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## Unitec Guidance for preparing new or modified Programme Documents

This guidance is provided to support programme development teams to complete a New or Updated Programme Document for an application for approval and accreditation to the New Zealand Qualifications Authority (NZQA).

NZQA require a range of information in an application for programme accreditation and approval:

- a programme document (required for all new and change applications) is required for all applications
- a self-assessment report that answers relevant evaluation questions (not required in some cases for category 1 tertiary education organisations) (required for all new and any 'significant' change applications) is required for Level 1-6 applications

The table below is provided to support programme development teams to complete a new or updated document for a Programme of Study at Unitec.

- Column one refers to the section within the document, and each significant subsection.
- Column two refers to the New Zealand Qualifications Authority (NZQA) Criteria for Programme Approval and Accreditation and are the criteria against which NZQA will judge the application.
- Column three contains our guidance to assist you in completing each section in a way that will satisfy both NZQA and Unitec requirements.

Many sections in the document template are already pre-populated with text. This text is generic and should be adapted to suit the specifics of your proposal.

The following links provide more information and regulatory context for Programme Development and Improvement

[Unitec Programme Development guidance and support pages](#)

[NZQA Guidelines for the approval and accreditation of Level 1-6 programmes](#)

[NZQA Guidelines for the approval and accreditation of Level 7-10 programmes](#)

Document Section reference	NZQA Criterion and Description	Guidance
<b>Factual Summary Sheet</b>		<p>The Factual Summary Sheet is a checklist of key elements of the approval and accreditation process. It informs NZQA about the key elements of the programme and allows them to update the programme and qualification details that they hold. It is the record that is used by Unitec when applying to the Tertiary Education Commission (TEC) for funding for a Programme.</p> <p>The Factual Summary sheet is usually completed following the completion of all of the other sections of the document.</p>
<b>Programme Version Control</b>		Records changes to the Programme. Programme Versions are based on each time that NZQA updates their database and are usually associated with Type 2 changes. This information is also recorded in the Factual Summary Sheet for the purpose of each proposal for change.
<b>1.0 Introduction to the Qualification</b>	<p><b>Approval Criterion 1 Qualification to which the programme leads:</b> The programme meets the definition published on the NZQA website of the applicable qualification type listed in the second column of the Table in the Appendix to the NZQF Qualification Listing and Operational Rules 2016.</p> <p>The Level and credit-value of any qualification to which the programme leads are appropriate, clearly identified, and meet the minimum requirements of the NZQF.</p> <p>(See more information on qualifications <a href="#">here</a>).</p>	Provides the introduction and context for this application including the link between the programme of study being requested/updated and the qualification to which it leads.
1.1 Background		<p>Describe the history of the programme at Unitec (for example, how long Unitec has been offering programmes in this study area) and explain how you know the delivery has been successful and sustainable.</p> <p>If the study area is new, then you need to explain why you think Unitec is capable of offering the proposed qualification.</p> <p>This is also covered in the self-assessment report.</p>
1.2 The programme	The programme meets the published definition of the applicable qualification type.	A programme of study leading to a qualification must meet the definition of the qualification to which it leads. The level and credit value of the qualification must be appropriate, clearly identified, and meet the minimum requirements of the NZQF.

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		<p>Briefly explain how the programme meets the requirements of the qualification and the definition of the applicable qualification type.</p> <p>Provide highlights or points of difference in this programme if applicable.</p> <p>Provide any relevant background information:</p> <ul style="list-style-type: none"> <li>the role of professional bodies/associations in the programme;</li> <li>a brief overview or discussion of the programme's philosophy; and</li> <li>a brief overview of the need for this programme.</li> </ul>
1.2.1 Unitec's Living Curriculum		Briefly introduce how the philosophy and structure of this programme allows the integration and embedding of the principles of Unitec's Living Curriculum.
1.2.2 Responsiveness to Māori		<p>Explain how this programme will contribute to meeting Unitec's aim to be an ITP leader of Māori students' educational outcomes and lead the bi-cultural competency of staff and students (as stated in Māori Success Strategy).</p> <p>Explain how the programme will contribute to Māori success in education at Unitec and within the Auckland region and nationally.</p> <p>Explain how it will recognise and advance mātauranga Māori in its implementation.</p>
1.2.3 Responsiveness to Non-Māori		Explain how this programme will support, and contribute to the success of non-Māori, with a specific focus on Pacific Peoples, and Internationals if that is the intended audience.
1.3 Sub-contracting, collaborative or commercial arrangements	A written formal agreement is established that clearly and accurately records how education organisations will work together to develop and/or maintain the programme.	<p>(If required)</p> <p>Describe the arrangements that have been made between the collaborating institutions.</p> <p>Describe how the education organisations will work together to develop and/or maintain the programme including all relevant information such as:</p> <ul style="list-style-type: none"> <li>the ongoing monitoring of the arrangement;</li> <li>delivery, assessment and moderation arrangements;</li> <li>provision of resources (physical and human);</li> <li>maintaining and reporting student academic records.</li> </ul> <p>There is clear identification for who is responsible for all relevant aspects of the programme and its management, including maintaining the quality of the programme.</p> <p><b><i>Include the full contract in an Appendix</i></b></p>
<b>2. Title, aims, learning outcomes and coherence</b>	<b>Approval Criterion 2 Title, aims, learning outcomes and coherence:</b> The title, aims, stated learning outcomes, and coherence of the whole programme are adequate and appropriate and meet the graduate profile	This section demonstrates the purpose of the qualification in addition to how the programme's aims and outcomes will be fulfilled through the subjects, delivery modes, and practical components to give the programme its unique focus.

