# Training Scheme/ Micro-credential Application

## INFORMATION REQUIRED FOR APPLICATION TO UNITEC COMMITTEES

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| TO: | *Computing and Information Technology* **Programme Academic Quality Committee (for endorsement)** |
| | **Academic Approvals Committee (for approval/endorsement)** |
| FROM: | *Dila Beisembayeva*     **DATE:**     *1 June 2020* |
| SUBJECT: | **Establishment of *Introduction to Cybersecurity Training Scheme*** |
| RECOMMENDATION (FOR PAQC): | ***That the Programme Academic Quality Committee endorses the establishment of the Introduction to Cybersecurity Training Scheme detailed in the following application effective from Semester 2, 2020 and recommends them to the Academic Approvals Committee for approval.*** |
| RECOMMENDATION (FOR AAC): | ***That the Academic Approvals Committee approves the establishment of the Introduction to Cybersecurity Training Scheme  detailed in the following application effective from Semester 2, 2020.*** |
| INTRODUCTION TO THIS PROPOSAL: | The impact Covid-19 on New Zealand has yet to be felt, some claim that its aftermath will be the greatest disruption that New Zealand has faced since the Great Depression in the 1930s. Many jobs may require a complete revamp of the way we work. This is where reskilling and upskilling will become an important foundation for businesses in future. |
| | Reskilling and upskilling is not a one-time thing. The whole point is to do so continuously in order to future-proof our skills to keep up and adapt to change[1]. In all levels of employment, working from home and some employers are relying heavily on technology to adapt in these turbulent times, there is no better time to upskill or reskill in the digital space in New Zealand[2]. |
| | Last year, the World Economic Forum warned of a major disruption[3] in the labour markets of 15 developed and emerging countries that would lead to a net loss of over 5 million jobs and the emergence of millions of new jobs. Covid-19 has already affected the labour markets and accelerate the shift. Therefore, to minimise the emerging unfavourable social and economic impact, reskilling and upskilling of the workforce will become a top priority of many companies. The education and training |

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[1] https://www.bangkokpost.com/business/1884080/reskilling-and-upskilling-to-overcome-a-crisis
[2] https://u2b.com/2020/04/20/covid-19-why-its-the-ideal-time-for-upskilling-or-reskilling-with-digital-skills/
[3] https://www.weforum.org/press/2016/01/five-million-jobs-by-2020-the-real-challenge-of-the-fourth-industrial-revolution/

systems will need to go through a major overhaul to help the workforce quickly reskill and upskill[4].

The Prime Minister Jacinda Ardern has also indicated that "education and retraining will be a key part of New Zealand's economic recovery"[5].

The proposed Training Scheme will allow learners to achieve exactly that – upskill and reskill to address New Zealand's economic and societal needs.

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

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[4] https://www.ghd.com/en/about-us/ten-emerging-trends-shaping-our-new-future.aspx
[5] https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12324696

Hard copies of this form are considered copies of the original. Refer to the electronic source for the controlled latest version.

**Training Scheme**

# Introduction to Cybersecurity Training Scheme

Level 5, 100 Hours
Training Scheme Programme Document June, 2020

## Contents

# 1    TRAINING SCHEME/MICRO-CREDENTIAL FACTUAL SUMMARY

SCHEME/CREDENTIAL DETAILS

| | |
|---|---|
| TITLE: | Introduction to Cybersecurity Training Scheme |
| WITH PATHWAYS IN (IF APPLICABLE): | N/A |
| LEVEL: | 5 |
| TOTAL HOURS: | 100 Hours |
| NZSCED SUBJECT CLASSIFICATION: | 029901 > Information Technology > Other Information Technology > Security Science |
| SCHEME/CREDENTIAL NUMBER: | *Allocated by NZQA at time of submission – please leave blank* |
| SCHEME/CREDENTIAL OWNER: | Unitec Institute of Technology |
| NATURE OF APPROVAL SOUGHT: | ☒ approval<br>☒ accreditation<br>☒ funding. |
| PROPOSED START DATE: | 2/07/2020 |

