|  |  |
| --- | --- |
|  | Training Scheme/  Micro-credential  Application |

|  |  |  |  |
| --- | --- | --- | --- |
| INFORMATION REQUIRED FOR APPLICATION TO UNITEC COMMITTEES | | | |
| TO: | *[Committee name]* Programme Academic Quality Committee (for endorsement)  Academic Approvals Committee (for approval/endorsement) | | |
| FROM: | *[Name/Title]* | DATE: | *[Date]* |
| SUBJECT: | Establishment of *<Training Scheme/Micro-credential>* *<Proposed Number/Name] (Level #, ## credits or ## hours)* | | |
| RECOMMENDATION  (FOR PAQC): | *That the Programme Academic Quality Committee endorses the establishment of the <Training Scheme/Micro-credential> detailed in the following application effective from Semester [#, YYYY] and recommends them to the Academic Approvals Committee for approval.* | | |
| RECOMMENDATION  (FOR AAC): | *That the Academic Approvals Committee approves the establishment of the <Training Scheme/Micro-credential> detailed in the following application effective from Semester [#, YYYY].* | | |
| INTRODUCTION TO THIS PROPOSAL: | *[Copied from 2.0 Introduction below]* | | |

The information contained in this application form will become the approved definitive document for the training scheme/micro-credential upon approval. It will inform the set-up of the course in Unitec systems and will be published in the Academic e-Library.

|  |  |
| --- | --- |
| ATTACHED DOCUMENTS SUPPORTING THIS APPLICATION | |
|  | Course Descriptor (Required)  You must provide a course descriptor for each course in this application. |
|  | Self-assessment Report (Required)  Demonstrates capability to deliver. |
|  | Business Case Approval (Required)  Demonstrates internal formal leadership approval. |
|  | Other Supporting Evidence (list names of documents)  Please also attach any other materials that may be relevant to this application (publicity material, letters of support, etc.). |

| PAQC REQUIREMENTS | Yes | No | Comments: |
| --- | --- | --- | --- |
| Introduction section completed |  |  |  |
| Structure section completed |  |  |  |
| Delivery Methods section completed |  |  |  |
| Resources and Staff section completed |  |  |  |
| Information for Student section completed |  |  |  |
| Assessment and Moderation Staff section completed |  |  |  |
| Review and Monitoring section completed |  |  |  |
| Consultation section completed |  |  |  |
| Information for Academic Committee Consideration completed |  |  |  |
| Course Descriptor attached |  |  |  |
| Self-assessment Report attached |  |  |  |
| Final sign-off prior to submission to PAQC |  |  |  |
| Business Case approved |  |  |  |
| All relevant supporting documents attached |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| AAC EVALUATION | Yes | No | Comments: |
| Introduction section clear and concise |  |  |  |
| Structure section |  |  |  |
| Delivery Methods section |  |  |  |
| Resources and Staff section |  |  |  |
| Information for Student section |  |  |  |
| Assessment and Moderation Staff section |  |  |  |
| Review and Monitoring section |  |  |  |
| Consultation section |  |  |  |
| Course Descriptor |  |  |  |
| Self-assessment Report |  |  |  |
| Business Case |  |  |  |
| Information for Academic Committee Consideration sufficient |  |  |  |

Logo, company name

Description automatically generated

**Training Scheme *or* Micro-credential Document**

**[name] Training Scheme *or* Micro-credential [code]**

Level #, ## Hours/## Credits

Programme Reference and Version Number: [######-#]

Prospectus Code:

**School of**

Original Approval Date of Programme: [DD Month YYYY]

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The electronic version of this document which is filed in Unitec’s E-Academic Library is the definitive version.

