learning Agreements linked below.

Some work placement providers require students to undergo Police vetting before commencing their placement. Where this is the case, students must complete and pass the Police check process as a condition of participation. The programme will inform students of this requirement prior to allocation of placements and support them through the necessary steps. A negative vetting outcome does not automatically preclude enrolment in the programme; however, it may limit access to specific placement settings where vetting clearance is mandatory. Alternative placement arrangements will be considered where possible to enable the student to meet programme learning outcomes.

[Practice Based Learning Agreement - Internal](#)

[Practice Based Learning Agreement – Off Site Paid](#)

[Practice Based Learning Agreement – Off Site Unpaid](#)

[Practice Based Learning Agreement – Variation](#)

Appendix 5: Systems

The Institute has a robust Quality Management System and are subject to NZQA external evaluation and review. The Institute's suite of regulations, policies and committee structures constitute its quality management system.

Financial and Administrative Infrastructure

The Institute's financial infrastructure, administrative systems and resource management practices support implementation and sustained delivery of programmes. The institutes recognise their obligations to operate in a financially responsible manner ensuring the efficient use of resources to support the provision of high-quality education, training, and research in accordance with Section 281 of the Education and Training Act 2020. The Institutes have comprehensive policies, procedures and infrastructure in place to support the implementation and delivery of programmes. The Institute's policies and procedures operate to ensure the Institute provides high quality, relevant and accessible vocational education and training through:

- The provision of appropriate resources for the development and review of high-quality programmes that meet the needs of the Institute's community;
- The provision of appropriate human resources to maintain the effectiveness of education delivery;
- The provision of appropriate support services which identify students and staff support requirements in order to achieve desired educational outcomes for programmes/courses;
- The provision, maintenance and improvement of student and staff amenities that facilitate the delivery of high-quality education and training; and
- Managing resources to ensure optimum utilisation.

The Institute has negotiated an Investment Plan with the Tertiary Education Commission (TEC). The Plan describes how the Institutes will achieve the Government's priorities (set out in the Tertiary Education Strategy) and address the needs of its community. Annually, the Council for both Institutes approve an agreed Annual Operating Budget and Capital Plan that allocates resources to meet the objectives set out in the Investment Plans and Strategic Plans. A rigorous system of review and reporting then takes place throughout the year to ensure the effective use of the Institutes' resources.

Resourcing of Programme Delivery

Proposed programmes receive academic and business case approval prior to development and must:

- Be consistent with the Institute's academic direction which is set out in the Academic Plan (approved annually by the Academic Committee);
- Outline a strategy for the timing and resources required for their development and implementation, including staffing; and
- Include details of the expected market demand and other TEI/PTE activity and any linkages with other programmes.

Heads of School are required to identify in their annual budget the academic and administrative staffing required to support the delivery of programmes and are responsible for effectively managing their school budget. Programmes are reviewed on a continuous basis to ensure they remain strategically relevant and meet the needs of the Institute community.

Annual Reporting

Audit New Zealand undertakes an annual audit of the Institute's financial position and performance prior to the submission of the Institute's Annual Report to Parliament. Copies of the Annual Reports are available on request.

School Financial Resources

Annual School income and operating expenditure budgets are allocated using an Institute wide formula and then negotiated with each Head of School. Once the budget is set, the Head of School may manage the budget and allocate resources. Budget income and expenditure are monitored on a monthly basis.

Major capital expenditure is allocated at a strategic level. Other capital expenditure is allocated by the Institute Investment Committee on the basis of a prepared business case.

Programme Monitoring, Evaluation, and review

The quality and standard of delivery of this programme is overseen by a Programme Committee (a sub-committee of the Academic Committee). The programme will be formally reviewed on an ongoing basis with formal reporting through the annual Programme Evaluation and Review (PER) process which is aligned to the Key Evaluation Questions developed by NZQA for the Integrated Quality Assurance Framework (IQAF). Evaluation is also informed by relevant Institutional priorities and strategies. The Academic Evaluation Review and Improvements Policy and associated procedures, processes and guidelines detail the arrangements for ensuring the quality and standard of all programmes and includes: the requirements for student feedback (on courses and teaching); feedback from graduates, consultation with and feedback from employers and other stakeholders; assuring the consistency of graduate outcomes; the programme evaluation and review process and academic reviews.

References

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Sweller, J. (2011). Cognitive load theory. *Psychology of Learning and Motivation*, 55, 37–76.

Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.

Addendum One: Stakeholder Consultation

Consultation with stakeholders of this programme has occurred since 2019 when the initial consultation was undertaken with NZQA and Career Force. This began with representatives from ITPs and other major stakeholders, and discussion centred on the re-development of 2853-1. Kaimahi who participated in this consultation were:

Who	Voice
1. Lesley Ryan	Ara (Poly/adult focus)
2. Carolyn Baines	SPEC (Schools focus)
3. Dave Hicks	Unitec (Poly/adult focus)
4. Nick Ruane	Workbridge (Employment for Disabled People)
5. Joel Hirsh	Weltec (Poly/adult focus)
6. David Horner	IHC (Self-advocacy Advisor)
7. Trish Grant	IHC (Director of Advocacy)
8. Maureen Allen	Parents; Special School
9. Trish Siataga	Pacifica and Transition school to work
10. Hiria Davies	Employer/workplace
11. Kim Eastergaard	Weltec (Poly/adult focus; transport for Hiria)
12. Māori Rep	<i>Invited via suggested contact, but no nomination</i>
13. Rachel Simpson	Business NZ (<i>did not show</i>)
14. Graeme Sauer	Careerforce/NZQA, Convener

Background

It was recognised that the 2853 qualification was not a good fit for both tertiary and secondary settings and that many students could not progress from secondary to tertiary with the same qualification.

Initial feedback (from review group members previously identified) indicated that the qualification in its current structure caused two barriers for learners and programme developers:

- Learners who completed a programme within a school context, then who also wanted to undertake a programme in a tertiary context, were impeded due to the fact that it was a single qualification. Either they could not enter the tertiary programme, or they had to forfeit the opportunity of being awarded the certificate based on completing the programme in their school.
- The credit value of the optional strand was insufficient for the time required for the skills for working and associated workplace experience to be meaningful.

An initial brief survey of all stakeholders in the documentation forwarded to me by J-A was virtually unanimous in agreeing that there should be two qualifications, not just one. This was to eliminate the problem identified in the first bullet point above.

Following a *Teams* meeting involving all the review group members proposed in J-A's report it was agreed to progress with a face-to-face hui in Careerforce's Wellington office, with invitations to be sent to additional people/organisations to gain broader sector representation.

In addition, engagement at this stage with TEC confirmed a very strong willingness to provide better learning outcomes for people with intellectual disabilities, including an agreement that funding should continue to be based on 1 credit being recognised as 20 hours of learner time.

The qualification was thus split into 2 qualifications allowing students to progress from the outcomes associated with "Living" and into the outcomes associated with "Learning and Working".

Hui

The hui to develop detailed qualifications was held 9 July. People invited and those who attended are listed above.

The initial view within the review group was to have 'sequential' qualifications: Qual 1 – *Skills for Living for Supported Learners*; Qual 2 – *Skills for Working for Supported Learners*.

During discussion it was noted that for the targeted learner group, qual 2 would require re-teaching / re-learning the skills in qual 1, within a 'skills for working' context. It was also noted that by the time a supported learner entered a tertiary programme, they are in fact adults, or approaching adulthood, and need the 'skills for living' to be refocused.