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	and specification of the qualification listed on the New Zealand Qualifications Framework. An appropriate New Zealand Standard For Classification of Education (NZSCED) is identified for the whole programme.	
2.1 Title	<p>The title of the programme(s) provides an accurate indication of its general subject area.</p> <p>The title of any qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, is consistent with the title of the programme and the requirements on nomenclature of the New Zealand Qualifications Framework (NZQF). (This is not relevant for Levels 1-6 programme applications).</p>	<p><b>For Level 1-6</b> it is recommended that the programme of study name match the qualification title.</p> <p><b>For Level 7-10</b> the title of the degree must provide an accurate indication of the subject area of the degree and the qualification to which it leads. The title of any qualification(s) awarded on the basis of successful completion of the degree programme, or part of the degree programme, must be consistent with the title of the degree programme and the requirements on nomenclature of the NZQF</p>
2.2 Strategic Purpose Statement	<p>The aims are clearly defined and appropriate to the nature and Level of the qualification to which the programme leads.</p> <p>The aim includes identification of any specifically-targeted student body and the relationship between the programme and any industrial, professional, or community need.</p>	<p>A strategic purpose statement identifies why the qualification should be listed on the NZQF. It clearly states the qualification's use and relevance to learners, industry and the communities. The statement should also acknowledge the cultural and social aspirations of Māori, Pasifika and other communities, where these are reflected in the need for the qualification.</p> <p><b>For Level 1-6</b> this statement will be the same as the qualification document and may include additional Unitec requirements.</p> <p><b>For level 7-10</b> this statement must ensure the following:</p> <ul style="list-style-type: none"> <li>• is clearly-defined;</li> <li>• is appropriate to the nature and Level of the qualification to which the programme leads;</li> <li>• clearly match the qualification's purpose;</li> <li>• identifies the learner group(s) (including those the programme is specifically targeted at);</li> <li>• clearly articulates the purpose of the programme;</li> <li>• identifies the relationship between the programme and the needs of industry, the profession, and relevant communities;</li> <li>• is presented as high-level statements (e.g. "provide the NZ construction sector with competent employees");</li> </ul>

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		<ul style="list-style-type: none"> <li>complements the overall Graduate Profile; and</li> <li>provides an overview of how the programme helps students in graduate destinations (for example, practicum, critical evaluation skills).</li> </ul>
2.3 Graduate profile	<p>The programme outcomes statement, or graduate profile, is consistent with the aims of the programme and the requirements of the NZQF.</p> <p><b>Graduate profiles</b> identify the expected graduate outcomes of a qualification. This comprehensively describes what a person awarded the qualification must be able to collectively do, be and know. In developing graduate profiles, the qualification developer should consider the full range of capabilities and competencies.</p>	<p>All qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. The outcome statement is used by prospective employers and other tertiary education organisations, and for comparing qualifications. Different learners will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification.</p> <p><b>For Level 1-6</b> these statements will be the same as the qualification document and may include additional Unitec requirements.</p> <p><b>For level 7-10</b> these statements must ensure the following: Ensure the Graduate Profile:</p> <ul style="list-style-type: none"> <li>comprehensively describes what a graduate must be able to do, be, and know;</li> <li>considers the full range of capabilities and competencies a graduate will need;</li> <li>includes an over-arching statement followed by outcomes (presented as a list of bullet-points), which are: <ul style="list-style-type: none"> <li>at the highest level of the degree; and</li> <li>are measurable (but not worded as tasks); and</li> <li>can be assessed.</li> </ul> </li> </ul> <p>In the case of research degrees, there should be separate outcomes for research.</p> <p>Note: a previously-approved or existing Graduate Profile can be revised; it should be reviewed as part of continuous improvement processes associated with the programme.</p>
2.3.1 Pathways – Education pathway	<p><b>Education pathways</b> identify other qualifications that a graduate could enrol into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.</p>	<p><b>For Level 1-6</b> these statements will be the same as the qualification document and may include additional Unitec requirements.</p> <p><b>For level 7-10</b> these statements will describe the education pathway(s) the programme provides. If there are no pathways available at Unitec, identify the pathways available at other institutions.</p>
2.3.1 Pathways – Education pathway	<p><b>Employment pathways</b> or contributions to the community identify the areas in which</p>	<p><b>For Level 1-6</b> these statements will be the same as the qualification document and may include additional Unitec requirements.</p>

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	a graduate may be qualified to work, or the contribution they may make to their community.	<b>For level 7-10</b> these statements will describe the employment pathway(s) the programme provides.
2.4 Programme structure	The programme is structured to achieve qualification outcomes and any majors/specialisations/strands; the document clearly shows how components (courses) are designed to form a coherent programme that demonstrates progression and integration of learning and assessment throughout the programme to meet the strategic purpose statement, outcome statement, Level and credit value of the qualification.	<p><b>For Level 1-6</b>, explain the structure of the programme ensuring:</p> <ul style="list-style-type: none"> <li>the programme is structured to achieve qualification outcomes and any strands;</li> <li>the document clearly shows how components (courses) are designed to form a coherent programme that demonstrates progression and integration of learning and assessment to meet the strategic purpose statement, outcome statement, Level and credit value of the qualification;</li> <li>the programme length and components are clearly defined and appropriate for the Level of learning and the qualification outcomes.</li> </ul> <p><b>For level 7-10</b> the programme structure must integrate the aims and learning outcomes in order to form a coherent programme.</p> <p>The programme must demonstrate that:</p> <ul style="list-style-type: none"> <li>the components (courses) of the programme are appropriate for the Level, type and credit value of the qualification;</li> <li>the length and components are clearly defined and appropriate for the level of learning and the qualification outcomes;</li> <li>the combination of components is consistent with and supports the aims and learning outcomes of the programme; and must demonstrate that</li> <li>where relevant, there is clear evidence of the manner in which majors/specialisations are connected to each other and/or the overall programme.</li> </ul> <p><b>Types of Programme Components</b></p> <p><b>Strands</b> are associated with Level 1-6 programmes only and may, or may not, be reported on the testament. See the Qualification document for more detail.</p> <p>A <b>Major</b> is a formal endorsement that is defined by Universities New Zealand as a substantial component of a degree (Bachelors/Masters) (usually at least one-third and often consisting of one subject only) selected by the individual, in accordance with the regulations, as the principal area of study for the degree. In addition, a major normally includes outcomes at the highest level of the degree.</p> <p>A <b>Specialisation</b> is a formal endorsement for Graduate Certs/Dips, and Post-Graduate Certs/Dips. These are defined in a similar way to a Major.</p> <p>A <b>Pathway</b> is a non-endorsed collection of courses that leads a student's through a Major or Specialisation. The Pathway is not acknowledged on the testament.</p>