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# TRAINING SCHEME/MICRO-CREDENTIAL FACTUAL SUMMARY

|  |  |  |  |
| --- | --- | --- | --- |
| A picture containing water, sitting, ball, holding  Description automatically generated  **Mōhiohio pono |**  **Factual Summary** | | | |
| TERTIARY EDUCATION ORGANISATION (TEO) DETAILS | | | |
| NZQA Reference No. | [Issued at time of application] | | |
| Name of TEO | Unitec New Zealand Limited | | |
| Ministry of Education No. | 6004 | | |
| TRAINING SCHEME/MICRO-CREDENTIAL DETAILS | | | |
| Title: | The title must be appropriate, distinctive and unambiguous and cannot contain a protected qualification term such as ‘New Zealand Certificate’, ‘diploma’ or ‘degree’. An approved training scheme or micro-credential can lead to the award of a ’certificate’. | | |
| With pathways in (if applicable): |  | | |
| Level: | NQF level. Generally determined by the level of 60% of the learning outcomes (see Section 6 of the [NZQF](http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf)) | | |
| Total credits or hours: | Total credits for the scheme/credential. 1 credit = 10 notional learning hours.  Training scheme can be up to 40 credits (although there are some exceptions) and has no minimum value.  Micro-credential can be between 5 & 40 credits.  Local Unitec approved Training Schemes may use hours only if required. | | |
| NZSCED subject classification: | The assigned six-digit code from the New Zealand Standard of Classification of Education (NZSCED) system | | |
| Scheme/credential number: | Allocated by NZQA at time of approval – please leave blank | | |
| Scheme/credential owner: | Unitec Institute of Technology | | |
| Nature of approval sought: | approval  accreditation  funding. | | |
| Proposed start date: | dd/mm/yyyy format | | |
| APPROVAL CRITERIA STATEMENTS | | | |
| Structure of the training scheme/micro-credential: | Purpose Statement:    Copied from Section 2.1 below  Learning Outcomes:    Copied from Section 2.2 below  Detailed Learning Outcomes in this Training Scheme/Micro-credential are provided below in each course descriptor.  Content:    Copied from Section 2.3 below | | |
| Delivery methods: | Face to Face only (Intramural)  Blended (face to face and LMS supported or enhanced)  Distance only (totally online, extramural)  Delivery Methods Summary:    Summary copied from Section 3 below | | |
| Practical and Workplace Requirements: | Summary copied from Section 3.3 below | | |
| Resources and staff: | Teaching Staff:    Summaries copied from Section 4 below  Teaching facilities and physical resources:    Summaries copied from Section 4 below | | |
| Information for students: | Information for students is made available in a variety of ways including deployment in Moodle course shells, and in an on-line student handbook that includes:   * course descriptors * assessment information * regulations and policy * staff details and contact information * Links to student services   Entry Requirements:  To be eligible for admission to this Training Scheme/Micro-credential, all applicants must …    Statements copied from Section 5 below  English Language Requirements:    Statement copied from Section 5 below | | |
| Entry requirements for KIS: | Example:  To be eligible for admission to this Micro-Credential/Training Scheme, all applicants must have general [name] knowledge. Evidence must be presented of achievement in [name] subjects in NCEA Level 2 or above; or demonstrated capability in the work-place; or equivalent. English Language Requirements are defined at [www.unitec.ac.nz](http://www.unitec.ac.nz). | | |
| Assessment and moderation: | Formally Assessed  Participation only  Assessment Methods:    Summary copied from Section 6 below  Moderation is defined as the review processes used to assure the quality of summative assessments. Unitec’s *Moderation of Assessment Policy* requires internal and external moderation of summative assessments in all formal Unitec Training Schemes/Mirco-credentials. Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course. External moderation will be undertaken by a range of qualified teachers from a range of appropriate Tertiary Teaching Organisations (TTO). | | |
| Assessment standards | [Number codes of the unit standards or achievement standards included. Please see [Consent to Assess Unit and Achievement Standards NEST page](https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/programme-development-changes-and-closure/assessment-standards/) for advice on standards] | | |
| Ongoing review and monitoring: | All Unitec academic provision is subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluations involve major stakeholders: learners, appropriate external professions and organisations, and members of the academic community.  Course Evaluation and Planning [CEP] reports are a key component in the chain of self-assessment and academic quality compliance and the primary tool for monitoring the outcomes for students and stakeholders.  **Review of Training Schemes**  Training Scheme Review is designed to ensure that the approved courses remain relevant and current and continue to meet stakeholder’s needs. Training Schemes should typically be reviewed every two years as agreed with Te Korowai Kahurangi.  A key aim of the review is to identify opportunities for improvement/development to ensure the course best meets the needs of learners, employers, industry, professional bodies, and the communities we serve.  **Annual review of micro credentials**  Micro-credentials are intended to enable a rapid response to industry, employer and community needs. It is important their currency is maintained. Each micro-credential is required to be reviewed annually to ensure it remains relevant and fit-for-purpose.  Following the review, if the need the micro-credential met is no longer required or the purpose or outcomes change, the micro-credential should be discontinued. A new micro-credential may be developed to meet the changing needs. | | |
| Support for training-scheme/micro-credential: | Summary copied from Section 9 below | | |
| SCHEME/CREDENTIAL SPECIFICATIONS | | | |
| School(s): |  | | |
| Delivery sites: | Mt Albert Campus  Unitec Waitakere Campus  And the following temporary site(s) for the period of [time frame – incl. anticipated start and end dates of use]  [Site name, location/address]  If courses in the scheme/credential are to be delivered with an ITO or Consortium, please state the full address of relevant delivery sites.  Collaborative arrangements and additional delivery sites must be approved as per the process outlined in relevant policies. Contact TKK to find out if approval for a site is already held, and for guidance on new site approval / accreditation | | |
| Student profile: | Domestic only  Domestic & International  International only  International students can only be enrolled in an NZQA approved Training Scheme/Micro-Credential. Check minimum requirements for visa’s. | | |
| Training scheme type: | Non-Formal Training Scheme (Unitec approved)  Formal Training Scheme (NZQA approved)  Micro-credential (NZQA approved) | | |
| Nature of funding sought: | SAC  Entrepreneurial  Contract for Service  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Local training scheme:  Self-funded (cost recovery)  Secondary Tertiary Alignment Resource (STAR) Adult & Community Education (ACE)  Note: TEC will not fund a non-NZQA approved training scheme  Formal training scheme:  Self-funded (cost recovery)  Secondary Tertiary Alignment Resource (STAR) Adult & Community Education (ACE)  Government Funded\*.  Micro-credential  Self-funded (cost recovery)  Secondary Tertiary Alignment Resource (STAR) Adult & Community Education (ACE)  Government Funded\*.  \*If courses are to be government funded, they must articulate with the TEC priorities for short courses which are:  learning of foundation skills  re-engagement of learners  ensuring the progression of learners into formal tertiary education.  If approval for SAC (EFTS) funding is not being sought from the TEC, please indicate the source of funding for this scheme/credential. One of the following should be entered:  Self-funded – student pays full fees  STAR funded  ACE funded  OR enter other funding source with explanation | | |
| Duration of the scheme/credential |  | Minimum | Maximum |
| Full time: |  |  |
| Duration: total weeks |  | Incl. Holidays weeks | Excl. Holidays weeks |
| Full time: |  |  |
| Per year: |  |  |
| Average hours per week | Directed Hours | Work Experience Hours | Self-Directed Hours |
|  |  |  |
| Total learning hours per week | [Total number of study hours per week (total of directed, work experience and self-directed study hours per week)] | | |
| Total study hours | [State total number of study hours for the programme (1 credit = 10 hours)] | | |
| Programme learning hours per year | [Total Credit value divided by years offered times the notional teaching hours, eg: Degree = 360 / 3 = 120 x 10 notional learning hours = total 1200] | | |
| Work experience type & expected location |  | | |
| TEC DATA REQUIREMENTS | | | |
| Provider code | 6004 | | |
| Prospectus code | Allocated by TEC at time of approval – please leave blank | | |
| Qualification award codes | Non-Formal Training Scheme [91]  Formal Training Scheme [55]  Micro-credential [50] | | |
| Student destination | more academically oriented - designed to lead to entry into advanced research programmes and professions with high skill requirements  more occupationally oriented - designed to lead to direct labour market access  designed to lead directly to the labour market | | |
| Status | Approved | | |
| Funding source |  | | |
| Efts value | EFTS = The credit value of the scheme/credential divided by 120 | | |
| Expected student intake | Give an approximate figure based on market research or industry demand | | |
| Efts eligibility | Yes  No | | |
| To be approved for student loans and allowances? | Yes  No | | |
| CONTACT DETAILS | | | |
| CONTACTS: | **Contact 1**  Name]  Academic Programme Manager: [the School the programme sits in]  Unitec New Zealand Limited  Private Bag 92025, Victoria St West Auckland  [phone]  [e-mail]  **Contact 2**  Jackie Tims  Lead, Programme Development and Management  Te Korowai Kahurangi  Unitec Institute of Technology  Private Bag 92025  Victoria St West  Auckland  (09) 849 4321  [jtims@unitec.ac.nz](mailto:jtims@unitec.ac.nz) | | |

## Version Control

Version 1: Approval and Accreditation by NZQA [Day Month Year]

Version #: Type 2 Changes / Programme Review to be approved by NZQA [Day Month Year]

## Summary of Changes

Summary of programme improvement and changes for current version

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version No.** | **Date of Change** | **Approved by** | **Effective from** | **Description of change** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Structure of the Training Scheme/Micro-credential

This section addresses approval Criterion 1 which presents evidence that demonstrates how the is a Training Scheme/Micro-credential is a coherent arrangement of learning or training that is based on clearly linked aims, outcomes, content and assessment practices.

The title of this Training Scheme/Micro-credential is TS/MC title, (Level #, ## Credits) which properly reflects its subject area and level.

## Purpose Statement

This Scheme/Credential is intended to provide individuals….

Participants will…

Successful participants may…

## Learning outcomes

The following Learning Outcomes are designed to enable students to achieve the outcomes of this Scheme/Credential…..

## Content Statement

This Scheme/Credential includes the following content…

## Level and credit value

The level and credit value of this scheme/credential support the coherent structure of learning outcomes and content and are consistent with the level descriptors.

# Delivery Methods

This section addresses Criterion 2 of the approval requirements that delivery methods are clearly identified, appropriate to the needs and level of the intended students and ākonga, and support achievement of the learning outcomes.

## Delivery modes and methods

The TS/MC title employs the following modes of delivery.

* Face to Face only (Intramural)
* Blended (face to face and LMS supported or enhanced)
* Distance only (totally online, extramural)

These have been designed to meet the needs of students learning and teaching and stakeholder requirements. They are designed to support the aims, outcomes, content and assessment practices.