APPROVAL CRITERIA STATEMENTS

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| STRUCTURE OF THE TRAINING SCHEME/MICRO-CREDENTIAL: | Outcome Statement:<br>This training scheme is intended for learners who seek to increase the awareness of security in information systems; increase security risks and the security mechanisms over several levels: from physical, through devices and network infrastructure, up to applications and software.<br><br>Learning Outcomes:<br>Detailed Learning Outcomes in this Training Scheme/Micro-credential are provided below in the course descriptor.<br><br>By the end of this course, participants will be able to:<br>1.<br>2.<br><br>Education/Employment Pathway:<br>People who successfully complete this Training Scheme will able to apply the skills gained to further their career. They may also transfer credit this experience towards a course in a formal learning programme. |
| DELIVERY METHODS: | ☒ Face to Face and Distance and Blended<br><br>Delivery Methods Summary:<br>Case-studies or scenario-based learning<br>Flipped classroom learning<br>Lectures<br>Online learning<br>Self-directed learning<br>Tutorials |
| | Practical and Workplace Requirements:<br>N/A |
| RESOURCES AND STAFF: | Resources and Staff Summary: |

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|---|---|
| | The Introduction to Cybersecurity Training Scheme will be delivered by one FTE academic staff. In addition, students will be supported by support staff, and administrative/support personnel. |
| 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: <br> • course descriptors <br> • assessment information <br> • regulations and policy <br> • staff details and contact information <br> • Links to student services <br><br> Entry Requirements: <br> To be eligible for admission to this Training Scheme, all applicants must have general IT technical or business knowledge. Evidence must be presented of achievement in computing or business subjects in NCEA Level 2 or above; or demonstrated capability in the work-place; or equivalent. <br><br> English Language Requirements: <br> All applicants must provide evidence that they have the necessary English language proficiency required. The minimum standard of English for this Scheme is demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing); or equivalent. <br><br> International applicants must also provide evidence that they have the necessary English language proficiency required for the Scheme as demonstrated through the use of evidence of one of the kinds described in NZQA Rules and on the Unitec English Language Requirements for International Students Web-page. |
| ENTRY REQUIREMENTS FOR KIS: | To be eligible for admission to this Training Scheme, all applicants must have general IT technical or business knowledge. Evidence must be presented of achievement in computing or business 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. |
| ASSESSMENT AND MODERATION: | ☒ Formally Assessed <br> ☐ Participation only <br><br> Assessment Methods: <br> To be awarded the **Introduction to Cybersecurity Training Scheme** a student must attend a minimum of 90% of scheduled classes and successfully complete all assessment events for this course in order to achieve a pass grade. <br><br> Moderation: <br> Internal assessments will be moderated internally and externally <br> External Exams are regarded as being self-moderated. |
| ASSESSMENT STANDARDS INCLUDED: (IF ANY) | N/A |
| ONGOING REVIEW AND MONITORING: | Industry monitoring of the delivery of this training scheme |
| SUPPORT FOR TRAINING-SCHEME/MICRO-CREDENTIAL: | Evidence of Support: <br> See consultation section of document below |

## SCHEME/CREDENTIAL SPECIFICATIONS

| | |
|---|---|
| SCHOOL(S): | School of Electrical, Computing and Applied Technologies |
| DELIVERY SITES: | Mt Albert |
| STUDENT PROFILE: | ☐ Domestic only<br>☒ Domestic & International<br>☐ International only |
| TRAINING SCHEME TYPE: | ☐ Local Training Scheme (Unitec approved)<br>☒ Formal Training Scheme (NZQA approved)<br>☐ Micro-credential (NZQA approved) |
| NATURE OF FUNDING SOUGHT: | ☒ SAC<br>☐ Entrepreneurial<br>☐ Contract for Service |

| DURATION OF THE PROGRAMME | | Minimum | Maximum |
|---|---|---|---|
| | Full time: | 5 Weeks | 15 Weeks |
| | Part time: | N/A | N/A |

| DURATION: TOTAL WEEKS | | Incl. Holidays weeks | Excl. Holidays weeks |
|---|---|---|---|
| | Full time: | 5 Weeks | 5 Weeks |
| | Per year: | 5 Weeks | 5 Weeks |

| AVERAGE HOURS PER WEEK | Directed Hours | Work Experience Hours | Self-Directed Hours |
|---|---|---|---|
| | 6 | N/A | 14 |