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		A <b>Minor</b> is not used currently by degrees in the ITP sector, however there is some use when seeking approval for a double major, or conjoint degree.
2.5 Programme courses	<p>Clear learning outcomes are specified for each component part (course) of the programme.</p> <p>Learning outcomes are consistent with the aims and Level of the programme.</p> <p>Appropriate Levels and credits are allocated to each component of the programme.</p> <p>The structure of the component parts (courses) provides a coherent programme of study.</p> <p>An appropriate New Zealand Standard for Classification of Education (NZSCED) is identified for each component.</p> <p>If assessment standards are included in the programme, all current Consent to Assess requirements are met.</p>	<p>You may briefly describe all courses in the programme, or refer to the courses in Appendix 2, and the Mapping of Learning Outcomes to GPO statements as articulated in the appendix. This section has some generic material that can simply remain.</p> <p>If you choose to describe courses, ensure these descriptions are not a cut-and-paste of individual course outcome statements; and articulate a clear link to the Graduate Profile.</p> <p>Add course descriptors for each course as an appendix (i.e. one appendix that captures all courses). See appendix course section for detail about what is required in a course.</p> <p>If any of your courses include Unit or Achievement Standards, you must present evidence that the Institution hold consent to assess those standards.</p> <p>A brief over view of how the standards are used in the programme may be placed here.</p>
2.6 Mapping course outcomes to the graduate profile	A mapping of courses to the graduate profile is provided, to clearly show how the learning outcomes from each of the courses link to the graduate profile.	<p>Provide an overview of mapping of courses to graduate profile in the table provided.</p> <p>A more detailed mapping of learning outcomes from each course to the graduate profile statements is located in the appendix.</p>
<b>3. Programme Delivery</b>	<p><b>Approval Criterion 3 Delivery methods:</b> The delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.</p> <p><b>Accreditation Criterion 2 Resources</b> Information on institutional resources for the programme delivery is provided, with reference to how they impact on the delivery of the programme and the experience of students within the programme.</p>	<p>Information in this section must demonstrate:</p> <ul style="list-style-type: none"> <li>the appropriateness of the programme's delivery modes (e.g. face-to-face, online/distance, blended);</li> <li>the appropriateness of the programme's delivery methods; and</li> <li>how academic integrity will be maintained through delivery.</li> </ul> <p>It is important delivery methods do not place learners, staff, or the public at risk. The programme must identify any potential risks, and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.</p>

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3.1 Delivery modes		Describe the different modes of delivery used in the programme. Provide details and percentages of highly-blended, campus-based, self-directed, practical or work-based components, etc. in the context of this programme. Include a discussion of the rationale(s) for this approach and provide evidence of how these delivery methods meet stakeholders' needs, including students' teaching and learning.
3.2 Delivery methods	Delivery and facilitated-learning methods are appropriate to the nature of the programme, the proposed modes of delivery, the learning outcomes, and the likely student body. Delivery methods do not place students or the public at risk (emotional or physical).	Include a table to show teaching strategies in the programme. Provide a brief description of each learning method described in the table. Descriptions must be in the context of this programme: <ul style="list-style-type: none"> <li>• provide enough detail that illustrates how the method is used;</li> <li>• include statements around the appropriateness of/rationale for the method; and</li> <li>• link the approach to the Graduate Profile.</li> </ul> Ensure that these exactly match the corresponding course descriptor.
3.3 Practical or work-based components	Any practical or field- or work-based components, including research, are integrated into the programme; practical, field- or work-based experiences are consistent for all students. Delivery methods do not place students or the public at risk (emotional or physical).  In the case of courses with practical, field- or work-based components, the roles and responsibilities of the supervisory staff and the institution are formalised (linked to 4.1 below)	This section must identify and describe any and all practical, clinical, field- or work-based components, including research and supervision of research. This should include a discussion of: <ul style="list-style-type: none"> <li>• a rationale for these components;</li> <li>• the structure of these components (e.g. block placements);</li> <li>• practical/work-based supervision (e.g. how will consistency of supervision be maintained? What models of supervision will be used?); and</li> <li>• how teaching staff will support students and supervisors during placements.</li> </ul>
3.4 Delivery Sites	<b>Site Approval</b> All current site approval requirements from NZQA and TEC are met.	Tertiary education organisations (TEOs) must ensure that all delivery sites (including all off-site learning) remain safe and adequate for the programme of study or training provided, its staff, the number of students enrolled, and for meeting students' specific needs. TEOs are obliged to operate a safe and legally compliant environment, which includes the equipment it uses. Any proposal for approval of an Additional Delivery Site must demonstrate the adequacy of resources to ensure the quality of delivery at the proposed site, and normally needs to address NZQA's published criteria for accreditation.  Indicate all sites at which the programme will be delivered and confirm that these are either 'approved sites' or 'to be approved' sites. Please note:



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		<p>Permanent delivery site - A delivery site is considered to be permanent when a Tertiary Education Organisation (TEO) has a regular and ongoing presence at the site.</p> <p>Temporary delivery site - A temporary delivery site refers to a site which a TEO uses on an infrequent or irregular short-term basis. Short-term use refers to a period up to a maximum of 26 weeks.</p>
3.5 The Living Curriculum	<p>The philosophy and structure of the programme allows the integration and embedding of the principles of Unitec's <i>Living Curriculum</i>.</p> <p>The relevant Unitec learning and teaching model is clearly identified and articulated.</p>	Explain how the programme meets / embeds the principles of the Living Curriculum. This should include specific examples from this programme.
3.6 Te Noho Kotahitanga	<p>Te Noho Kotahitanga (TNK) principles are embedded and/or integrated within the programme structure and its delivery. It is clear how the programme is responsive to Māori (via embedding of TNK and mātauranga Māori in programme delivery). It is clear how the objectives of Unitec's Māori Success Strategy have been realised in developing the programme. It is clear how the programme is responsive to non-Māori/other ethnic/cultural communities.</p>	<p>Explain how TNK and Mātauranga Māori is embedded within the delivery and the teaching, learning and assessment philosophies for this programme.</p> <p>In particular, explain how Objective 3 of Unitec's Māori Success Strategy has been realised in developing the curriculum of this programme.</p>
<b>4. Programme resources</b>	<p><b>Approval Criterion 3 Delivery methods:</b> Where specific resources are necessary for the programme to be provided, those resources are clearly outlined.</p> <p><b>Accreditation Criterion 2 Resources:</b> The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.</p>	<p>This section should:</p> <ul style="list-style-type: none"> <li>• provide information on the resources needed for programme delivery;</li> <li>• present information about institutional resources in reference to how they impact on programme delivery and students' experience within this programme;</li> <li>• illustrate how resources are comprehensive and sufficient for the programme Level;</li> <li>• illustrate how resources are appropriate to the methods of delivery; and</li> <li>• include information on teaching staff (via a table outlining staffing), teaching and learning facilities, support services, and, where relevant, arrangements for work-based training.</li> </ul> <p>In this section, evidence also needs to be provided to show that the institution has the financial infrastructure and administrative systems in place to support the implementation and sustained delivery of the degree programme.</p>