The following methods of delivery are employed:

## Mātauranga Māori

Mātauranga Māori is acknowledged and embedded within the design and objectives of this Scheme/Credential in the following ways:

## Practical and workplace requirements

Practical learning opportunities provide students the chance to apply learning to practice in a supported environment. In the TS/MC title, there are a number of opportunities for practical and / work-based components. These include:

The following formal arrangements have been made with employers and other organisations to meet these practical and workplace requirements:

# Resources and Staff

This section addresses Criterion 3 of the approval requirements that explains that there are adequate and appropriate teaching staff (with appropriate qualifications and/or experience), facilities, physical resources, and student support systems to enable sustained delivery.

## Teaching staff

The *[TS/MC name]* is/will be delivered by *[Number of staff]* FTE academic staff. In addition, students will be supported by support staff comprised of work-place supervisors, tutors, and administrative/support personnel.

|  |  |  |
| --- | --- | --- |
| Name | Qualifications | Teaching responsibilities |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Physical resources

Teaching facilities and physical resources are designed to support the implementation and sustained-delivery of the programme, in all modes of delivery.

The TS/MC title has put in place the necessary teaching facilities and physical resources; ***or*** established detailed development and acquisition schedules appropriate to the programme implementation timetable.

Specific resources include…

## Library Services

Students 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 this link – [Unitec Library Services](https://www.unitec.ac.nz/library)

The [Unitec Library Website](https://guides.unitec.ac.nz/library) describes the collection available for students.

## Information Management Systems

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 students of Unitec. Full details about IT Services are available via this link – [IT Support](https://www.unitec.ac.nz/current-students/study-support/it-support)

The delivery of the course content is via the Unitec Moodle Learning Management System - [Moodle](https://www.unitec.ac.nz/current-students/study-support/moodle)

This will be augmented with moderated online meetings and breakout rooms using Zoom, and other online platforms such as Peerwise.

## Student Guidance and Support

Unitec provides a large number of guidance, support systems, and facilities for students.

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

* [Student Services](https://www.unitec.ac.nz/current-students/student-services)
* [Support for Māori Learners](https://www.unitec.ac.nz/maori/student-support)

* [Support for Pacific Learners](https://www.unitec.ac.nz/pacific/support)

* [Support for International Student Learners](https://www.unitec.ac.nz/international/international-student-life/international-support)
* [Support for Learners with Disabilities](https://www.unitec.ac.nz/current-students/study-support/disability-support-services)

The teaching and support team for this credential are a signatory to the [*Code of Practice of Pastoral Care for International Learners*](http://www.nzqa.govt.nz/assets/Uploads/Pastoral-care-of-international-students.pdf).

# Information for Students

This section addresses Criterion 4 of the approval requirements that adequate information is available to students including where applicable information on entry and selection requirements, recognition of prior learning, reassessment and appeals, student progress, requirements for completion, and the availability of assessment in te reo Māori.

Information for students is made available in a variety of ways including deployment in Moodle course shells, and in an on-line student handbook that includes:

* course descriptors
* assessment information
* regulations and policy (including information on entry and selection requirements, recognition of prior learning, reassessment and appeals, student progress, requirements for completion, and the availability of assessment in te reo Māori)
* staff details and contact information
* Links to student services

Regulations for this credential are located in [Appendix 2](#_Appendix_2:_Regulations) of this document

# Assessment and Moderation

This section addresses Criterion 5 of the approval requirements that assessment methodologies provide fair, valid, consistent and appropriate assessment of student achievement, given the stated learning outcomes. And that there is an effective system for moderation of assessment materials and decisions.

Assessment practices adhere to Unitec’s [*Assessment and Feedback Policy*](http://www.unitec.ac.nz/sites/default/files/public/documents/Assessment%20and%20Feedback%20Policy.pdf). This policy mandates that:

* all Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement;
* assessments will be consistent with the requirements of the *Curriculum Design Policy*;
* will be fair, valid and consistent; and
* utilise transparent processes.

Over time, it is anticipated that programme feedback and course/student evaluations will result in refinements to assessment methods and events.

Assessment approaches and tools are designed to be diverse and responsive to students’ preferred learning and teaching styles.

The assessment process is designed to:

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

## Assessment methods

Assessment has been designed to meet the needs of students learning and teaching and stakeholder requirements. They are designed to allow students to provide evidence of achievement for the aims and outcomes of this Scheme/Credential.

The TS/MC title employs the following assessment methods:

### Assessment of work-based learning

Work-based learning features in this programme, and assessment is designed to verify outcomes gained in a practical environment that is outside of the classroom. These include:

### Feedback

Learners are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with Unitec Policy and Procedure. Teaching staff contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with students’ individual assessment submissions. However, common errors or themes may be discussed in class or presented via the course Moodle™ site.

## Assessment moderation

Unitec’s *Moderation of Assessment Policy* requires internal and external moderation of summative assessments in all Unitec 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 learners 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 learners 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. Moderation includes:

* a Moderation Plan;
* an External Moderation Report;
* pre- and post-event Internal Moderation Checklists; and
* the pathway's response to the External Moderation Report.

Moderation is completed in accordance with the *Moderation Plan* submitted to Academic Administration and overseen by the Programme Action and Quality Committee.

## Moderation processes

Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course.

### Pre-event moderation

All courses are subject to internal moderation of all summative assessment items. A list of moderators in the programme’s *Moderation Plan* at the start of the year. Each course is allocated an internal moderator, who completes the *Internal Moderation Checklists*.

Pre-event moderation activities will ensure assessment items are clear, accurate, appropriate for the course-Level, and meet the course learning outcomes associated with each assessment item.

### Post-event moderation

Post-event moderation, which involves completion of a checklist, is performed on all assessments for each course. Using a sample of assessment scripts, the moderator reviews judgements made about students’ work; moderators review assessments with the highest, middle, and lowest marks.

Post-event moderation is used to check the consistency of assessors’ marking decisions, and to recommend any changes to an assessment that may improve its validity, authenticity, and consistency.

### External moderation processes

Courses in the Training Scheme/Micro-credential are subject to regular external moderation by an independently nominated-peer and/or stakeholder.

Typically, each course will undergo external moderation at least once every three years; selected courses may, however, be moderated annually if internal moderation identified a concern or negative student feedback indicates this step to rectify course issues.

The moderator is supplied with:

* the Scheme/Credential’s Purpose Statement & Learning Outcomes;
* course details;
* a range of assessment samples;
* assessment marking schedules; and
* any additional assessment information provided to students.

The external moderator will examine the:

* suitability of tasks;
* extent to which assessment tasks align with the learning outcomes, course content, and the Purpose Statement;
* fairness, consistency, and appropriateness of judgments made about students’ work;
* value of feedback for learners; and
* the extent to which feedback enhances and promotes learning.

External moderation for the [abbreviated programme title] will be undertaken by [specify the name of the individual responsible] from [specify the institution/organisation the moderator comes from].

*Moderation planning*

| Course | Pre-moderation | Internal Post-moderation | External moderation | Moderator |
| --- | --- | --- | --- | --- |
| All Courses | Prior to each delivery | Prior to grades approval following each delivery | End of first delivery of each course or following any change to assessment  Then each course on a three-year cycle | [name]  OR  Qualified teachers from a range of appropriate TTO’s. |

Specific detail of moderation will be outlined in the Annual Moderation Plan developed and approved by the Programme Academic Quality Committee.

Each Programme Academic Quality Committee maintains a three year schedule of moderation for each Programme that it is responsible for. The ongoing moderation plan for this programme is available on request.