There were 2 Key Recommendations:

1. That the single stranded qualification be replaced by 2 qualifications:
Qual 1: 60 credits (1 year) Skills for Living (*no strand*)
Qual 2: 120 credits (2 years) Skills for Living, Learning and Working (The *Skills for Learning* concept was added as the view was expressed that some of the people in a programme leading to the adult-focused qualification may wish to progress to further learning, not necessarily to employment.)
2. That the outcomes of Qual 2 incorporate the outcomes of Qual 1 but be contextualised to reflect the older age-group of learners and focusing on progressing to work and/or future learning.

The meeting also made additional recommendations, mainly of a tweaking/clarifying nature, including:

- Specifying that these qualifications are for people with intellectual disabilities, not other learning disabilities (such as dyslexia, hearing impairment, vision impairment) as it was pointed out that such learners are catered for already within the education system.
- Indicating that the intended learner group for Qual 2 is adults.
- Removal of a paragraph that was largely not understood and deemed unnecessary, on collaboration regarding learner pathways.
- Adding a recommendation within both quals that staffing be at a higher level than for standard programmes in recognition of the additional individual learning support required by learners.

The LDA for the original 2854 Skills for Living and Working was extended several times due to Covid and then Te Pūkenga. The intention to develop the 4373 programme was postponed until 2024 when the 2853 (V2) was developed. The 4373 programme is the pathway for both students graduating from 2853 and students with the skills ready to enter 4373 directly.

Throughout 2024 and 2025 Unitec undertook extensive consultation of internal and external stakeholders to inform the development of both the 2853-2 New Zealand Certificate in Skills for Living for Supported Learners (Level 1) programme and for 4373-1 New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1), which was developed 12 months later in 2025.

Initial predevelopment consultation with stakeholders of 4373 - The New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) programme.

In 2024 key staff members, subject matter experts, and representatives of our Maori, Pacific and Disabled community formed a Working Group to guide the development of the two programmes resulting from the split of 2853-1.

Date	Mode of consultation	Who was consulted	Agenda	Feedback
13 th March	Workshop	Internal Stakeholders, Kaiako, Specialist Māori, Pacific and Disability Advisors, Learning Advisors.	Design work plan	Workplan received and schedule created
March to June Wednesday afternoon meetings	Workshop	Internal Stakeholders, Kaiako, Specialist Māori, Pacific and Disability Advisors, Learning Advisors, graduates.	Development of Learning Outcomes Curriculum content	This mahi was instrumental in the distribution of content across both programmes, the design of courses, learning outcomes, assessment, delivery model and resources.
April 2 day blitz (23 rd & 24 th)	Workshop	Internal Stakeholders, Kaiako, Specialist Māori, Pacific and Disability Advisors, Learning Advisors.	Review Consultation feedback Design Learning Outcomes	These 2-day workshops provided a time for staff working directly on the programme for deep thinking and collaboration on programme design.
3/4 and 10/4	Online meetings	Parents and past and present tauira		Feedback from these huis emphasised the following: -clear information is needed for families on what will be learned and the curriculum. -timely feedback to students is critical

				-we need to emphasise social capability and independence for students within the curriculum
2 nd & 4 th of July	Workshop	Internal Stakeholders, Kaiako, Specialist Māori, Pacific and Disability Advisors, Learning	Respond to feedback Design Assessment Criteria and curriculum resources	The delivery of the courses and their curriculum resources must consider and reflect priority group strategies.

Feedback received during the pre-development consultation phase for 4373 - The New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) programme - March 2024

Do you feel there are any gaps or omissions in our current education programme that could be addressed by introducing this new programme?

Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Unsure	Noted
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	Unsure	Noted
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	Unsure	Noted
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Unsure.	Noted.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	No.	Noted.

7/4/24	Online Survey	Carron Boswell - Retired	Unsure.	Noted.
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor’s Laundry, Point Chevalier	Unsure.	Noted.
Would you support the implementation of this new education programme to address specific needs or areas currently not covered?				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Yes.	Noted.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	Yes.	Thank you.
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	Unsure.	Noted.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Yes	Thank you.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Yes.	Noted.
7/4/25	Online Survey	Carron Boswell - Retired	Unsure.	Thank you.

10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor’s Laundry, Point Chevalier	Yes.	Thanks.
In your opinion, is there a demand within our community for a new education program that enables graduates to be self managing in day to day living situations, in a workplace , independent living, or further study?				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Yes. Our recent work at TEC engaging with special schools and intellectually disabled learners supports this goal for the new programme (as does international research)	Thank you for your feedback.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	Yes. I have friends not working or only working part time and this might help them gain new skills.	
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	Yes. I have friends not working or only working part time and this might help them gain new skills	Thank you.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Yes. Yes x10000000. I regularly speak to our athletes who express their frustration and difficulty in finding further pathways/employment.	Thank you. We plan to address this in the development of the curriculum for the new programme.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Yes. It is a great opportunity for people with intellectual disabilities to have an opportunity to study in tertiary.	We’re pleased to hear your support for creating tertiary study opportunities for people with intellectual disabilities. Expanding access and inclusion is a key priority, and we’re committed to providing meaningful pathways that support lifelong learning and participation.

7/4/25	Online Survey	Carron Boswell - Retired	Yes. Skills for Living often addresses students' needs within whanau or domestic contexts. Skills for Learning and Working meets student needs in wider social, educational and employment contexts.	Noted.
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor's Laundry, Point Chevalier	Yes. To help achieve more.	Thank you.
Please tell us what specific areas/topics you believe should be covered in relation to graduates being self managing in a workplace, independent living or further learning context?				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Sorry I don't have that level of expertise in this area. But in general, we hear from employers that they want people who understand how to behave in a workplace, so general skills about workplace etiquette, how to ask if you need help and communication would no doubt be important.	Thank you, this is useful information for curriculum. We are planning a course on communication skills.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	All the regular things – social cues/understandings/boundaries, professionalism, listening & following instructions, developing own set of tools/strategies, budgeting, travel, safety, how to look for a job and navigate recruitment systems that are not set up for anyone outside the norm etc. etc. Also, knowing what they may need from a support person, how to find support people, what opportunities are there for meaningful activity to address isolation & developing bad habits when the routine of school is no longer in place. Also, providing support to	Thank you for your detailed response. Our curriculum design team will address these.

			families on how they can assist in navigating options/funding/pathways to independent living.	
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	It would depend on the person's strengths and weaknesses - it would need to be tailored. Unless Unitec already knows where this person can work and what skills are required for a particular job.	Thank you for this feedback. We agree that support and learning pathways should be tailored to an individual's strengths, needs, and goals. Our approach aims to provide more personalised guidance while also strengthening our understanding of industry needs, so we can better align skills development with real employment opportunities.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	I imagine you already cover a bulk of what I could suggest, but things like managing your workload, managing money/income, what is appropriate/professional in the workplace etc. would be awesome to see.	Thank you. We plan to cover these areas in the curriculum.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Rights of working in New Zealand A chance to try new things and meet new people.	Thank you for this detail. We plan to incorporate this into a course on Citizenship and Community. Learners will explore their rights and responsibilities, contribute to community projects, and practise inclusive behaviours that strengthen belonging and social connections.
7/4/25	Online Survey	Carron Boswell - Retired	(I assume that being 'self-managing' contains the prior learning for 'self-managing in planning...) (Also, if these strands aren't continued in the second year, the course content in the first year needs to contain enough information and experiences for students to make an informed choice. The workplace and further learning strands below would need development.)	Thanks for the detailed information. We will review this during curriculum development.