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		<ul style="list-style-type: none"> <li>clearly identify the range of teaching facilities and physical resources (including library facilities) necessary for implementation and sustained delivery of the degree in all proposed delivery modes</li> <li>demonstrate a commitment to provide any additional equipment and resources required to deliver the degree</li> </ul>
4.1 Programme staffing	<p><b>Level 7 – 10:</b> The Education Act (1989) defines a degree as an award that recognises the completion of a course of advanced learning taught mainly by people engaged in research.</p> <p>Collectively, the academic staff involved :</p> <p>a) are adequate in number and appropriately-qualified for the outcomes of the course to be met;</p> <p>b) are actively engaged in research;</p> <p>c) have experience and expertise in teaching, with regard to the proposed delivery modes; and</p> <p>d) in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.</p> <p>In some situations, experience in Māori language and culture, and appropriate knowledge and skills will also be necessary.</p> <p><b>Support Staff</b> There is a sufficient number of appropriately-qualified and/or experienced support staff for the outcomes of the programme to be met.</p>	<p>Provide detailed information about your key teaching staff and if necessary, recruitment plans appropriate to the programme implementation timetable.</p> <p>Using the table provided to provide evidence that teaching staff are qualified at a minimum of one level higher than the course they deliver, assess, and/or supervise; and hold a qualification in tertiary teaching/adult education.</p> <p>When a teaching staff member does not hold a ‘plus one’ qualification:</p> <ul style="list-style-type: none"> <li>describe their industry experience in the discipline and/or standing within their indigenous community as a demonstration of professional equivalency; and/or</li> <li>provide a timeframe for the completion of the qualification; and</li> <li>provide evidence of their professional expertise.</li> </ul> <p>When a teaching staff member does not hold a qualification in tertiary teaching/adult education:</p> <ul style="list-style-type: none"> <li>provide evidence of their experience in andragogy, assessment, and supervision at an appropriate level; and</li> <li>provide a timeframe for the acquisition/completion of such a qualification</li> </ul> <p>If relevant to programme delivery, provide evidence of staff experience in Māori language, culture, and tikanga and appropriate knowledge and skills.</p> <p>In the case of a degree programme with practical or field- or work-based components, explain the roles and responsibilities of the supervisory staff, the institution and, if relevant, the registration body.</p> <p>For a new Programme at <b>Level 7-10</b>: Full CV’s must be included in Appendices.</p>
4.1.1 Staff development	Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate	<p>Describe any plans for staff development related to capability (e.g. assessment design) and knowledge (e.g. participation in professional development events).</p> <p>Explain in particular how Objective 4 of Unitec’s Māori Success Strategy is being / will be realised in relation to building capability of the staff teaching on this programme to engage with te ao Māori.</p>

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	to the programme implementation timetable are in place.	Identify any staff development plans appropriate to the degree programme implementation timetable.
4.2 Teaching facilities and physical resources	<p>There is a clearly-identified range of teaching facilities and physical resources, including library facilities, needed for the implementation and sustained-delivery of the programme, in all proposed modes of delivery.</p> <p>The organisation has:</p> <ul style="list-style-type: none"> <li>• put in place the necessary teaching facilities and physical resources; or</li> <li>• established detailed development and acquisition schedules appropriate to the programme implementation timetable.</li> </ul>	Provide an overview of our resources that are in place (or going to be) to deliver the programme. Also covered in the Self-assessment document.
4.3 Library services		Add details on the collection resources specific to the programme topic(s) if required.
4.4 Information management systems		Include any additional information not already supplied in the document template.
4.5 Student guidance and support	<p>Adequate and appropriate programme information, guidance, and support systems are accessible to students.</p> <p>Where relevant, the programme supports students with physical, intellectual, and/or mental disabilities.</p>	Include any additional information not already supplied in the document template.
<b>5. Assessment and Moderation</b>	<p><b>Approval Criterion 6 Assessment and Moderation:</b> Assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes. There is an effective system for moderation of assessment materials and decisions.</p>	<p>This section should include an explanation of:</p> <ul style="list-style-type: none"> <li>• the programme's assessment rationale;</li> <li>• what the programme places value on;</li> <li>• how standards of achievement will be maintained;</li> <li>• how assessment schemes/schedules have been developed and how they are appropriate for the programme;</li> <li>• how assessment planning will occur; and</li> </ul>