# Ongoing Review and Monitoring

This section addresses Criterion 6 of the approval requirements that there is an effective process for the ongoing review of the training scheme (for the purposes of content and currency) and for monitoring the outcomes for students and stakeholders.

All Unitec academic provision is subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluations involve major stakeholders: learners, appropriate external professions and organisations, and members of the academic community. Course Evaluation and Planning [CEP] reports are a key component in the chain of self-assessment and academic quality compliance and the primary tool for monitoring the outcomes for students and stakeholders.

## Quality Management

The Training Scheme/Micro-credential is governed by the Programme Action and Quality Committee (PAQC), which reports to a Quality Alignment Board (QAB) and Unitec’s Ako Ahimura Learning and Teaching Committee; these latter groups are established sub-committees of Unitec’s Academic Board. Together, these committees are responsible for:

* maintaining educational performance;
* supporting continuous improvement in learning and teaching; and
* student outcomes including success, retention, and academic progress.

## Making changes to training schemes/micro-credentials

Changes may result from:

* changes in the industry or sector
* education organisation making improvements to the training scheme.

Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant external stakeholders often feed into the programme improvements or change process. When applying for a change to a training scheme, submit the following information:

* A summary that details the changes to the training scheme, demonstrating that the training scheme continues to meet the definition of a training scheme and all relevant requirements
* Evidence of the education organisation’s internal review and approval of the training scheme.

NZQA must approve the changes before the TEO implements them.

## Evaluation and review

### Programme Evaluation Plans

Annual *Programme Evaluation Plans* (PEPs) are completed to manage and record the evaluative and improvement process. PEPs are structured around six *Key Evaluative Questions*, which emphasise the core activities of performance, evaluation, planning, execution, and review.

Periodically, the institution conducts surveys of learners, graduates, employers, and staff; these provide feedback on specific issues. Findings are reported to the Executive Leadership Team and Academic Board, and tailored presentations are provided to each Practice Pathway. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

The first PEP for the [title] will be due in [year due]. This will include data and information regarding student success, evaluation of the scheme/credential, and input from relevant stakeholders, including the Advisory Group.

### Content and Currency Evaluation

Evaluation and Planning [EP] reports are a key component in the chain of self-assessment and academic quality compliance and the primary tool for monitoring the outcomes for students and stakeholders. They provide Teachers an opportunity to reflect on outcomes and to plan improvements to their course and their own development as teachers. EP reports also provide evidence of Academic Quality Compliance. An EP will be completed for each delivery of each course as agreed with Te Korowai Kahurangi. EPs are completed to manage and record the evaluative and improvement process. EPs are structured around six Key Evaluative Questions, which emphasise the core activities of performance, evaluation, planning, execution, and review.

### Review of Training Schemes

Training Scheme Review is designed to ensure that the approved courses remain relevant and current and continue to meet stakeholder’s needs. Training Schemes should typically be reviewed every two years as agreed with Te Korowai Kahurangi.

A key aim of the review is to identify opportunities for improvement/development to ensure the course best meets the needs of learners, employers, industry, professional bodies, and the communities we serve.

### Annual review of micro credentials

Micro-credentials are intended to enable a rapid response to industry, employer and community needs. It is important their currency is maintained. Each micro-credential is required to be reviewed annually to ensure it remains relevant and fit-for-purpose.

Following the review, if the need the micro-credential met is no longer required or the purpose or outcomes change, the micro-credential should be discontinued. A new micro-credential may be developed to meet the changing needs.

### Student Evaluation

Student evaluation is a critical component of Unitec’s repertoire of evaluative questioning processes.

The purpose is to gather feedback on:

* how well a course is meeting learners’ learning needs and expectations;
* learners’ experiences of courses;
* learners’ views on areas of strength;
* learners’ views of where improvements can be made;
* learners’ assessments of teaching staff and, consequently, teaching staff’s professional development needs.

At the start of each delivery cycle, learners are told how the evaluation will be carried out and the evaluation time frames. Once evaluation has occurred, evaluation results and proposed actions are incorporated in the EP. Student evaluation will occur for each delivery of this Scheme/Credential as agreed with Te Korowai Kahurangi.

# Support and Consultation Requirements for Micro-credentials

This section addresses additional Approval Criterion for Micro-credentials. A micro-credential certifies achievement of a set of skills and knowledge. It must meet the requirements of a training scheme (above) as well as providing demonstrable support from the relevant industries, employers, or communities.

This micro-credential certifies the achievement of a specific set of skills and knowledge, including identifying the unmet skill needs being met. The micro-credential does not duplicate current quality assured learning approved by NZQA. The micro-credential has a credit value of 5 to 40 credits (inclusive).

The micro-credential is relevant to the following industries:

## Stakeholders and their feedback

There is demonstrable support for the Micro-credential from the relevant industries, employers, or communities. Key stakeholders have been consulted and have provided support for this Micro-credential.

These key stakeholders include:

Their feedback includes:

The credential is relevant to Māori, as demonstrated through the result of consultation undertaken with Māori stakeholders including whānau, hapū, iwi, or hapori Māori.

This feedback includes:

This credential is relevant to Pacific-peoples and other non-Maori groups as demonstrated through the result of consultation undertaken with…….

The feedback includes:

### Response to feedback

The feedback received from stakeholders presented above helped to develop the credential in the following ways:

# Appendices

Appendix 1: Link to Policy and Procedure (OneDrive Folder)

Appendix 2: Regulations

Appendix 3: Course Descriptor(s)

Appendix 4: Self-evaluation Report

Appendix 5: NZQA Application Form

## Appendix 1: Link to Policy and Procedure (OneDrive Folder)

Use the following link to view [Unitec Policy and Procedure](https://unitecnz-my.sharepoint.com/:f:/g/personal/tkk_unitec_ac_nz/EmbH6I7IuxpLtuHNygLEPwMB0MKmV-oOsvyAevNpLtov5w?e=TjeBoa)