			Self-managing in a workplace: What is a workplace, advantages and disadvantages of working, why get a job, different types of work, interviews with family members about their jobs, interviews with other members of the workforce, create list of positive and negative attributes for working environments, visits to workplaces including Unitec and other workplaces, analyse workplaces using list of attributes, paid work including rates of pay, other forms of work satisfaction, voluntary work. Also, topics covered in e.g. Preparing for Work... Self-Managing for independent living: What is independent living, personal care, sharing with others, support systems, decision making, sexual health including consent and contraception, nutrition and meal planning, budgeting, types of accommodation available, accommodation costs, tenancy agreements, tenants responsibilities, landlords responsibilities, form filling, Healthy Homes standards. Also, topics covered in Managing Everyday Living etc Self-managing for further learning contexts: What is meant by 'further learning', advantages and disadvantages of further learning, why study, different types of of further learning, qualifications, formal and informal recognition of ability, getting used to a formal learning environment (including mapping Unitec with	
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			important areas, services, facilities), interview family members and others about further learning, identify obstacles and enablers for success, coping with obstacles and enablers, trialling a new leisure pursuit and documenting it.	
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor's Laundry, Point Chevalier	Everything.	Noted.
Please tell us what specific areas/topics you believe should be covered in relation to graduates being self-managing in planning a future pathway for work, further learning and personal goals.				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Sorry I don't have that level of expertise in this area.	Noted, thank you.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	Same as above, I can't see the difference	Noted.
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	Unsure.	Thank you.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Similar to above.	Noted.

5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Maybe your themes could be around Self Development, Health and Safety, Understanding work and rights, practicing work skills. Being part of the community.	Thank you. Self-development will be incorporated throughout the curriculum, and we plan to have courses that specifically address these other areas.
7/4/25	Online Survey	Carron Boswell - Retired	Self managing in planning a future pathway for work: Self reflection-writing a personal profile, choosing a job, employment contracts, rights and responsibilities of employee and employer, good faith agreements, form filling, post Covid changes in the workplace, distinctions between domains of work and leisure (including digital use), workplace etiquette, workplace culture, work experience Self managing in planning for further learning: Self reflection-writing a personal profile, selecting further study opportunities and choosing a course, visiting lectures and workshops, personal support systems, student support services, getting ready for a class, course enrolment and admission procedures, form filling, assistive technology, disability note takers, scholarships, Self managing in planning for personal goals: Self reflection-writing a personal profile, SMART goals theory (or whatever is the goal setting model currently used), SMART goals practical application using examples from personal life, writing a SMART goal for improving performance at UNITEC, writing a work related SMART goal, writing a SMART goal for further learning. Also, topics covered in e.g. Managing Everyday Living, Health and Well Being...	Thank you for your feedback on the proposed content for Self-Managing. We appreciate your input and have reviewed the suggested areas to ensure the programme remains relevant, comprehensive, and supportive of learner needs.

10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor’s Laundry, Point Chevalier	Being Independent.	Thank you.
Which option do you prefer?				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	Have self-management in day to day living situations in a workplace, and further learning contexts available as electives.	Thank you.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	Include self-management in day to day living situations in a workplace, independent living and further learning situations as compulsory courses in the main programme	Thank you.
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	Have self-management in day to day living situations in a workplace, and further learning contexts available as electives.	Noted.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Have self-management in day to day living situations in a workplace, and further learning contexts available as electives.	Thank you.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Have self-management in day to day living situations in a workplace, and further learning contexts available as electives.	Noted.

7/4/25	Online Survey	Carron Boswell - Retired	Have self-management in day to day living situations in a workplace, and further learning contexts available as electives.	Thank you.
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor's Laundry, Point Chevalier	Include self-management in day to day living situations in a workplace, independent living and further learning situations as compulsory courses in the main programme.	Thanks.
Please explain the reasons for your choice above.				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	From my work with the special schools, I understand some learners have already done a lot of the day to day and independent living stuff while in compulsory and want to further their job readiness now they are out of school.	Noted.
4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	I don't see how self-management learning would be different in a workplace vs further learning contexts. Important to show how to use self-managing tools/learning across a variety of contexts.	We agree.
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	I have two friends - the first one needs help with keeping the job - the ability to discuss what is going right and what needs to be improved. Putting in goals that can be achieved. My other friend does not have a job and going to a program would provide a huge benefit - purpose for the day, continuing to practice skills, networking with people and focussing on this person's goal to get a job.	Thank you for sharing these examples — they highlight the different types of support people may need at various stages of their employment journey.

5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	Flexibility is key for our people, so not being too rigid is incredibly important.	We completely agree that flexibility is essential to ensuring our programmes remain relevant, and effective. We will keep this in mind as we design approaches that can adapt to different needs and circumstances.
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	Your students could then participate either as a part time or full-time student.	Noted.
7/4/25	Online Survey	Carron Boswell - Retired	This option gives a greater sense of progression. However, students would need to be assisted to make the right choice. It may be that fewer students choose further learning which would mean that the workplace by default becomes the main area of study for the second year. What would that mean for the students and lecturers work loads?	Noted. We will consider this in the design phase.
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor's Laundry, Point Chevalier	To improve ourselves.	Noted.
Is there anything else you would like us to consider in the development of this new programme?				
27/3/2024	Online Survey	Sara Williams – Principal Advisor, Learner Success, TEC	No response.	N/A

4/4/24	Online Survey	Sarah Ferens – Head of Moxie Employment, Recreate NZ	No response.	N/A
4/4/24	Online Survey	Gabrielle Salmon – Assistant, Alvarium Investments	No.	Noted.
5/4/24	Online Survey	Ben Wallace – Regional Sports Coordinator, Special Olympics	No response.	N/A
5/4/24	Online Survey	Kim Valintine – Tutor Skills for Living, WITT	I am not sure if you do this but developing skills to access activities in the community is always rewarding for students.	Thank you. We plan to do this through a course titled Citizenship and Community.
7/4/25	Online Survey	Carron Boswell - Retired	Nothing else to add.	Noted.
10/4/24	Online Survey	Mais Al-Ansari – Helping people at work, Taylor's Laundry, Point Chevalier	No.	Noted.

Feedback received during the programme consultation phase for 4373 - The New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) programme - October 2025 – Internal and External Stakeholders.

The programme development working group consisted of student representatives, members of our Maori, Pacific and disabled communities, along with subject matter experts.

Please tell us what you see as the strengths of the new, NZ Certificate in Skills for Learning and Working for Supported Learners (Level 1) programme.

Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
2/10/25	Written feedback	Laraine Hand, Retired	The courses seem to have a good range and will provide interesting learning opportunities for the students.	Thank you for your feedback.
3/10/25	Online Survey	Di Morris, Transition Coordinator, Explore	A lot of our learners are not ready for the big wide world when they leave School, it's too daunting and also a lot of them are not mature enough. I feel this course is the next steps in their life to become more independent, to learn some social skills where they have had the comfort of School for a large portion of their lives and grow as individuals. This course is crucial for us as Transition Providers to be able to have access to such a wonderful programme and for the parents as well.	Thank you. We agree and believe this curriculum will support learners to be more independent in whatever choices they pursue in their lives.
4/10/25	Online Survey	Jody Morton – Head of Department, Waitakere College Inclusion Support Centre	Well thought out steps for students to achieve. Like the idea of what they will achieve and what levels they target. This would suit lots of our students at Waitakere College.	Thank you for this feedback. We look forward to seeing your learners in our programmes.