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	<b>Accreditation Criterion 1 Assessment and moderation</b> The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given stated learning outcomes.	<ul style="list-style-type: none"> <li>how, in particular, Objectives 3 and 5 of Unitec's Māori Success Strategy have been realised in developing assessment strategies for this programme.</li> </ul>
5.1 Assessment	It is clear how TNK and mātauranga Māori is embedded within assessment philosophies and methods. It is clear how the objectives of Unitec's <i>Māori Success Strategy</i> have been realised in developing assessment strategies.	Briefly describe the programmes assessment rationale.
5.2 Assessment in the [name]	Assessment methodology and planning is appropriate for the programme.	Outline the assessment methodology within the programme, and explain how formative and summative tools will be used.
5.2.1 Assessment basis		Describe the assessment basis (or bases) for the programme; include a rationale for why this/these is/are appropriate for the programme.
5.2.2 Assessment methods	The required standards for assessment are clearly specified in relation to each component of the programme.	Using the table, indicate what assessment methods are used for each course. Provide a brief description of each method that includes a rationale for its appropriateness in the context of this programme. Ensure that these exactly match elements of assessment included in courses.
5.2.3 Assessment of work-based learning		If practical or field- or work-based learning features in the proposed programme, explain how assessment will take place for that learning. Include a description of who is involved (e.g. do placement supervisors have an active role?).
5.2.4 Assessment of research		Provide information about external assessors and how they are qualified / appropriate to the research discipline. All research components exceeding 60-credits are required to be assessed by at least one external assessor who is suitably qualified and appropriate to the research discipline. Normally the assessors would be academics, engaged in a similar field of research, and employed by a university, polytechnic or similar institution delivering in that subject area. Where appropriate, the external individual may be a person of standing in the community or industry who is qualified to judge the quality of the research presented.

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		<p>The assessment of the research components must be paired with an effective moderation system that examines assessment materials, process, and decisions for fairness, equity, validity, and consistency.</p> <p>Provision for considering the appropriateness of assessment materials and, as a result of moderation, implementing identified improvements to the system is also required.</p>
5.3 Feedback	Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.	Explain how (e.g. in writing, via Moodle™ etc.) and when formative and summative feedback, including student achievement, will be provided to students.
5.4 Assessment planning		<p>Explain for your programme (if not already covered by available text):</p> <ul style="list-style-type: none"> <li>• how assessment of learners is fair, valid, equitable, and reliable;</li> <li>• what systems are in place to maintain academic integrity in assessment;</li> <li>• the mechanisms used to detect academic misconduct and instances of academic fraud;</li> <li>• how information will be provided to learners giving clear specification of what is required to pass each component part of the degree programme; and</li> <li>• what learners should do if they wish to appeal an assessment decision.</li> </ul>
5.4.1 Course workload		<p>Explain how students' workload will be monitored and managed and how staff will mitigate risks to students' and their own health and safety.</p> <p>Explain how it will be ensured that assessment is balanced across the programme in terms of the quantity and timing of assessment events and the role of formative and summative tools in achieving that balance.</p>
5.5 Assessment in Te Reo Māori	Where appropriate, assessment policies and practices allow students to request assessment in Te Reo Māori and, where relevant, it is clear how this will be administered.	Include any additional information not already supplied in the document template.
5.6 Assessment moderation	A draft <i>Moderation Plan</i> is provided, showing planned moderation for the first year of delivery and including identified / proposed external moderators.	Include any additional information not already supplied in the document template.
5.6.1 Internal moderation processes	Pre-assessment moderation of summative assessment tasks ensures they are fair, valid, and consistent.	Include any additional information not already supplied in the document template.
5.6.2 External moderation processes	External post-assessment moderation of examples of student work and marking/grading ensures assessment outcomes are fair and consistent.	<p>Include any additional information not already supplied in the document template.</p> <p>Use the table to demonstrate an overview of the approach.</p>

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		For new programmes you must attach a draft Moderation Plan as an appendix, showing planned moderation for the first year of delivery (using Unitec template from the Moderation of Assessment Policy), and including identified / proposed external moderators.
5.7 Assessment of Prior Learning		Include any additional information not already supplied in the document template.
<b>6. Programme regulations</b>	<b>Approval Criterion 5: Regulations:</b> There are clear, relevant, and appropriate regulations that specify requirements for: <ul style="list-style-type: none"> <li>• admission</li> <li>• credit recognition and transfer</li> <li>• recognition and transfer</li> <li>• recognition of prior learning</li> <li>• programme length and structure</li> <li>• integration of practical and work-based components</li> <li>• assessment procedures, including authenticity of student work</li> <li>• normal progression within the programme</li> </ul>	<p>Include any additional information not already supplied in the document template.</p> <p><b><i>For updated/changed programmes and/or replacement programmes</i></b>  If there are transition arrangements, these must be explained and included in an appendix of the regulations.</p>
<b>7. Programme acceptability and consultation</b>	<b>Approval Criterion 4 Acceptability of the programme and consultation:</b> There is a written summary of the consultation undertaken, the views expressed, and consideration of views. The consultation and summary must cover the acceptability of the programme to the relevant communities (including whānau, hapū, iwi, or hāpori Māori) and other key stakeholders (including any relevant academic, employer, industry, professional, community, and other bodies) and any required endorsement by a Workforce Development Council (WDC) under section 482(1)(g) of the Act has been obtained.	<p><b>New Programmes</b>  <b><i>For Level 1-6:</i></b> While the main body of work regarding stakeholder consultation has been achieved through the Mandatory Review of Qualifications (MRoQ) process, this section <b>MUST</b> explain:</p> <ul style="list-style-type: none"> <li>• who are the main stakeholders for Unitec in the context of this particular programme;</li> <li>• how consultation has occurred with stakeholders; and</li> <li>• how stakeholder engagement will continue to occur in on-going delivery of the programme.</li> </ul> <p><b><i>For Level 7-10:</i></b> The consultation must consider the wider needs of stakeholders and practices used in the degree programme. Acceptability of the degree programme can be demonstrated by having identified partner institutions that would provide an academic pathway for graduates of the degree programme where this is appropriate. Evidence of this could be provided in the form of an articulation agreement.  This section must be supported by a complete, detailed consultation log (included as an appendix).</p> <p><b>Updated/changed Programmes</b></p>