## Appendix 2: Regulations

|  |  |
| --- | --- |
| ***<TS/MC title (Level #, ## Credits or Hours)>***  To be read in conjunction with Unitec’s Academic Statute and associated Policies and Procedures.  These regulations apply to the TS/MC Title (Level #, ## Credits or Hours) [Ref: ####-#].  These regulations come into effect from Semester #, YYYY. | |
| **1. Ngā Ture Hei Whakaurunga | Admission Requirements**  *Admission Requirements comply with Unitec’s Admission Requirements Guidelines.* | To be eligible for admission to this Training Scheme/Micro-credential, all applicants must meet the following:   1. Requirements for general admission 2. English language requirements   **1.1 Whakaurunga Whānui | General Admission**  To be admitted to this programme all applicants must meet the following requirements:    **1.2 Whakaurunga Reo Pākehā | English Language Admission Requirements**  All applicants must provide evidence that they have the necessary English language proficiency required as demonstrated by  International applicants and any Domestic applicant for whom English, Māori or NZ Sign is not their first language must also provide evidence that they have the necessary English language proficiency required as demonstrated by <insert>; or an equivalent as described in [NZQA Rules](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/miscellaneous-requirements/18/) and on the Unitec [English Language Requirements for International Students](https://www.unitec.ac.nz/international/how-to-apply/english-language-requirements-for-international-students) Web-page.  OR as noted below:    From Training Scheme rules 2012  13. English Language Proficiency Requirements for International Students  13.1 Unless the exception in Rule 13.3 applies, Rule 18 of the NZQF Programme Approval and Accreditation Rules applies to enrolments of international students in training schemes which have a level of 3 to 10 published under Rule 9.5.  13.2 For the purposes of Rule 13.1, references in Rule 18 of the NZQF Programme Approval and Accreditation Rules to “programme” are to be treated as references to “training scheme”.  13.3 Rule 13.1 does not apply to enrolments of a student in a training scheme where the student’s employer either organises the training or requires or funds the student's enrolment. |
| **2. Paearu Kōwhiri Tukanga| Selection Criteria & Process**  *Selection Criteria and Processes comply with Unitec’s Admission Requirements Guidelines.* | **2.1 Paearu Kōwhiri | Selection Criteria**  When the number of eligible applicants for admission exceeds the number of places available, the following selection criteria will be applied:    *<Note any specific criteria, if any.>*  OR  All applicants who meet the admission requirements will be interviewed using the following selection criteria:    *<Note any specific criteria, if any.>*  Applicants who meet the maximum number of listed criteria will be the preferred candidates  **2.2 Tukanga Kōwhiri | Selection Process**  Selection will be made by Unitec staff members with the delegated authority to offer places to applicants. These staff members will select students on the basis of written information supplied on the enrolment form. At the discretion of the staff members, an interview (face-to-face or electronic) may be required. A list of delegated staff members is maintained by the Programme Academic Quality Committee (PAQC) responsible for the programme. |
| **3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Programme**  *Requirements comply with Unitec’s Programme Completion and Awards Policy and associated procedure.* | **3.1 Whakaemi Tūtukitanga | Credit Accumulation**  To be awarded the TS/MC title, a student must successfully complete a minimum of ### credits in the pattern set out in Table 1 from the courses set out in Table 2.  ***Table 1: Credit Requirements for TS/MC title***   |  |  |  |  | | --- | --- | --- | --- | | Level | Compulsory Credits | Elective Credits | Total Credits | | 6 | 20 | 20 | 40 | |  |  |  | 40 |     **3.1.1 Additional Award Requirements**    <add any other requirements here that a student must achieve to gain the qualification (if any).> |
| ***Table 2: Course Details – TS/MC title***  Compulsory courses are shown in **bold** and Elective courses in *italics*.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Course No | Course Name | Credits | Pre- requisites | Co-requisites | Restrictions | | Level # | | | | |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
|  | **3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components**    *<Note specific arrangements for any practical, field-based or work-based components, using prompts from the Programme Regulations Guidance Document>*  **3.3 Mahi Akoranga I A Wāhanga | Course Load per Semester**  The normal full-time course load is ## credits per semester, or ## credits with the approval of the relevant academic authority.  **3.4 Whakaurunga Takiwā | Enrolment Periods**  The normal enrolment period is <time period> (full-time study) or <time period> (part-time study).  Students who are prevented by ill health, or other cause, from completing the scheme/credential requirements within the maximum period of enrolment, the relevant academic authority may approve suspension of enrolment for up to a maximum of ……………..  The maximum period to complete this Scheme/Credential is <time period>. |
| **4. Tūtukitanga Whakamihi | Credit Recognition**  *Credit Recognition complies with Unitec’s Assessment, Moderation and Grades Policy and associated procedure.* | <The programme, or specific courses may be excluded from either Cross Credit or APL only if required by a regulatory body or other formally approved circumstance>  **4.1 Whakawhiti Tūtukitanga | Cross Credit**  Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.   1. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. 2. The credit recognition may be: 3. specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or 4. unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme’s courses.   OR  Cross-credits are not available for this programme.  **4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)**  Assessment of Prior Learning is available for all courses in this programme. APL decisions will be made on a case-by-case basis under the Unitec Assessment of Prior Learning Procedure.  OR  Assessment of Prior Learning is not available for this programme. |
| **5. Waeture Aromatawai | Assessment Regulations**  *Assessment Regulations comply with Unitec’s Assessment, Moderation and Grades Policy and associated procedure.* | All Training Scheme/Micro-credential are assessed in some way. They are either assessed using **ASSESSMENT** or **PARTICIPATION** as noted above. All short courses will be set up to record a grade in gradebook. The course will use one of the systems noted below under Assessment Regulations.  **5.1 Paparahi Aromatawai | Assessment Basis**  Assessment in this scheme/credential <’is achievement based using an [<11-point grading scale> or <ABA grading scale>]’ or ‘is competency based’>. Students must <’obtain at least 50% overall score in any achievement-based course’ and/or ‘achieve all of the outcomes in competency-based assessment’> in order to pass that course.  In order to achieve a passing grade for a course in which there is a final examination, all students must achieve at least #% in the final examination for that course.  **5.2 Ākoranga Taumata | Course grades**  *<Choose one of the following grading schemes>*  Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Participants must obtain at least 50% overall score in order to pass achievement-based assessment.  ***Table 3a: Achievement based 11-point assessment system***   |  |  |  |  | | --- | --- | --- | --- | | Grade | Meaning | Result | Percentage | | A+ | Distinction | Credits Earned | 90 – 100 | | A | Distinction | Credits Earned | 85 – 89 | | A- | Distinction | Credits Earned | 80 – 84 | | B+ | Merit | Credits Earned | 75 – 79 | | B | Merit | Credits Earned | 70 – 74 | | B- | Merit | Credits Earned | 65 – 69 | | C+ | Pass | Credits Earned | 60 – 64 | | C | Pass | Credits Earned | 55 – 59 | | C- | Pass | Credits Earned | 50 – 54 | | D | Fail | No Credits Earned | 40 – 49 | | E | Fail | No Credits Earned | 0 – 39 |   OR  Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Participants must obtain at least 50% overall score in order to pass achievement-based assessment.  ***Table 3a: Achievement based 4-point assessment system***   |  |  |  |  | | --- | --- | --- | --- | | Grade | Meaning | Result | Percentage | | A | Distinction | Credits Earned | 80 – 100 | | B | Merit | Credits Earned | 65 – 79 | | C | Pass | Credits Earned | 50 - 64 | | D | Fail | No Credits Earned | 0 - 49 |   OR  Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment.  ***Table 3 (a or b): Competency based 4-point assessment system***   |  |  |  | | --- | --- | --- | | Grade | Meaning | Result | | E | Excellence Pass | Credits Earned | | M | Merit Pass | Credits Earned | | A | Achieved Pass | Credits Earned | | NC | Not Yet Competent | No Credits Earned |   OR  Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment.  ***Table 3 (a or b) Competency based 3-point assessment system***   |  |  |  | | --- | --- | --- | | Grade | Meaning | Result | | M | Merit Pass | Credits Earned | | P | Pass | Credits Earned | | NC | Not Yet Competent | No Credits Earned |   OR  Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment.  ***Table 3 (a or b) Competency based 2-point assessment system***   |  |  |  | | --- | --- | --- | | Grade | Meaning | Result | | C | Competent | Credits Earned | | NC | Not Competent | No Credits Earned |   OR  **Participation:**  Demonstration of participation will be determined according to the following criteria. Participants must achieve a minimum level of attendance as described in course documentation.  ***Table 3 (a or b)* Attendance based assessment system**   |  |  | | --- | --- | | Grade | Meaning | | A | Attended | | NA | Not Achieved | |