6/10/25	Online Survey	Margaret Reilly – General manager, Poly-Emp Employment and Advisory Service	As our service supports young people to gain sustainable paid employment the strengths are in the exposure to real world of work. either in work place visits, work experience and the opportunity to practice what they are learning at the same time. in addition the citizenship component is really important as it reflects for us a person who can be independent in their own community and with some transferable soft skills. The problem solving component is a helpful module that would prepare the young people for workplace issues that invariable come up. Learning or gaining an understanding of their executive functioning as this is such a big issue in the workplace for many of the young people we support.	Thanks for your detailed response. We are glad to know that you also believe the inclusion of in work learning. citizenship and problem-solving approach as important.
8/10/25	Written feedback	Jo Sutton, National Outreach Educator and Outreach Advisor – Autism New Zealand	I've had a scan through the information, and it all looks good from an autism perspective. We know that there is a distinct lack of options when this group of people leave school, so it is great to see this programme in development.	Noted thank you.
9/10/25	Written feedback	Jeff Howe, Director, International, Tamaki International Marketing	Happy to endorse as outlined in your email and note that this is not a programme for international students.	Thank you.
9/10/25	Written feedback	Fleur Annan, Director, Marketing and Brand, Tamaki Marketing	Still getting my head around all the products but I remember taking about this one at TAPAP. Consider it endorsed.	Thank you.

10/10/25	Face to face meeting	Veraneeca Taiepa – Kaihautu Mātauranga Māori, Lele Talagi – Access for Success Disability Learning and Achievement, Sacha Garrity – Learning and Teaching Advisor, Te Puna Ako, Unitec	The group affirmed the programme structure and content. Whānau aspirations, wraparound support, and flexible delivery were identified as important keys to retention and success.	Thank you. Access to support for all priority groups and flexible delivery are critical for our learners and are embedded in our teaching and learning methods.
13/10/25	Written feedback	Daisy Bentley-Gray, Interim Manager, Pacific Success, Unitec	I like that you provided a description of Fono on page 50 as I was going to ask if there was a glossary of terms including Fono when I saw it on page 6. The specific details and references to Pacific frameworks is great. If these are the only specific references to Pacific in your programme, I am happy to endorse. 😊	Thank for your feedback. We actively incorporate the principles of: • Talanoa – our learners are encouraged to connect with course content and staff in an open and respectful manner, where all voices matter. Students are encouraged to share their stories and experiences in discussion-based learning, reflective activities and group problem solving both in the class and in assessment activities.

				• Fonofale – the connectedness of Supported Learners to their family, culture, spirituality, physical and mental wellbeing and environment is critical. Learning design and teaching practice align wellbeing, belonging and identity. • Fa’afaletui – different perspectives are encouraged, and learners and teachers bring their viewpoints together to form shared understanding. • Strengths based – our learners family commitments, collaboration , oral traditions and spirituality are high priority. Our learners families and communities are integral to their learning and our curriculum connects our learners to these communities.
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14/10/25	Online survey	Whaea Lynda Toki - Pou Manaaki, Maia Services, Unitec	The strength of this Certificate is it gives students something tangible to work towards i.e. builds their confidence as well as their strengths. A strength-based qualification towards who they are still becoming.	Thank you. The curriculum has been designed to build confidence in our learners to support them in their independence.
15/10/25	Written feedback	Denise Hoffman, Community Advisor, Disability Connect	I can see a lot of work has gone into the development of the new program.	Thank you.
16/10/25	Online survey	Kylee Jhaveri – Senior Leadership – Inclusive Education, Lecturer, MIT	It covers a wide range of skills and topics. It provides a longer-term option for learners, especially those not wishing to transition so soon into the work force or further study. It continues to build on skills and abilities over a longer period. The traffic light system for assessing and providing guidance around students skills provides ways to track growth.	Thank you for your feedback.
16/10/25	Online survey	Lorraine Vickery – Transition Teacher, Mt Roskill Grammar, MacLean Centre	You have chosen the most important topics for students to develop skills, confidence and pathways to support their futures.	Thanks for affirming the curriculum content.
17/10/25	Written feedback	Sacha Garrity, Academic Advisor, Te Puna Ako	Having been involved with the development of this programme since initial discussions in June and further supporting Whaikaha in: • development of the teaching and learning methods, • GPO to LO mapping • assessment design, I am happy to endorse The New Zealand Certificate in Skills for Learning and Working.	Thank you, Sacha.

17/10/25	Written feedback	Pat Ball, Retired	I was impressed with what I read and pleased to see a strong numeracy focus with literacy well imbedded in all aspects. I did like the many planning and thinking skills encouraged and embedded throughout. Give my best to Dave and his team and congratulations on producing fine qualifications/programme framework to improve the outcomes of our disabled learners.	Noted, thank you.
Please tell us about any gaps or omissions you think need to be addressed to ensure this programme aligns with the qualification.				
3/10/25	Online Survey	Di Morris, Transition Coordinator, Explore	I can't see any gaps. It's such a wonderful course I can't speak highly enough of it.	Thank you.
4/10/25	Online Survey	Jody Morton – Head of Department, Waitakere College Inclusion Support Centre	Not sure of any.	Noted.
6/10/25	Online Survey	Margaret Reilly – General manager, Poly-Emp Employment and Advisory Service	Perhaps in literacy or numeracy around workplace process; ie rosters that are on a phone or computer program. access to a wage slips understanding tax and kiwi saver. all workplaces are different and some are complex to work through.	Thank you for the thoughtful feedback. We will review the indicative content and make the necessary additions.
6/10/25	Written feedback	Donna Salmon, Subject Librarian, Unitec	Thank you for sending this consultation document to the library for us to review. As one of the Subject Librarians for Bridgepoint, I'm the key library contact for this school.	Thanks for picking up on this Donna. This new programme will require nothing different to our previous programmes. There is no intention of requiring any

			I've looked at the programme documents, and noted that in several places, under learning resources, there's a bullet-point saying "Library resources". I'd just like to clarify please - does this mean Unitec Library resources? If so, we would need to have a conversation about this. My understanding is that none of the current supported learning courses use Unitec Library resources, as we don't buy for these courses and our books may not be at the correct level. In the past, I think these students may have used public library books – so maybe this is what is being referred to here?	additional library resources currently.
10/10/25	Face to face meeting	Veraneeca Taiepa – Kaihautu Mātauranga Māori, Lele Talagi – Access for Success Disability Learning and Achievement, Sacha Garrity – Learning and Teaching Advisor, Te Puna Ako, Unitec	Te Reo course names for Numeracy in Action and Everyday Living courses could be simplified. Attention was drawn to some editing errors – course length P7/10, Strategic Purpose statement p4. Discussion on assessment and fairness for Supported learners – revisit assessment submission and reassessment requirements.	Thank you. All edits have been undertaken, and the assessment submission and reassessment requirements have been edited to include consideration for 'special circumstances'.
13/10/25	Written feedback	Daisy Bentley-Gray, Interim Manager, Pacific Success, Unitec	I've had a read through and saw no issues with the programme document you sent from a Pacific lens	Noted, thank you.
14/10/25	Online survey	Whaea Lynda Toki - Pou Manaaki,	Do not presume we know what's best, I witnessed a student write a waiata based on words written on a whiteboard. She was able to	Agreed.