Document Section reference	NZQA Criterion and Description	Guidance
		This section is used to summarise and present evidence that supports any proposed changes. Use the following to guide you, however the level of requirement for evidence is not as rigorous as that described below, depending on the scale of the change.
7.1 Programme consultation	As above	<p>Provide an overview of consultation and the acceptability of the programme for various stakeholders. Explain where Unitec graduates from programmes being replaced with this one have found employment in past years.</p> <p>If there are transition arrangements, it is explained how these have been communicated to students or a plan for such communication is provided.</p>
7.1.1 Stakeholders	<p>Stakeholders, including relevant academic, industrial, professional. and other communities, are identified.</p> <p>Relationships and links with industry bodies (ITO, Registration / Accreditation / Professional Body as relevant) and / or the qualification developer group (review lead) as relevant are explained.</p> <p>Details of consultation / engagement with alumni and current students in the development of the new programme are included.</p> <p>A designated advisory group primarily composed of external representatives of industry, academic, and tangata whenua, has been appointed. The group has met, been consulted, and has contributed to the development of the programme.</p>	<p>Identify the stakeholders involved in programme consultation; ensure you explain how and why they were identified as key stakeholders.</p> <ul style="list-style-type: none"> <li>• Explain relationship and links with Industry bodies (ITO, Registration / Accreditation / Professional Body, or other as relevant) and / or the qualification developer group (review lead) as relevant.</li> <li>• Provide evidence of e-mail contact with the qualification developer, informing them that Unitec is developing a programme leading to the qualification and asking whether there are any new rules, regulations, specifications or conditions since the qualification was listed on the NZQF or if there are any other issues to consider.</li> <li>• Explain how the programme is relevant to Māori, what consultation and engagement has occurred with Māori stakeholders including whānau, hapū, iwi, or hāpori Māori.</li> <li>• Explain how the programme is relevant to Pacific-peoples and other non-Maori groups.</li> <li>• Explain which industries/sectors the programme is relevant to.</li> <li>• Explain how you have consulted with programme graduates/alumni.</li> <li>• Explain how you have consulted with current students.</li> </ul>
7.1.2 Consultation processes	<p>The actual or likely interests of these stakeholders in respect of the proposed programme are clearly identified.</p> <p>The consultation summary provides a clear summary of the extent of the consultation,</p>	<p>Provide a written summary of the consultation that clearly describes the extent, timeline, and method(s) of consultation at all stages of programme development.</p> <p>Explain how:</p> <ul style="list-style-type: none"> <li>• objective 1 of Unitec's Māori Success Strategy has been realised in the consultation for the development of this programme;</li> <li>• consultation has developed/enhanced relationships with Māori stakeholders;</li> </ul>

Document Section reference	NZQA Criterion and Description	Guidance
	<p>including process details (e.g. timeline and methodology).</p> <p>The consultation process considered the likely acceptability to relevant wider communities: Māori, academic, employer, industry, professional, and other bodies.</p>	<ul style="list-style-type: none"> <li>goals 1 and 2 of Unitec's Pacific Strategy has been realised during consultation;</li> <li>consultation has developed/enhanced relationships with Pasifika stakeholders; and how</li> <li>where relevant, transition plans from an old/out-going programme into the proposed programme have been communicated to students.</li> </ul>
7.1.3 Stakeholder's feedback	A <b>detailed</b> log of <b>all</b> consultation is included. The consultation summary clearly expresses the views of those consulted.	Provide a summary of the feedback provided by each stakeholder group (referring, where necessary, the reader to the consultation log).
7.1.4 Response to feedback	A <b>detailed</b> log of <b>all</b> consultation is included. The consultation summary articulates how stakeholders' views have been considered and addressed in programme development.	Provide a summary of how stakeholders' feedback has been considered and addressed (or will be addressed) during programme development. Include an explanation of how the feedback loop has been closed: how the outcomes have been or will be communicated to those consulted.
7.1.5 Continued engagement	Details are included on how staff engage and will continue to engage with various stakeholders on an ongoing basis for delivery and / or improvements. This <b>MUST</b> include students, Māori stakeholders, ITO / associations / professional bodies linked with the industry, and any others as relevant.	Provide details on how staff will continue to engage with various stakeholders on an on-going basis for delivery and/or improvements. This <b>MUST</b> include: <ul style="list-style-type: none"> <li>students;</li> <li>Māori;</li> <li>Pasifika;</li> <li>ITO, associations, boards, or professional bodies linked with the industry.</li> </ul>
7.2 Consultation associated with this application	As above	As above for updated/changed programmes
7.3 Support for delivery	<b>Accreditation Criterion 3: Support for delivery:</b> If Unitec is not the holder of the programme approval, there is support from the holder of the programme approval.	<p><b>For Level 1-6:</b> Evidence of contact with the qualification developer is required.</p> <p><b>For level 7-10:</b> evidence is only required if Unitec is not the holder of the programme approval.</p>
<b>8. Self-assessment, evaluation and review</b>	<b>Approval Criterion 7 Assessment and review:</b> There are adequate and effective systems and processes (institutional and programme level as relevant) in place:	<p>NZQA expects a description of the procedures to ensure the degree remains relevant and accurate, and continues to deliver quality outcomes to learners and stakeholders.</p> <p>Include any additional information not already supplied in the document template.</p>



Document Section reference	NZQA Criterion and Description	Guidance
	<ul style="list-style-type: none"> <li>• to assess the currency and content of the programme</li> <li>• for the ongoing review of the programme, taking account of the results of any review of the qualification</li> <li>• for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content</li> <li>• to update the programme accordingly</li> </ul> <p><b>Criterion 4 Assessment and Review:</b> There must be adequate and effective review of programme performance and the institution's capability to support the programme. There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.</p> <p>Parts of NZQA <b>Accreditation Criterion 2 Resources:</b> The institution's quality management system must include structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).</p>	
8.1 Academic and programme quality management	The organisation's quality management system incorporates structured processes associated with an Academic Board or equivalent (with delegations to faculty or programme committees as appropriate).	Include any additional information not already supplied in the document template.
8.1.1 Financial and	The organisation's financial infrastructure, administrative systems, and resource	Include any additional information not already supplied in the document template.