|  | **5.3 Paearu Taumata | Grade Criteria**  <Elements of the following table may be deleted if they do not apply to the programme. Any deletions must be confirmed with TKK>  Students may be awarded one of the following grades for a course:  ***Table 4: Grade Criteria***   |  |  |  | | --- | --- | --- | | Grade | Meaning | Criteria | | CR | Credit Recognition | The student has applied for and been awarded a credit recognition from another qualification | | CTG | Continuing | The Course runs for more than one semester and the final Summative Assessment has not yet occurred. No Credits earned | | DEF | Deferred | The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student’s record beyond a duration equal to that of the original course will be changed to the grade to which the Student would otherwise be entitled. No Credits earned. | | DNC | Did not Complete | The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned. | | NGA | No Grade Associated | Course assessment and reporting of results are not required for this course or are carried out by an external agency. No Credits earned | | W | Withdrawn | The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned. | | # | Estimated Grade | If any portion of Summative Assessment has been estimated, the final grade will be an estimated grade, and annotated “#” on the Student’s Academic Record. | |
| **6. Aromatawai Mahinga | Assessment Procedures**  *Assessment Procedures comply with Unitec’s Assessment Moderation and Grades Policy and associated procedure.* | **6.1 Ākoranga Aromatawai | Course Assessment**  Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information.  Students must attempt all compulsory assessment activities in order to pass and receive credit for any course. Students who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’(DNC) for the whole course and may not earn any credits.  **6.2 Aromatawai I Roto I Te Reo | Assessment in Te Reo**  All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material.  **6.3 Tāpaetanga Tōmuri | Submission and late submission of work**  <Courses may be excluded from late submission requirements only if required by a regulatory body or other approved circumstance>   1. The due dates for all summative assessment work will be notified at the commencement of each course. 2. Any assessment that is submitted late (and does not have a prior approved extension) will be penalised by a deduction of 10% per day of the participants assignment mark, up to five (5) days, inclusive of weekends. 3. Applications for extensions must be made by according to procedure noted in Student Handbooks and course documentation. <or specify the process>. 4. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted. 5. No assessment will be accepted five (5) days (inclusive of weekends) after the due date. If the assessment is not compulsory, the participants will receive a ‘zero’ grade for that assessment. If the assessment is compulsory, then the participants will receive a Did Not Complete (DNC) grade for the entire course.   **6.4 Whakamātautau Anō | Resubmission or Reassessment**  <Courses may be excluded from resubmission or reassessment requirements only if required by a regulatory body or other approved circumstance>  A student may apply to undertake a resubmission/reassessment for a failed assessment\* <‘which scored a # grade’> within 5 days of receiving their marked assessment.  <\*Specify the grade range here if required, eg: ‘which scored a ‘D’ grade, or ‘between 45-49.9%’>  The following conditions apply:  <Choose any of the following if relevant to your programme. Courses may be excluded from resit/resubmission only if required by a regulatory body or other approved circumstance>   1. only one resubmission of each failed assessment event. 2. a maximum of # resubmissions for each failed assessment event. 3. only one reassessment or resubmission per course. 4. no more than 30 per cent of the course value of assessment may be submitted for re-assessment. 5. resubmission/reassessment is not available for <specify course(s) here> 6. resubmission/reassessment is not available for any controlled assessments (i.e. tests, and examinations). 7. Any approved resubmission/reassessment will be carried out within a specified time period as agreed with the relevant academic authority. 8. In all cases for resubmission, the original marked assessment will accompany resubmitted assessment. If resubmitted work is not accompanied by the original marked assignment, the resubmitted work will not be marked and the original grade will stand. 9. The maximum grade for any resubmission/reassessment of an assessment is the lowest pass grade. 10. Assessments that are handed in late are not eligible for resubmission or reassessment.     **6.5 Āhuatanga Aromatawai Motuhake | Affected Performance Consideration**  A student may apply for Affected Performance Consideration (APC) if:   * The student is unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances * The student’s preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control   Applications for APC are made by a student within 5 working days of the affected assessment event. Decisions to approve an APC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations.  **6.6 Pāhi Rāhui | Restricted Pass**  There are no restricted passes available in this Scheme/Credential  **6.7 Tuaruatanga | Repeating Courses**  Students who are repeating a Level 1–8 course would normally be required to submit all assessment items. In some cases, with the prior approval of the relevant academic authority, students may not be required to repeat an equivalent assessment item that they had previously passed. This should be negotiated within the first two weeks of the commencement of the course and will specify any course grade that will be carried over.  Students may enrol and repeat a course that they have failed only once. Permission to enrol for a third time is governed by Exclusion provisions below.  **6.8 Whakakorenga | Exclusions**  No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant academic authority.   1. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student’s likelihood of succeeding in further study and will be made by the relevant Head of School. 2. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution. 3. A Student who has not achieved a Pass Grade in the same Course on two occasions shall not be enrolled again for that Course except with the permission of the relevant Academic Authority. 4. The relevant Academic Authority will advise the Student in writing of their decision, and the reasons for such decision, and any orders made.   **6.9 Examination Regulations**  There are no formal examinations in this scheme/credential.  **6.10 Tono Pīra | Appeals**  Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure. |
| **7. Whakaritenga Whānui | General Provisions** | **7.1 Whakamāramatanga ā-kaupapa | Definition of Terms**  In these regulations, unless the context otherwise requires, the following definitions shall apply:   * ‘Relevant academic authority’ refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant academic authority delegations are maintained by the Programme Academic Quality Committee responsible for the Programme. * ‘Assessment Standards’ are quality assured ‘unit’ and ‘achievement’ standards. Unit standards are developed by industry training organisations and by NZQA. The Ministry of Education is the only developer of achievement standards, which are derived from the achievement objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa. Collectively, the developers of assessment standards are known as standard-setting bodies (SSBs). |
| **8 Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements**    <add any specific arrangements, if required> | |
| **9. Kupu Āpiti | Schedules or Appendices** | |
| ***Schedule #: Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study***    <add any specific requirements, as per guidance document if required. Any modified programme of study must be detailed in Schedule # below and include any conditions> | |
| ***Schedule #: Whakamātautau Taumata | Embedded Assessment (Unit) Standards*** | |
| ***Schedule #: Transfer Arrangements from Other Programmes or Courses*** | |
| ***10. Regulation Version Control***  <add any specific changes made to regulations as described in the Version Control table located at the top of this document. Only retain items that have been changed in these regulations (Incl. Type 1 & 2 changes)>   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Ver No.* | *Approved by* | *Date of Change* | *Effective from* | *Description of change* | |  |  |  |  |  | |  |  |  |  |  | | |