		Maia Services, Unitec	understand the meanings behind the words and apply them with the assistance of a writer.	
15/10/25	Written feedback	Denise Hoffman, Community Advisor, Disability Connect	In the time I had to look I wondered if, where there is no/little whanau support, a student could access Supported Independent Living from Kaikaranga. This funding helps people set goals and achieve them and is usually for 6 months.	Thank you. This is useful information and we will pass this to our relevant support team.
16/10/25	Online survey	Kylee Jhaveri – Senior Leadership – Inclusive Education, Lecturer, MIT	For students who enter and complete 1 year not 2 is there an option to get a 60-credit certificate? Sorry if I missed this anywhere, I don't recall reading about this, but some might find the 2 years too big of a commitment, so would be good to have achieved a certificate as an option.	Thank you. We offer the one-year New Zealand Certificate in Skills for Living programme also. This gives Supported Learners the option of a one year programmes, with a qualification exit point.
16/10/25	Online survey	Lorraine Vickery – Transition Teacher, Mt Roskill Grammar, MacLean Centre	One topic I think that is important today for young people in today's world is including resilience training under Hauora.	Thank you for your suggestion. The working group reviewed this and have it covered under indicative content in "Managing Stress and emotions, Coping Strategies".
Is there any other feedback you would like to provide on the NZ Certificate in Skills for Learning and Working for Supported Learners (Level 1) programme?				
2/10/25	Written feedback	Laraine Hand, Retired	1 Whakarunga Whanui General admission Suggest 1.1 Remove typically - Learners will be disabled and/or neurodiverse ... 2 Paearu Kowhiri Tukanga Selection Criteria and Process	Thank you for your feedback. Changes have been made based on your feedback.

			Suggestion I would delete the introduction and replace it with All applicants who meet the entry criteria will be considered and be invited to come for an interview. Successful applicants will be notified once the selection panel has made their decision. The selection will be based on: etc	
3/10/25	Online Survey	Di Morris, Transition Coordinator, Explore	Not at this time.	Noted.
4/10/25	Online Survey	Jody Morton – Head of Department, Waitakere College Inclusion Support Centre	I think its a great idea and would benefit so many.	Thank you.
6/10/25	Online Survey	Margaret Reilly – General manager, Poly-Emp Employment and Advisory Service	We have found that the majority of young people referred to us through Unitec in the past that are keen to work are easier to place and support because of their time on the two year course. We take referrals from other sources and it is evident that by attending a two year course that has such a focus on employment skills gives such an advantage to their success in work and beyond.	Thanks for affirming the necessity of the two year programme.
8/10/25	Written feedback	Jo Sutton, National Outreach Educator and Outreach Advisor	The only additional thoughts that came to mind as I was reviewing the document was that the course content all looked great, provided that the tutors, subject matter experts, external speakers etc are well trained and in particular, understand the differences in social interaction/communication that we may see in autistic or	Thank you for your feedback. Our tutors bring a range of specialist skills to their teaching, and we have one lecturer who is dedicated to serving the needs of

		– Autism New Zealand	neurodivergent individuals. It is extremely nuanced of course, but in essence, an understanding that everyone communicates differently, that verbal communication is often the first thing to drop off if a person is stressed/distressed/anxious, and that social interactions/friendships/relationships and related activities can look very different for these individuals. I make an assumption that programme leads and tutors will be well across this stuff but you are most welcome to reach out to me or to the Education team at Autism NZ should any additional training, support or resources be useful to support a successful programme.	our learners and staff with professional development. I will pass on your kind offer for training, support and resources, thank you.
9/10/25	Written feedback	Chris Park, General Manager, Academic Services, MIT	The only comment I have is on entry and it's mainly for comparison: MIT's is open entry for domestic learners aged 16 and above, no interview required.	Thanks Chris, we appreciate the feedback, and the subsequent discussion on entry requirements. Thank you for your endorsement of this programme during our Teams conversation today.
9/10/25	Written feedback	Chris Park, GM Academic Services, Enrolment and Operations Tamaki	The only comment I have is on entry and it's mainly for comparison: MIT's is open entry for domestic learners aged 16 and above, no interview required.	
10/10/25	Face to face meeting	Veraneeca Taiepa – Kaihautu Mātauranga Māori, Lele Talagi	None.	Thank you.

		– Access for Success Disability Learning and Achievement, Sacha Garrity – Learning and Teaching Advisor, Te Puna Ako, Unitec		
13/10/25	Written feedback	Daisy Bentley-Gray, Interim Manager, Pacific Success, Unitec	I know there is no set rule on references to Pasifika/ Pacific but at Unitec, our team has been advocating to ensure all references to Pacific peoples is spelt with the English concept “Pacific”. Thank you for your, Dave and the team’s dedication and work in developing this programme for our Supported Learning students. As mentioned in my previous response, I’m happy to endorse this from a Pacific lens.	Thank you. We will review the programme document and ensure that all references are in line with your recommendation.
14/10/25	Online survey	Whaea Lynda Toki - Pou Manaaki, Maia Services, Unitec	See the big picture in multiple ways, to assist our understanding.	Noted.
16/10/25	Online survey	Kylee Jhaveri – Senior Leadership – Inclusive Education, Lecturer, MIT	How are the topics to be divided across the teaching year - 9 topics? This doesn't allow for 1 per term, will study breaks reflect this, or will learners cover topics across two terms? Will this cause confusion?	We have now structure 10 courses to accommodate the feedback and ensure scaffolding of learning. 8 will be one semester courses and two will run across two semesters.

16/10/25	Online survey	Lorraine Vickery – Transition Teacher, Mt Roskill Grammar, MacLean Centre	The assessments using digital portfolios including videos, recordings, photos, presentations, documents will meet all learners needs.	Thank you. We believe that drawing evidence from a variety of contexts and sources over time will best allow our learners to demonstrate that they have met the learning outcomes.
16/10/25	Written feedback	Mike Potter, Disability Connect	My understanding of this course is that it places a strong emphasis on short-term outcomes, particularly preparing students for immediate employment. While this may benefit some, it's important to acknowledge that many capable disabled individuals may take three to five years to secure a job. In light of this, I believe the course should broaden its focus to include preparation for meaningful activities—both paid and unpaid—that contribute to a fulfilling and inclusive life. Supporting students toward an interdependent, good life requires a long-term perspective, not just a pathway to employment. Additionally, the current emphasis on work skills at this level may unintentionally undermine confidence for some learners. These skills might be more appropriately introduced at Level 2, once students have had time to build foundational strengths and self-assurance. Refocusing the course in this way could better align with the diverse journeys of disabled learners and foster more sustainable, empowering outcomes. Where does this fit within the vision for Enabling Good Lives?	Thank you for your feedback. We are very aware of this for our disabled taura. Within the context of this programme, employment includes both paid and unpaid endeavours. We are mindful of not raising unrealistic expectations and the work-based opportunities in this programme encompass volunteer and paid employment.