Document Section reference	NZQA Criterion and Description	Guidance
administrative infrastructure	management practices are adequate to support implementation and sustained delivery of the course.	
8.2 Programme changes	Changes to approved courses are managed consistently with any external requirements.	Include any additional information not already supplied in the document template. If the changes are also discussed at any specific programme-relevant fora, such as standard setting body, registration or industry body or a partner organisation, include some detail about those processes here
8.3 Evaluation and review	There is an effective system for the regular monitoring, evaluation, and review of courses such that the programme approval and accreditation criteria and requirements continue to be met.	Include any additional information not already supplied in the document template.
8.3.1 Programme evaluation	There is an effective system for monitoring the efficacy of any improvements made to the programme as a result of any reviews.  It is clear how the programme will be measured / evaluated against the aim, objectives, and goals of Unitec's <i>Māori Success Strategy</i> and <i>Pacific Strategy</i> , and in terms of its contribution to Māori success in education.	Include any additional information not already supplied in the document template.
8.3.2 Degree monitoring (L7-10 only)	There is an effective system for the regular monitoring, evaluation, and review of courses such that the programme approval and accreditation criteria and requirements continue to be met.	Include any additional information not already supplied in the document template.
8.3.2 Consistency arrangements (L1-6 only)	There is information on how the programme will meet the evidence requirements for assuring national consistency of graduate outcomes (only required for Level 1-6 programmes).	Include any additional information not already supplied in the document template.
8.3.3 Programme review	There is a process for determining whether the programme should continue to be delivered.	If there are requirements from industry or professional bodies that affect the timing, process, or content of reviews, explain these here.

Document Section reference	NZQA Criterion and Description	Guidance
8.4 Audit and review by standard-setting bodies	There is an effective system for the regular monitoring, evaluation, and review of courses such that the programme approval and accreditation criteria and requirements continue to be met.	Remove this section if it is not required. This information should be written to reflect any requirements from a standard setting / approval or accreditation body apart from NZQA. The title of the section will need to be amended accordingly as well.
8.5 Student evaluation	The system includes structured processes, associated with the Academic Board (or equivalent), for ensuring the views of learners and representatives of relevant industries, professions, academic and research communities, Māori, and other stakeholders are taken into account.	Include any additional information not already supplied in the document template.  Briefly explain how student evaluation works / will work within your area in the context of this programme. You must note three separate methodologies for student evaluation of courses and teaching, and also what is the method of feeding back to the students the results of this evaluation. See example text below.
8.6 Stakeholder engagement and feedback	The system includes structured processes, associated with the Academic Board (or equivalent), for ensuring the views of learners and representatives of relevant industries, professions, academic and research communities, Māori, and other stakeholders are taken into account.	Add relevant / programme specific information to the generic text.
8.6.1 Industry advisory group	The system includes structured processes, associated with the Academic Board (or equivalent), for ensuring the views of learners and representatives of relevant industries, professions, academic and research communities, Māori, and other stakeholders are taken into account.	NZQA expects that an institution offering a degree programme would have appointed a designated advisory group for degree programmes within a specified subject area. The group should be composed mainly of external representatives of industry, the academic community, and tangata whenua; identify the specific members and provide the relevant details on the table below. The group is expected to have: <ul style="list-style-type: none"> <li>• been appointed;</li> <li>• met;</li> <li>• been consulted with; and</li> <li>• actively involved in contributing to programme development.</li> </ul> Briefly describe their involvement in programme development and the processes for their on-going involvement in the review processes.
<b>9. Research</b>	<b>Approval Criterion 8 Research required for degrees and post-graduate qualifications:</b>	It is expected there will be an appropriate balance between pedagogical and discipline-specific research, and that collective research outputs will be varied and appropriate to the nature of the degree programme.

Document Section reference	NZQA Criterion and Description	Guidance
	<p>The links between research and the curriculum are clear, adequate, and effective.</p> <p><b>Accreditation Criterion 5 Research activity required to deliver degrees and post-graduate qualifications:</b> Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.</p>	<p>Explain:</p> <ul style="list-style-type: none"> <li>• how the quantity and quality of staff research outputs is monitored;</li> <li>• how the collective output is consistent with the development and maintenance of an on-going research culture in support of the degree; and</li> <li>• Unitec's current PBRF rating.</li> </ul>
9.1 Research Strategy	As above	Include any additional information not already supplied in the document template.
9.1.1 Tūāpapa Rangahau / Research and Enterprise Office	As above	Include any additional information not already supplied in the document template.
9.2 Research policies	As above	Linked to policies
9.3 Staff research	<p>Staff conduct research to an appropriate level within their area of experience that advances knowledge and understanding and supports their function as teachers. The quantity and quality of staff research outputs are monitored and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme. Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.</p>	<p>Explain how programme teaching staff members are actively engaged in conducting research within their area of expertise that advances knowledge and understanding, and/or supports the continued development of the programme and its delivery.</p> <p>Discuss the research activity and outputs of staff expected to teach in the programme.</p> <p>Explain how teaching staff demonstrate the link between their research and the programme and its delivery.</p> <p>Discuss how teaching staff members' research has contributed to programme development.</p> <p>Provide information on how institutional systems and facilities support teaching staff involved in research, including access to the ethics committee.</p>
9.4 Student research	In the case of programmes with research components, appropriate systems and	<p>In the case of programmes with research components, provide evidence of/information on:</p> <ul style="list-style-type: none"> <li>• how systems and facilities are appropriate to the level and scale of the research;</li> </ul>

Document Section reference	NZQA Criterion and Description	Guidance
	<p>facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including:</p> <ul style="list-style-type: none"> <li>• guidance on the development and approval of research projects;</li> <li>• criteria and procedures for the appointment of appropriately-qualified and experienced supervisors;</li> <li>• a code of conduct for researchers and research supervisors;</li> <li>• mechanisms for ethical approval of research projects.</li> </ul> <p>The ways in which research-teaching links are made in the curriculum are adequate and appropriate.</p>	<ul style="list-style-type: none"> <li>• how systems/facilities enable students to undertake relevant research;</li> <li>• the procedures in place for: <ul style="list-style-type: none"> <li>• academic supervision</li> <li>• examination of theses; and</li> <li>• management of intellectual property and commercialisation</li> </ul> </li> <li>• guidance on the development, approval, and submission of research projects</li> <li>• criteria and procedures for the appointment of appropriately-qualified and experienced supervisors (register of supervisors);</li> <li>• code of conduct for researchers and research supervisors; and</li> <li>• mechanisms for ethical approval of research projects</li> </ul>
<b>10. Appendices</b>		
Appendix 1 Link to Policy and Procedure (OneDrive Folder)		<p>The following link is embedded: <a href="#">Unitec Policy and Procedure</a></p> <p>Any additional specific policy can be added to another OneDrive and connected here.</p>
Appendix 2 Course Descriptors		<p>Using the current template, insert a course descriptor for each course within the programme. Templates available via <a href="#">Programme Development Nest Page</a></p> <p>Course learning outcomes must:</p> <ul style="list-style-type: none"> <li>• be consistent with the degree programme aims;</li> <li>• demonstrate how learners will achieve the graduate profile;</li> <li>• be clear and specified for each component of the degree programme;</li> <li>• be measurable and achievable;</li> <li>• integrated to provide a balanced and logical programme;</li> <li>• presented in a logical, progressive way that demonstrates learners' development of knowledge, skills and attitudes; and must</li> <li>• be written in a way that meets NZQA requirements (e.g. verbs used match the Level of the course and are comprised of verb(s), subject, and context).</li> </ul>