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|---|---|
| TOTAL LEARNING HOURS PER WEEK | 20 hrs |
| TOTAL STUDY HOURS | 100 hrs |
| PROGRAMME LEARNING HOURS PER YEAR | 100 hrs |
| WORK EXPERIENCE TYPE & EXPECTED LOCATION | N/A |

## TEC DATA REQUIREMENTS

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|---|---|
| PROVIDER CODE | 6004 |
| QUALIFICATION AWARD CODES | 55 (Training Scheme) |
| STUDENT DESTINATION | ☐ more academically oriented - designed to lead to entry into advanced research programmes and professions with high skill requirements<br>☒ more occupationally oriented - designed to lead to direct labour market access<br>☐ designed to lead directly to the labour market |
| STATUS | Awaiting Approval |
| FUNDING SOURCE | |
| EFTS VALUE | 0.08 |
| EXPECTED STUDENT INTAKE | 10 (in 2020) |
| EFTS ELIGIBILITY | ☒ Yes<br>☐ No |
| TO BE APPROVED FOR STUDENT LOANS AND ALLOWANCES?<br>(CLICK APPROPRIATE BOX) | ☐ Loans and Allowances<br>☐ Loans Only<br>☒ Neither |

## CONTACT DETAILS

| CONTACTS: | **Contact 1**<br>Dila Beisembayeva<br>Lead, Centre for Digital Innovation and Skills<br>School of Computing, Electrical and Applied Technology<br>Unitec Institute of Technology<br>Private Bag 92025<br>Victoria St West<br>Auckland<br>(09) 849 4321<br>dbeisembayeva@unitec.ac.nz<br><br>**Contact 2**<br>Jackie Tims<br>Lead, Programme Development and Management<br>Te Korowai Kahurangi<br>Unitec Institute of Technology<br>Private Bag 92025<br>Victoria St West<br>Auckland<br>(09) 849 4321<br>jtims@unitec.ac.nz |
|---|---|
| DATE: | 12/06/2020 |

## 2   Introduction

The impact Covid-19 on New Zealand has yet to be felt, some claim that its aftermath will be the greatest disruption that New Zealand has faced since the Great Depression in the 1930s. Many jobs may require a complete revamp of the way we work. This is where reskilling and upskilling will become an important foundation for businesses in future.

Reskilling and upskilling is not a one-time thing. The whole point is to do so continuously in order to future-proof our skills to keep up and adapt to change[6]. In all levels of employment, working from home and some employers are relying heavily on technology to adapt in these turbulent times, there is no better time to upskill or reskill in the digital space in New Zealand[7].

Last year, the World Economic Forum warned of a major disruption[8] in the labour markets of 15 developed and emerging countries that would lead to a net loss of over 5 million jobs and the emergence of millions of new jobs. Covid-19 has already affected the labour markets and accelerate the shift. Therefore, to minimise the emerging unfavourable social and economic impact, reskilling and upskilling of the workforce will become a top priority of many companies. The education and training systems will need to go through a major overhaul to help the workforce quickly reskill and upskill[9].

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[6] https://www.bangkokpost.com/business/1884080/reskilling-and-upskilling-to-overcome-a-crisis
[7] https://u2b.com/2020/04/20/covid-19-why-its-the-ideal-time-for-upskilling-or-reskilling-with-digital-skills/
[8] https://www.weforum.org/press/2016/01/five-million-jobs-by-2020-the-real-challenge-of-the-fourth-industrial-revolution/
[9] https://www.ghd.com/en/about-us/ten-emerging-trends-shaping-our-new-future.aspx

The Prime Minister Jacinda Ardern has also indicated that "education and retraining will be a key part of New Zealand's economic recovery"[10].

The proposed Training Scheme will allow learners to achieve exactly that – upskill and reskill to address New Zealand's economic and societal needs.

The Introduction to Cybersecurity Training Scheme is a coherent arrangement of training that is based on clearly linked aims, outcomes, content and assessment practices.

# 3    Structure of the Training Scheme/Micro-credential

## 3.1    Purpose Statement

This training scheme is intended for learners who seek to increase the awareness of security in information systems; increase security risks and the security mechanisms over several levels: from physical, through devices and network infrastructure, up to applications and software.