Addendum 2 Staff Summary and Person Specification

Academic Staff summary

Name	Position	Courses Taught	Industry Experience	Teaching Experience	Professional Learning and Teaching Development	Professional Discipline Development (include Memberships and Associations)	Publications
Dave Hicks	Academic Programme Manager	BPED1301 BPED1305	Pastoral Care Staff workload Academic Quality Health & Safety Teaching Advocacy Health & Well Being Industry Communication Curriculum Design Pedagogies for Neurodiverse Learners Qualification Design with NZQA	Specialist Classroom Teacher Learning Support Manager Music Therapy Teacher Lecturer	Post-Graduate Diploma in Educational Leadership Post-Graduate Diploma in Education (Disability & Impairments) Graduate Diploma in Education (Drama & Media) Bachelor of Arts (Media & Communication)	2025 – National Neuroability Symposium 2024 – Consistency Review 2023 – NZQA Level 2 Foundational Skills Certificate Panel Member, Presentations to Unitec’s ECE programme taura, Neuroability Symposium Presentation 2022- Positive Change Leadership, Giving & Receiving Feedback, Speak Up Workshop, Employment Fundamentals, “Down For Love” TV Show	

						Consultant and participant 2021 – Developed the Disability Action Plan for Unitec/Te Puukenga, NZCSL NZQA review group 2020 – Managing Performance, Difficult Conversations, Understanding Unconscious Bias, Change and Resilience, Mental Distress	
Mary Perich	Lecturer	BPED 1304 BPED 1307 BPED 1308	Teaching, Pedagogies for neurodiverse learners, Moodle, Health & Safety, Advocacy, Planning, Assessing, Moderation, Pastoral Care, Work Placement supervision,	Lecturer Learning Support Specialist, music and art teaching	PGCAP Postgraduate Certificate of Applied Practice (Digital and Collaborative Learning) GDipHE NCAET, National Certificate in Adult Education and Training NCALNE, National Certificate in Adult Literacy and Numeracy Education (Vocational / Workplace) CertHE Unitec	2025 Engaging with Religious Diversity – Workshop 2025 Epilepsy training 2024 Achieving the Badge: Teaching Pacific Learners 2024 The online Phriendly Phishing course – Practical applications. 2024 The Neurodiversity Community of Practice -	A Day in their Working World. Presented at ACDA & IACD International Community Development Conference, Auckland, 2017 Finding and Supporting Students in Meaningful Work Experience

			Resource development, Programme Development.			Friday workshop throughout the year. The Mind Over Matter workshops and online training Living Te Noho Kotahitanga - Mauri Tū /Demonstrating. February 07, 2023 Pre-moderate assessment materials - Mauri Oho/ Emerging. November 30, 2023 Disability Confidence 101. Completed 7 July 2023 – Certificate. Attending the Te Pūkenga Regional Learning & Teaching Symposium. 17th February 2023 Stronger Together. Disability Connect to upskill. Attending the MSD - Work and Income and Auckland Disability Law workshop 10 October 2023.	Placements. Unitec Supported Learning Network. Unitec Institute of Technology, Auckland, 2014 Music as a Catalyst for Literacy Development. The National Supported Learning Forum. Christchurch Polytech Institute of Technology, Christchurch, 2013
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						The Neuroscience of Neurodivergence - 18th of August 2023	
Lynette Solomon	Lecturer	BPED 1302 BPED 1304 BPED 1306 BPED 1307	Teaching Planning Assessing Moderation Pastoral Care Work -Placement supervision Resource development Programme Development		BEd (Teaching)Cert ESOL NCALE L5 National Certificate in Adult Literacy and Numeracy SPELD NZ Cert Intro to Specific Learning Disabilities	2025 – NZCSL NZQA Consistency review research 2023- 2024 - Dyslexia- Morphology and Comprehension 2024 -Executive Functioning and Dyslexia. Credly Badges - 2025 Pacific Learners Improving Success & Retention 2022 Teaching under 25's Learners 2022 Peer Teacher Coaching 2021 Te Tipare Embedding Matauranga Maori 2020 Living Te Noho Kotahitanga 2020 – 2021 Te Rito Te Reo workshops 2022 Kura pō rua course	

						(SOAR) Unitec committee member. Teaching Council of Aotearoa New Zealand member Unitec African Ubuntu Club (Chair)	
Caroline Leader	Lecturer	BPED1301 BPED 1303 BPED 1305	Teaching Planning Assessing Moderation Pastoral Care Work Placement supervision Resource development Programme Development Advocacy Professional development	Primary teacher Specialist teacher in behavioural school (Age 10-16) Professional development facilitator (TTS) Roots of Empathy instructor Co-counsellor Behavioural support and grief group	BA in Psych and Education Post Grad Cert Primary Ed Post Grad in Digital Collaborative Learning Master in Contemporary Ed	2024-25 Unitec-C.O. Engaging with Pacific (Badge) 2025 – National Neuroability Symposium 2025 – FABENZ conference Safe crisis management De-escalation and restraint training Trauma-informed practice and restorative justice trained facilitation	Master's thesis "Using collaborative problem-solving to improve self-regulation skills"

Zerla Cruz	Lecturer		Teaching Planning Assessing Moderation Pastoral Care Work Placement supervision Resource development Programme Development Education & Training (Health & Well-Being) Healthcare Admin & Support	Lecturer Healthcare Trainer Learning Support English Tutor Public Secondary Teacher – Special Education (Deaf, ID, Autism) Public Secondary Teacher – Regular Class Public Uni Tutor – Deaf/Hearing Impaired Special Ed Teacher for Hearing Impaired (Early Childhood)	CELTA – Cambridge English Level 5 - NZLC - Auckland, NZ NZ Certificate in Health and Wellbeing Level 2 – Auckland, NZ NZQA Level 7- NZ Master of Special Education - Philippines Postgraduate Study – Bachelor of Secondary Education- Supplemental - Philippines Bachelor of Science in Biology - Philippines		
Angelina Wright	Lecturer	BPED 1302 BPED 1307 BPED 1308	Teaching Planning Assessing Moderation Pastoral Care		Bachelor of Sport Post-Graduate Diploma in Inclusive Education NZ Certificate in Adult Tertiary Teaching		

			Work Placement supervision Resource development Programme Development				
Chang Zhang	Lecturer	BPED 1303 BPED 1306	Teaching Planning Assessing Moderation Pastoral Care Work Placement supervision Resource development Programme Development		1. Master of Education - University of Auckland, New Zealand 2024 2. Master of Arts in Global Affairs and Management - Arizona State University, USA 2015 3. Bachelor of Science in International Business, Murray State University, USA 2014 4. Bachelor of Arts in English, Shandong Technology and Business University, China, 2014	2025 – National Neuroability Symposium	Zhang, C. (2024). Deaf and hard of hearing children and deaf education in China: A discourse analysis of contemporary research (Master's thesis, The University of Auckland). https://hdl.handle.net/2292/69802

Support Staff summary

Name	Position	Industry Experience	Teaching Experience (if relevant)	Professional Development	Professional Discipline Development (include Memberships and Associations)	Publications

Deidre Slade	Tutorial Assistant		Supports students' learning needs during class Supervision of group work Assist lecturers – set up of classes and resources for delivery Resource preparation Administrative duties			
Telesia Toko	Tutorial Assistant	Social Practice	Supports students' learning needs during class Supervision of group work Assist lecturers – set up of classes and resources for delivery Resource preparation	Bachelor of Social Practice 3 rd year student, Unitec		
Catherine O'Brien	Tutorial Assistant	15 years' experience in Art Therapy Industry experience in Mapura Studios	Supports students' learning needs during class Supervision of group work Assist lecturers – set up of classes and resources for delivery Resource preparation			

Addendum 4: Resources including ICTS, Library, Student Support

4.1 ICT resources

- **Information Communication Technology (ICT) support services:** All students at Unitec have access to the use of a computer and receive a network log-in, a free email account and internet access. Networked computers and printers are available in the library, commons room and other designated computer rooms. Computers are available for course-related work, research using electronic databases, the internet and Canvas.
- **Online learning:** Moodle is Unitec's Student Management System and is available to all staff and students for facilitating online learning and teaching.
- **Online Student services:** The Student Portal is available to Student for online viewing of academic results and enrolment details, payment of fees online, viewing loan/allowance application status, announcements, Unitec contact information, FAQs and updating contact details.