Document Section reference	NZQA Criterion and Description	Guidance
Appendix 3 Learning Outcomes mapped to Graduate Profile Outcomes		This table presents a detailed map of the graduate profile, course learning outcomes, and assessment events.
Appendix 4 Qualification document		If applicable insert the qualification document provided by the NZQA.
Appendix 5 Consultation Log		Complete the table if required. Ensure you list every single consultation activity
Appendix 6 Moderation Plan		Using the standard template, include a draft plan for the programme.
Appendix 7 Teaching Staff CV's		
Appendix 8 Sub-contracting, collaborative or commercial arrangements	<p>Sub-contracting, Collaborative or Commercial Arrangements</p> <p>A written formal agreement is established that clearly and accurately records how education organisations will work together to develop and/or maintain the programme. The agreement is signed by the legally-recognised signatories of all parties and includes all relevant information including:</p> <ul style="list-style-type: none"> <li>• the term of the arrangement,</li> <li>• procedures for resolving differences,</li> <li>• compliance with the arrangement and NZQA rules,</li> <li>• the ongoing monitoring of the arrangement and delivery, assessment and moderation arrangements, provision of resources (physical and human), maintaining and reporting student academic records, clear</li> </ul>	If required, include a copy of the subcontracting, collaborative or commercial arrangements here that include the detail described to the left.

Document Section reference	NZQA Criterion and Description	Guidance
	<p>process for the review and termination of the arrangement, and procedures for the protection of learners if the arrangement is terminated.</p> <p>There is clear identification for who is responsible for all relevant aspects of the programme and its management, including maintaining the quality of the programme.</p>	
<b>Self-assessment Report (Level 1-6 Only)</b>	Category 2, 3 and 4 tertiary education providers and schools should present evidence in a self-assessment report that addresses the key evaluation questions for programmes that are published by NZQA on its website.	The purpose of self-assessment is to understand that a programme application meets all requirements and answers the two evaluation questions. NZQA uses the report as evidence of why the education organisation considers the programme meets requirements based on its own comprehensive, authentic, robust and transparent self-assessment processes. The self-assessment report needs to describe the capability and resources required to effectively and sustainably provide the programme (human, physical, and teaching and learning); overall structure of a programme as it will be delivered (including the assessment schedule and any specific programme requirements including practical and work-place requirements), and where relevant, evidence of the formal arrangements to provide the programme agreed with the programme owner (where this is not the applicant).
<b>1. How well does the programme design match the qualification outcomes and strategic purpose?</b>	1. How do you know that the programmes match the strategic purpose and requirements of the qualifications?	<p>References to the information and evidence provided in the programme document and stakeholder consultation can be used to answer the questions and prompts in the tables in the document. It is also OK to refer to information and processes not already mentioned in the programme document, such as processes for internal approval of the development the Business Case approval, however you must provide relevant evidence in this document.</p> <p>“Good evidence” is:</p> <ul style="list-style-type: none"> <li>• relevant to answering the evaluation question</li> <li>• obtained from more than one source (i.e. is corroborated or triangulated)</li> <li>• of more than one type (e.g. quantitative and qualitative data)</li> <li>• making sense in the context of the question.</li> </ul>
	2. How do you know that the programmes enable learners to achieve the qualification outcomes?	
	3. What is the evidence that the programme is made up of learning outcomes structured in a coherent way to achieve the qualification outcomes and addresses the relevant needs of learners?	
	4. How do you know that the programmes are acceptable to all relevant communities and key stakeholders, including the qualification developer?	

Document Section reference	NZQA Criterion and Description	Guidance
	5. What is the evidence that there are no significant gaps or weaknesses in the programme?	
<b>2. To what extent does Unitec have the ongoing capability and resources to support sustained delivery of the approved programme?</b>	1. What is the evidence to show that Unitec has the capability and resources to effectively and sustainably provide the programme?	The expected response to this question is a statement to demonstrate that human, physical, teaching and learning resources are comprehensive and sufficient for the level of the programme and appropriate to the methods of delivery. Experience of the teaching staff, teaching and learning facilities, and learner support services. Also, where relevant, the arrangements for workplace training need to meet the needs of the programme and enable the learner to achieve the qualification outcomes.
	2. What is the evidence that Unitec can manage the impacts of any specific programme requirements?	For example: any specific entry criteria, management of a particular strand or strands, etc.
	3. If this programme is not owned by Unitec, what formal arrangements exist with the programme owner?	If this is an application for a Unitec programme, the response to this is simply "Not Applicable". If Unitec is not the sole programme owner, or is seeking accreditation for a programme owned by another institution, evidence of formal arrangements (e.g. a signed MOU) must be included in the application appendix. These arrangements cover programme changes and reviews, dispute resolution, moderation of outcomes, and managing complaints about quality of delivery.
	4. How do you know that there are no significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation	If there were any identified QA issues in a past offering in the subject area (e.g. moderation), address those here and clearly articulate how those issues have been resolved / managed, and how you will ensure that those issues will not recur or how do you know that the current programme is not at risk of those issues returning.
<b>3. Appendix</b>	MOU with another organisation (if applicable)	