## 3.2    Learning outcomes

The following Learning Outcomes are designed to enable students to achieve the outcomes of this Scheme:
1.   Develop awareness of generic cybersecurity concepts
2.   Apply generic cybersecurity concepts to a range of system examples

## 3.3    Education Pathways

The graduates of this Training Scheme will able to apply the skills gained to further their career or APL this experience towards a course in the degree programme

## 3.4    Employment Pathways

The participants of this course will be able to apply the fundamentals of cybersecurity learnt to everyday work practices.

# 4    Delivery Methods

## 4.1    Delivery modes and methods

The *Introduction to Cybersecurity Training Scheme* employs the following modes of delivery. 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

*Case-studies/scenario-based learning*
Case-studies and/or scenario-based learning approaches are used to reinforce students' application of theory to practice. These methods are used in face-to-face (for example, lectures), practical (for example, laboratories), and online (for example, online forums) contexts. These methods are used to support development of evaluation, analysis, problem-solving, and critical-thinking skills. Their application also provides opportunities for developing 'soft skills' related to practice.

*Flipped-classroom/learning*
Using our Learning Management System (Moodle™), students will be able to access resources that allow them to start to become familiar with, and understand, discipline-specific knowledge and

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[10] https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12324696

content material. In accordance with this approach, there is an expectation that students will engage with this material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.

### Interactive lectures/Large-group teaching
Lectures are used to present course- and/or topic-specific principles, theories, and concepts. These sessions include a high-level of class interaction and participation; this supports the flipped-learning approach, while promoting independence, communication skills, and attributes related to life-long learning skills. Interactive lectures provide a forum for supporting practice-based learning, via the use of case-studies. The use of guest lecturers from industry offers further opportunities to make theoretical content more meaningful for students.

### Laboratory sessions/practical learning
Laboratory sessions and other practical learning opportunities provide students the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve: handling skills; equipment manipulation; experimentation; observation; problem-solving; measurement and monitoring; and analysis and evaluation.

### Project-based learning
Project-based learning is used to highlight theory-to-practice, and to develop students' problem-solving, research, independent study, leadership, team, and communication skills.
Where used, projects give students the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.

### Online learning
Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Moodle™ gives students access to relevant readings, multi-media resources, simulations (where appropriate), and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as students are expected to access and use these before face-to-face learning experiences. Online forums facilitate students' (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication, and independent study skills.

### Self-directed learning | mahi-ā-ipurangi
Primarily, students engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters students' research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/ collaboration skills.

### Team/peer-based learning
This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein students prepare in advance of face-to-face interactions (for example, by reading). In a typical class session, students may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and team-work, and taps into group strengths as well as motivating team members to learn in competition with other groups.

### *Tutorials/small-group learning*

Tutorials and/or small-group sessions allow students to engage in activities designed to support learning completed in other modes (for example, interactive lectures). These groups may be peer- or staff-led/initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership, and communication, as well as further opportunities for applying theory to practice, and critical-thinking and analysis. Tutorials may take place in a face-to-face setting, or online.

### 4.2    Mātauranga Māori

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

Unitec is committed to creating an education environment that aligns with its obligations to the *Treaty of Waitangi/Te Tiriti o Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in this training scheme in a number of ways.

- **Rangatiratanga (authority and responsibility)**: Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.

  Current staff expertise in mātauranga Māori is located in the School in which this Training Scheme sits. Teaching staff members are able to work with such colleagues to ensure Māori have a strong, meaningful presence in the development of programme teaching and learning, including assessment and work-integrated learning opportunities. In addition, this collaboration is bolstered by support from the School's Kaihautū and Director – Māori Success Mātauranga Māori, who provide additional guidance and expertise. All students are encouraged to draw on their cultural heritage and background when completing design tasks and engaging in discussions and debates.
  Teaching and learning approaches provide opportunities for students to embrace rangatiratanga; collaboration and, where needed, negotiation with Māori is emphasised as an important component of students' work-integrated learning experiences.

- **Wakaritenga (legitimacy)**: all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.