- **Programme specific IT requirements**

A wide range of information technology services are employed to support delivery of this programme. Information Technology (IT) offers a range of technology services and support to all staff and Student of Unitec. Full details about Information Technology Services at Unitec are available via here - [IT Support](#).

The delivery of course content is via the Unitec Moodle Learning Management System – [Moodle](#).

- Students provide their own laptop computer for this programme
- A projector is set up in the teaching space
- Students have access to printers
- Remote access is enabled
- Students have free access to the Internet while on campus
- Students have access to online communication via MS Teams
- Students have access to 'Helper Bird' software

4.2 Library

Student have access to Unitec's physical and online libraries, which support the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians, including dedicated postgraduate librarians.

Full details about Unitec Library Services are available via [Unitec Library Services](#).

The [Unitec Library Website](#) describes the collection available for Student.

There are no specific library resources needed for this programme.

Subject Librarians

The Subject Librarians review potential new resources and send regular updates to the relevant academic staff on print and electronic resources that have been added to the library's collection.

Subject Librarians provide the following services:

- **Information Literacy:** Subject Librarians provide customised information literacy sessions on a range of topics including electronic resources, information evaluation, and databases. Information Literacy

classes can be booked by lecturers and are held in the library and in teaching spaces and computer labs.

- Research: Subject Librarians provide workshops on research techniques and resources. Individual assistance is also available to students.
- Referencing: Subject Librarians provide workshops on APA and IEEE referencing styles which can be booked by lecturers and also provide one on one assistance for students.
- Course and Assignment Guides: Subject Librarians create research guides for specific courses and assignments whenever necessary, with input from academic staff and these are revised regularly.
- Collection Development: Subject Librarians work collaboratively with academic staff to identify the best online and print resources.

4.3 Academic support

Students can book appointments with a Subject Librarian or Learning Advisor for individual assistance.

4.4 Learning Advisors

Learning Advisors provide the following services:

- Study skills
- Time management
- Learning academic writing
- Understanding numbers and maths
- General learning
- English language support.
- Online Academic Learning Advisor Appointment Bookings

At Unitec we have a dedicated team of Māori Learning Advisors. Their services include the provision of study spaces, scholarships, student support and counselors. Maia is a dedicated space for Māori taura to study, use the computers, and from time to time enjoy some shared kai (food). Our Māori Learning Advisors team work out of this space.

We have a Pacific centre at both Waitakere and Mount Albert Campuses of Unitec. Study and Academic support is provided for our pacific students from these centres.

Full details of Unitec Student Support Services are available via the following links:

- [Student Services](#)
- [Support for Māori Learners](#)
- [Support for Pacific Learners](#)
- [Support for Learners with Disabilities](#)

4.5 Support Services

Unitec offers a team of professionals who are available to support students during their time at Unitec. All students can participate in an orientation programme at the commencement of the programme. This will identify the varied forms of support available to the students throughout their period of study. The following services are available at the main campuses:

- **Career and Employment Services:** An on-site career advisory and job placement service is available to prospective, enrolled students and recent graduates of Unitec. This service is available 5 days a week and includes:
 - Impartial advice and support to help make the right study and career choices
 - Developing job-search skills
 - Assistance with accessing information about tertiary education, training and post-graduate study
 - Support and assistance with interview skills, information and role plays
 - Assistance with developing CV's and cover letters for job applications
 - Information and strategies for effective and successful job search
 - Job board with placement opportunities specifically for Unitec students
 - Full recruitment service for students and employers

Unitec strategy outlines that programmes and courses must be aligned primarily to ensure that graduates have the competencies (knowledge+skills+attitudes) and graduate attributes required in contemporary and emerging careers. Unitec provides career counseling to students prior to enrolment, throughout their study and after graduation. All students are supported to create and maintain a personal career plan that is accessible to Unitec academic and support staff. Unitec proactively supports graduates into employment of their preference. Unitec provides coaching and support to graduates through their first six months of employment and continues to make employment placement and post-employment skill development opportunities available to alumni throughout their career.

- **Māori Student Support:** Unitec provides a dedicated support service for Māori students relating to study, work and life issues. Te Noho Kotahitanga Marae is available for Unitec staff and students and incorporates a whakairo (Ngākau Māhaki) and a wharekai (Manaaki). Ngākau Māhaki is the centre of the marae complex and features carvings by Ngati Porou master carver Dr Lyonel Grant. Kaumatua and Kuia provide support for all students.
- **Pacific Student Support:** Unitec provides a dedicated support service for Pacific students relating to study, work and life issues. Student Support Services has dedicated Student Support Advisors (Pacific) who can assist with Pastoral Support for Pacific Students as well as all students across all Campus's. At Unitec we want to ensure our Pacific Students stay connected to their cultural identity throughout their time at Unitec. Unitec Pacific orientation programme is a chance to demonstrate the services that will allow our Pacific Students to flourish and succeed at Unitec. In partnership with our Pacific community, we are committed to getting our Pacific youth into education to enable them to reach their goals, dreams and aspirations.
- **Tuākana-Teina:** This relationship provides a model for buddy systems. A more expert tuākana helps and guides a less expert teina. In a learning environment that recognises the value of ako, the Tuākana-Teina roles may be reversed at any time. Kaitiaki give tauira the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of tauira and kaitiaki both valued and acknowledged. Tuākana-Teina contributes to the development of collaborative capabilities and the skills needed to work effectively as part of a team.
- **Support for under 25s:** Unitec focuses on youth, bridging programmes and initiatives to engage with young people in the region to create pathways to engage with vocational education and training.
- **Disability Support:** Unitec is well equipped and is able to offer support and modified equipment to assist students with impairments. A Disability Support team offer services to enrolled and prospective students. Some of the services we offer are note-taking, sign language interpreters, digital recorders, exam support, alpha smart keyboards, plus general information, advocacy and advice on interviews, and help with funding applications. All

students with disabilities and impairments are encouraged to contact Disability Support for further information before commencing study.