## Appendix 3: Course Descriptors(s)

Each Course included in this Training Scheme/Micro-credential is detailed below in this application. Each course descriptor provides essential information about this course and as information for students. Each includes the following information:

• An Outcome Statement (Aim)

• Learning Outcomes

• Indicative Content

• Assessment

• Learning & Teaching methods

• Course Resources

**Basic Template**

This is the basic course descriptor template; you may choose to use this or to use a different template that is more marketing focus. Please ensure that **ALL** of the ‘information for participants from the sections above are included.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ABCD S###:** | | **Course Title** | | | | |
| **Course number:** | ABCD S### | | **Level:** |  | **Credits/Hours:** |  |
| **Main programme:** | *Indicate the main Programme to which this course belongs. This will determine its funding.* | | | | *Compulsory/Elective* | |
| **Requisites / Restrictions:** | *Prerequisites, co-requisites and restrictions as required for main programme or pathway. Additional requisites for other programmes listed in table below.* | | | | | |
| **NZSCED field of Study:** | *NZSCED* | | **Delivery Mode:** | *Collaborative on-campus*  *Highly blended*  *Authentic Work-based* | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Hours: Directed** | **Hours: Workplace** | **Hours: Self-directed** | **Total Hours** |
|  |  |  |  |

**Participation**: Participants are expected ….

Participants are required to adhere to Unitec’s [*Participants Disciplinary Statute*](https://www.unitec.ac.nz/sites/default/files/public/documents/Student_Disciplinary_Statute.pdf) in respect of staff, fellow participants, and in the use of resources and facilities.

|  |
| --- |
| *Guidance: Provide a statement here that provides guidance to participants around minimum attendance requirements. This may also contain rules regarding minimum assessment achievement for the course]*  *Example: Participants are expected to attend a minimum of 90% of scheduled classes and to attempt all assessment events for this course in order to achieve a pass grade.*  *Example: Participants are expected to attend all practice based classes and all group project classes and attempt all assessment events for this course in order to achieve a pass grade* |

**Outcome statement**

This course…

|  |
| --- |
| *Guidance: Outcome statements are clear statements of the expectations for participants achievement in the course. In this way the focus is clearly on the learning of the participants, rather than the actions of the teaching staff. Outcome statements do not exhaustively describe all aspects of the intended learning, but rather provide an overview that helps to identify the key priorities of the course and the relationship of the learning to the achievement of the graduate outcomes. They are not a description of the process of learning, but rather they describe the skills, knowledge or dispositions that participants will learn or demonstrate upon successful completion of the course. Outcome statements should reflect the intellectual challenge of study at the appropriate level.*  *Outcome statements should:*  *1. Identify the learning*  *2. Identify the purpose*  *3. Link to graduate outcomes*  *4. Be concise and no more than a single sentence*  *Example: This course examines key concepts and important debates in Film Studies, and situates cinema within a social and cultural context, through the development of textual analysis skills.*  *Example: This course introduces the fields of structural geology, tectonics and solid earth geophysics with the goal of describing the structure of the earth and the mechanisms by which it deforms, with a focus on modern field-based methods of collecting, processing and analysing geological and geophysical data.* |

**Learning outcomes**

By the end of this course, participants will be able to:

1. …
2. …
3. …

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Guidance: On successful completion of this course the participants will be able to:*  *Good teaching practice also demands “constructive alignment” of learning outcomes with learning and teaching activities and assessment. Constructive alignment is achieved when the learning outcomes of a course are mirrored in learning and teaching activities and assessment tasks. There should be a clear link between: what participants should be able to do as a result of their learning (learning outcomes); the learning and teaching activities in which the participants engage to facilitate the desired learning; and the assessment tasks that test the participants accomplishment of the learning outcomes.*  *Participants learning outcomes should be phrased in terms of observable or measurable behaviours that a participant should be expected to demonstrate as a result of taking the course. The ideal learning outcome has three elements:*  *1. Action verb(s)*  *2. Subject*  *3. Context*  *Begin each learning outcome with an action verb that specifies the desired level of learning based on NZQA guidelines (attached below). The action verb is followed by the subject and context in which the learning occurs.*  *Example: Analyse and interpret statistical data as they support decision-making*  *Example: Evaluate the impact of monetary policy on the economy*  *Well written learning outcomes:*  *On successful completion of this course the participants will be able to:*   |  |  |  | | --- | --- | --- | |  | Learning Outcome | Analysis | | Option 1: Not an outcome | Be given opportunities to learn effective communication skills | Describes program content, not the attributes of successful participants | | Option 2: Vague | Have a deeper appreciation for good communication practices | Does not start with an action verb or define the level of learning; subject of learning has no context and is not specific | | Option 3: Less vague | Understand principles of effective communication | Starts with an action verb, but does not define the level of learning; subject of learning is still too vague for assessment | | Option 4: Specific | Communicate effectively in a professional environment through technical reports and presentations | Starts with an action verb that defines the level of learning; provides context to ensure the outcome is specific and measurable |   *Participants learning outcomes that are phrased - the participants will: know, learn, appreciate, understand, etc., are not appropriate for this purpose. They may be critically important overarching goals but are not specific enough to lend themselves to measurability for the purposes of course assessment.*  *There are no minimum or maximum standards for the number of LO’s, however it is recommended that the be between 3 and 4.* |

**Indicative Content**

The following topics are covered in this course:

* …
* …
* …

|  |
| --- |
| *Guidance: Course content may be presented as a separate section or woven into description of learning activities above. Example:*   * *Differences between being employed vs being freelance vs running a business* * *Relationships between the key elements which need to be considered, prioritised and managed to bring an idea to market, notably product or service; target market or audience; people; resources (financial and physical);* * *Managing complexity* * *Building and utilising networks purposefully;* * *Conducting research, building evidence and constructing a convincing case in support of an idea;* * *Planning and establishing an entrepreneurial enterprise;* * *Negotiating successfully* * *Carrying out a project and seeking resources independently* |

**Assessment**

Participants will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

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| **Weighting** | **Assessment Type** | **Learning outcomes** | **Pass Criteria** |
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| *Guidance: Assessments should link directly to the identified learning expectations and reflect the learning and teaching principles. The expectation is that across the levels, learners will be able to increasingly:*   * *contribute and respond in reflective ways* * *integrate their own examples,* * *create their own enquiry questions and hypotheses supported by existing disciplinary knowledge* * *explore the application of disciplinary knowledge, methods and techniques to new problems/ questions* * *practice how to analyse and evaluate expert and peer ‘performance’*   *Assessments should be described in terms of how they measure the participants achievement. They should not be too prescriptive and be readily open to adaption and change.*  *Each assessment should assess a specific number of Los. Each LO need only be assessed once within a course unless there is a distinct progression of learning, or an alternate frame of understanding for the LO. For example, if the learning outcome is about different ways of approaching a problem and each assessment employs a different method of approach to allow the participants to explore their learning.*  *Assessment types should be balanced between a number of assessment methods. These may include:*  *Reflection on formative feedback.*  *Opportunities for peer and/or self-assessment.*  *Allowing participants to demonstrate their skill and ability employing multiple literacies (not simply writing or reading), for example allowing participants to create and submit assessment items using a range of media and forms.*  *Some ‘testing’ (exams, tests, etc.), however this should not be the dominant form of assessment.*  *For further guidance contact Te Puna Ako to access a wide range of assessment resources.* |

**Requirements to complete this course:**

To successfully complete this course, participants must *<complete all assessments/demonstrate participation>* in the course as noted in course materials.

*<Include one of the following statements that relates to the aprproved assessment type for this course>*

**Achievement Based Assessment:**

This course is assessed using achievement-based assessment.

Participants must attempt all compulsory assessment activities in order to successfully complete this course.

Participants who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’ for the whole course.

*or*

**Competency Based Assessment:**

This course is assessed using competency-based assessment.

Participants must successfully complete all assessment activities in order to successfully complete this course.