- **International Student Support:** Unitec has dedicated staff to support international students. Services include assistance with the application process, Student visas, medical and travel insurance claims, accommodation and pastoral care. Student support services are available to international students, and the team has a 24-hour emergency line for all international students enrolled at Unitec. All international students are required to attend International Orientation during their first semester.
- **Pastoral Care for International Students:** Unitec is a signatory to the Code of Practice for the Pastoral Care of International Students published by the published by Ministry of Education. Copies of the code are available on request from Unitec Institute of Technology or from New Zealand Ministry of Education.
- **Financial assistance, Scholarships and Awards:** Unitec offers hardship and financial assistance grants to students in financial difficulty. The Student Financial Assistance Fund (SFAF) is available to assist students to overcome financial barriers which are directly related to, and adversely affect, the students' ability to pursue their current course of study. Students should contact Academic Registry to discuss hardship issues. The Unitec Information Centre produces a booklet (Funding, Scholarships and Grants Handbook) on the various grants and scholarships offered by community organisations, government departments and businesses.
- **Counselling and Health Centre Services:** These are available to all students through Partner Practices. Campuses are closely located to several local practices and students are free to choose which ever is most convenient for them. In addition, Unitec has agreed services with Partner Practices, to cover our Mount Albert and Waitākere Campuses. Counselling services are based from the Te Puna Waiora clinic, with usual roaming services for other campuses. We have a team of counsellors who can provide a confidential, culturally appropriate and safe space for you to talk about any issues that are affecting you. From your studies to stress and anxiety, risk of harm, relationships, mental well-being, or just need someone need to talk to.
- **Early Learning Centre (Child Care):** Parents studying at Unitec can utilise a purpose-built Children's Education Centre. The Centre provides meals and is open during standard work hours. It is staffed by qualified and registered teachers.
- **Chaplains:** Chaplains are available to students and staff and come from a variety of cultures, backgrounds, and beliefs. Unitec adheres to the Code of Ethical Practice of the Aotearoa New Zealand Tertiary Chaplains Association (ANZTCA).
- **Information Centre:** The Unitec Information Centre provides candidates with programme information and advice, as well as providing assistance to complete their application forms.
- **Clubs, Groups and Sports Teams:** The Student Activities team can put students in touch with groups on campus, and assist students interested in setting up any new groups. It is led by an Activities Co-ordinator. Unitec offers a range of recreational leisure activities and events, including Student clubs, sports teams, and social events on and off campus.
- **Student Representation and Advocacy:** Unitec maintains a system of Student representatives, from class and School reps through to a Student Executive Voice representing students from across Unitec. This group aims to be the "best and brightest" and meets regularly with senior staff to give a student perspective on strategic issues. Class Reps are the student voice of the classroom by passing on feedback that enhances student learning at Unitec. Class Reps fill out the digital diary weekly. The Student Executive Voice speaks for all students at Unitec at a governance level and are elected annually. This group of students listen to what students are saying, speak on their behalf, and make decisions with Unitec Leadership to ensure Unitec is Student-centred. Elections are held annually online, and roles include representatives from all Schools, Māori, Pacific, Under 25s, International, LGBT (Lesbian, Gay, Bisexual

and Transgender), and Disabilities. The Student Council work with students and Unitec leadership, contributing to strategic decisions for Unitec, and critically analysing policy for the benefit of Unitec students.

- **Advocacy:** Advocacy provides another source of support, to help make sure you are well informed about your rights and options with an advocate.
- **Learning Centre** has the tools and people to provide assistance with:
 - Academic writing and reading (including assignment writing and APA referencing)
 - Blogging and journal writing (reflective writing)
 - Study skills (including time management, learning styles, presentation skills, goal setting, note-taking, mind mapping and exam and assessment preparation)
 - English language (including IELTS/ELP preparation)
 - Mathematics and Numeracy
 - Basic computing skills - Word and PowerPoint
 - Accessible technology

Addendum 5 Transition Tables

Addendum 6 Co-Design with Whānau, Iwi and Hapū

He Kōrero Whakarāpopoto | Summary for Māori Stakeholder Review

NZ Certificate in Skills for Learning and Working for Supported Learners · Level 1 · Ref 4373

Tēnā koutou. This document summarises how te ao Māori, te reo Māori, and the voices of whānau, iwi, and hapū are woven through the 4373 programme. It is offered for your review and feedback.

Te Kaupapa | What this programme is

A two-year Level 1 certificate for supported learners (neurodiverse taura and taura with additional learning needs), delivered with a strengths-based, culturally grounded approach. Year 1 has four concurrent courses, each titled in te reo Māori alongside English:

Personal Growth & Identity	<i>Whakapakari Tangata</i>	Level 1 · 15 credits
Everyday Literacy & Numeracy	<i>Pūkenga reo, Pūkenga nama</i>	Level 1 · 15 credits
Developing Communication	<i>Whakapakari Kōrero</i>	Level 1 · 15 credits
Managing Everyday Living	<i>Oranga Ao</i>	Level 1 · 15 credits

Te Ao Māori ki roto | How te ao Māori is woven through the programme

Whakawhanaungatanga — <i>building relationships</i>	Embedded from Day 1 as the foundation of the cohort — the first two weeks of Year 1 are dedicated to this before any academic content begins.
Tuakana-teina — <i>mentoring relationship</i>	Used across the two years. More experienced taura support newer taura; reciprocal and mana-enhancing, not hierarchical.
Kanohi ki te kanohi — <i>face-to-face learning</i>	Explicitly recognised in PAD as a key factor for Māori learner success. Programme is delivered in person with high staff-taura ratios.
Noho marae / wānanga — <i>marae-based learning</i>	Offered where appropriate to provide a kaupapa Māori approach to achieving learning outcomes — includes tikanga, te reo, and whanaungatanga.
Ako — <i>reciprocal teaching and learning</i>	Staff commit to continual reflection on the learning and teaching process; taura are expected to bring their whole selves into learning interactions.
Mana motuhake — <i>self-determination</i>	Programme consulted whānau, iwi, and hapū specifically asked that mana motuhake be upheld — this shapes the strengths-based, goal-setting approach.

Te Reo Māori | Te reo in the programme

- Course titles, learner terminology (taura, kaiako), and key pedagogical concepts are in te reo Māori throughout the programme.
- Daily karakia are embedded in the timetable and marked as routine from the first day; taura learn them as part of settling in.
- Pepeha and mihi are taught in the first phase. Taura introduce themselves, share their whakapapa in whatever form feels safe, and connect with cultural identity as part of Personal Growth & Identity.
- Programme staff are currently undertaking a te reo Māori course to strengthen their capacity to deliver this content authentically.
- Assessment in te reo Māori is supported in line with institutional policy — taura who wish to demonstrate their learning in te reo may do so.

Ngā Reo o te Hapori | Whānau, iwi, and hapū voices heard in the design

During consultation, whānau, iwi, and hapū emphasised the need for:

Mana-enhancing, culturally safe programmes that honour identity
Pathways that support Māori success while recognising language and cultural identity
Programmes that build confidence and positive attributes, not just academic performance
Education that respects tikanga, fosters belonging, and develops meaningful skills for rangatahi

Te Tiriti o Waitangi | Treaty obligations

The PAD explicitly names honouring Te Tiriti obligations as a programme commitment. The Treaty of Waitangi and its contemporary relevance is part of the indicative content of BPED1304 Managing Everyday Living. The delivery is underpinned by **Te Noho Kotahitanga** and **Te Tipare Framework**, which promote reciprocal learning, reflection, and relationships.

Ko ō koutou whakaaro | We welcome your feedback

This summary is offered so whānau, iwi, and hapū representatives can review how te ao Māori and te reo are carried through the programme. Please tell us what is missing and what we should do differently — your input shapes the programme's two-yearly review.