*or*

**Participation:**

Participants must attend ##% of all scheduled classes and engage in all key activities to successfully complete this course.

**Teaching and learning**

This course uses the following teaching and learning methods:

* peer-based learning;
* problem-based learning;
* scenario-based learning;
* work-based learning;
* workshops;
* …

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| *Guidance: This section describes the approaches employed for learning & teaching in terms of the participants learning experience and the content of the course (Topics). Course topics may be presented as a separate section or woven into description of learning activities.*  *The principles of the Living Curricula should be the guide for writing this section and be framed through the lens of the NZQA Capability framework of Knowledge, Skills and Application for each level (see below).*  *Example: This course will be completed through a WBL Advisor model which includes face to face coaching, email contact, Moodle resources.*  *Note:*  *Prior to enrolment participants must gain from Unitec agreement that:*   1. *the employer and the work context are relevant to their academic qualification and professional pathway* 2. *specific tasks and roles are relevant to skills and knowledge described in the Graduate Profile* 3. *participants will be able to complete a minimum of 120 hours of work* 4. *the workplace is aware and supportive of the participants enrolment, and agrees to provide evidence, where appropriate, for the participants portfolio and assessment* 5. *an academic staff member is available to act as advisor for both participants and employer.*   *Participants should submit a summary no more than 1 page to their Unitec contact, prior to enrolment, outlining their work history with the employer, the role and work processes they will be undertaking, the name of their employer and a brief overview of the business. They should also include a job description if possible and endorsement from the employer.*  *Where the participant and Unitec is agreed that a proposal for work-based learning is relevant for the qualification and meets the requirements for this course, then enrolment can proceed.*    *Participants and Advisors are expected to work together to produce the portfolio of evidence.*  *Through completion of 120 hours of relevant work experience, participants will be expected to:*   * *Set, negotiate and achieve measurable work goals* * *Review current competencies and ‘gaps’ for professional practice* * *Acquire new skills* * *Utilise and build on existing talent* * *Prepare documentation and reports to a professional standard* * *Implement work process to required standards* * *Respond and adapt positively to change* * *Demonstrate appropriate communication, interpersonal, teamwork, and time management skills* * *Address performance improvement opportunities* * *Reflect critically on work processes and make suggestions where appropriate* * *Self-assess quality of work* * *Receive and provide peer feedback*   *Contribute to team and organisational initiatives* |

**Learning resources**

Resources supplied for this course include:

* Technology workshops.
* Machinery safety equipment.
* Computer labs
* Learning management system (“Moodle™”); this includes access to:
  + library resources;
  + course readings;
  + discussion forums;
  + multi-media resources; and
  + course information.
* Recommended texts/readings:
  + …

Resources to be supplied by the participant for this course include:

* Personal safety clothing including footwear.

|  |
| --- |
| *Guidance: Describe any learning resources that are supplied for this course and that the participants may need to supply when undertaking this course. This may refer to specific safety equipment, tools, text/resources, etc.*  *If there are no specific requirements, then this section can be omitted.* |

**Version Tracking:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Version No. | Approval Date | Approved by | Effective from | Description of change |
| 1 |  | NZQA |  | New credential approved |

## Appendix 4: Self-Assessment Report

The self-assessment report should illustrate how the education organisation is confident it has included sufficient information and evidence to answer the evaluation questions.

The self-assessment report should describe:

* capability and resources required (i.e. human, physical, and teaching and learning)
* the overall structure, as delivered, including the assessment schedule
* If relevant, evidence of the formal arrangements made with the developer (where this is not the applicant) to deliver the training scheme or the micro-credential
* evidence of approval by the education organisation (i.e. through the Academic Board or similar facility).

Where the training scheme or the micro-credential is jointly owned, the lead education organisation will submit the report.

|  |  |
| --- | --- |
|  | **[Training Scheme/Micro-credential Title]**  **[With Pathways in … ]**  **[Level and credits/hours]** |

**Self- Assessment Report**

**Introduction**

This report illustrates how Unitec is confident that the application for approval and accreditation of the <Training Scheme/Micro-credential> includes sufficient information and gives evidence to answer the two evaluation questions for programme approval and provider accreditation.

**Evaluative Question 1: How well does the training scheme/micro-credential design match the strategic purpose?**

|  |  |
| --- | --- |
| **Questions** | **Evidence** |
| How do you know that the training scheme/micro-credential matches the strategic purpose? |  |
| How do you know that the training scheme/micro-credential enables learners to achieve the outcomes? |  |
| What is the evidence that the training scheme/micro-credential is made up of learning outcomes structured in a coherent way to achieve the outcomes and addresses the relevant needs of learners? |  |

**Evaluative Question 2: To what extent does Unitec have the ongoing capability and resources to support sustained delivery of the approved training scheme/micro-credential?**

|  |  |
| --- | --- |
| **Questions** | **Evidence** |
| What is the evidence to show that Unitec has the capability and resources (ie: human, physical, and teaching and learning) to effectively and sustainably provide the training scheme/micro-credential? |  |
| If this training scheme/micro-credential is not owned by Unitec, what formal arrangements exist with the training scheme/micro-credential owner? |  |

## Appendix 5: NZQA Application Form

**Application for approval of a**



**Training Scheme**

Applications for Training Scheme approval must be made as an ***“other”*** application via the NZQA online application portal at http://www.nzqa.govt.nz/login/

This document must be completed and uploaded as part of the online application.

The requirements for Training Scheme approval and associated guidance can be found in the *Guidelines for applying for approval of a Training Scheme or Micro-credential (2018)* available on the NZQA website.

When you make your online application, you will need to provide:

* This form
* The Training Scheme outline document (refer Guidelines Section 2.4)
* A record of your institution’s internal approval
* A self assessment report which addresses the Training Scheme Evaluation Questions (refer Guidelines Section 3.1).

Category 1 providers are not required to provide the self assessment report.

* Details of any sub-contracting arrangements (note that a separate subcontracting application may be required – refer Guidelines Section 4.1).

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| Tertiary Education Organisation (TEO) name: | |  | | | | | | MoE number: | | |  |
|  | | | | | | | | | | | |
| Contact name: | |  | | | | | | | | | |
|  | | | | | | | | | | | |
| Training Scheme Title: | | | (Training Scheme) | | | | | | | | |
|  | | | | | | | | | | | |
| Level: | |  | | Credits: |  | | NZSCED code: | | |  | |
|  | | | | | | | | | | | |
| Reason for and Purpose of Training Scheme: | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
| List any assessment standards included in the Training Scheme (a separate application is required if consent to assess is not held by the TEO). | | | | | | | | | | | |
|  | | | | | |  | | | | | |
|  | | | | | | | | | | | |
| Is there a separate application for consent to assess being made with this training scheme? | | | | | | | | | Yes/No | | |
|  | | | | | | | | | | | |
| Describe how the training scheme meets each of the training scheme approval criteria (see Training Scheme Rules 2012 Part 1, 4.1) and attach a separate curriculum document with these details and supporting documentation: | | | | | | | | | | | |
| *Criterion 1 Structure of the training scheme*     *Criterion 2 Delivery methods*  *Criterion 3 Resources and staff*  *Criterion 4 Information for students*   *Criterion 5 Assessment and moderation*   *Criterion 6 Ongoing review and monitoring* | | | | | | | | | | | |
|  |  | | | | | | | | | | |
| Comments: | | | | | | | | | | | |