  During the early stages of the programmes, staff and students participate in a noho marae, providing opportunities for all staff and students to begin to develop the sense that their 'voices', viewpoints, and perspectives are valued. This activity also gives a sense of wakaritenga to Māori students and staff, while developing non-Māori students' initial knowledge and understanding of te ao Māori and tikanga Māori.
  All students have the opportunity to submit part or all of any piece of assessment in Te Reo Māori.
  Students are encouraged to bring their own experiences, backgrounds, languages, and perspectives to bear during teaching and learning activities, and to share this with staff and peers.
  Collaboration and sharing of a range of resources is a key focus across both programmes. This is demonstrated via an emphasis on peer-based learning and assessment activities, work-integrated learning experiences, and the embedding of ako across teaching and learning contexts.

- **Kaitiakitanga (guardianship)**: Unitec accepts responsibility as a critical guardian of knowledge. Across the proposed programmes, kaitiakitanga is embraced in a number of ways.

Staff and students engage with kaitiakitanga in terms of sustainability in all its forms; this is addressed in course content and is a key consideration in design principles, processes, and practices in both residential and commercial settings.

The programmes' teaching staff act as guardians of knowledge by promoting an evidence-informed, best-practice approach to interior design and by encouraging students to become critical learners who question existing knowledge while allowing space for multiple perspectives and worldviews.

Students are encouraged to engage with kaitiakitanga in terms of their own contributions to their own and others' learning. Students draw on their own experiences to inform development of knowledge and skills, and to inform students' collaboration with peers, teachers, and supervisors.

Finally, teaching staff act as guardians of the students themselves, taking on pastoral care duties by ensuring students are able to succeed and achieve their potential as learners and, ultimately, graduates. Referral to Unitec's mechanisms of student guidance and support is also an important part of staff members' engagement with kaitiakitanga.

- **Mahi kotahitanga (co-operation)**: all actions are guided by a spirit of generosity and co-operation.

  As discussed above, co-operation is a key component of these programmes. Students are encouraged to work with peers and colleagues from other disciplines to achieve common objectives and share their knowledge and learning. Students are required to undertake group/collaborative assessment tasks, in which mahi kotahitanga is essential in achieving assessment goals.

  Students' feedback from current courses has indicated strong support for the collaborative and peer-based activities students participate in. Students involved in the programme have been able to take lessons learned from such activities into their practice as graduates; it is anticipated these values will be prominent in the proposed programmes.

- **Ngākau mahaki (respect)**: the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

  Opportunities for co-operation and collaboration, as well as work-integrated experiences and programme activities such as noho marae, provide a context where students develop and exhibit ngākau mahaki. At various points in both programmes, students need to undertake peer-based critiques of their colleagues' design work; this activity, along with discussions in tutorials, workshops, and lectures provide frequent opportunities to demonstrate respect for all students.

### 4.3  Practical and workplace requirements

There are no practical or work-based learning elements in this scheme.

## 5  Resources and Staff

### 5.1  Teaching staff

The *Introduction to Cybersecurity Training Scheme* will be delivered by *one* FTE academic staff. In addition, students will be supported by support staff, and administrative/support personnel.

| Name | Qualifications | Teaching responsibilities |
|---|---|---|
| Dr. Bashar Barmada | PhD in Electrical Systems Engineering<br>MSc in Computer Information Networks<br>BSc in Informatic Engineering | Introduction to Cybersecurity |

## 5.2    Physical resources for the Scheme/Credential

Existing labs within the School of Computing will be used to the deliver the Introduction to Cybersecurity Training Scheme.

## 5.3    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.

## 5.4    Student guidance and support

Unitec provides a number of learner guidance, support systems, and facilities.

### 5.4.1    Student experience team

The Student Experience Team is comprised of four student support services.

**Learning and achievement**

The Access4Success Disability Service works in partnership with students with disabilities to identify strengths and potential barriers to learning and participation at Unitec. Academic Development Lecturers (General, Māori, and Pacific) provide academic support to students in Te Puna (the centralised student hub), Puukenga, and the Pacific Centre.

**Student development**
The Career Development Team provides a service to help students develop good employability skills, become job-ready, and develop the skills needed to effectively manage their careers. These services are available while students study (to help them take advantage of opportunities throughout the study year), when they graduate, and as they transition into employment.

**Student well-being**
Multi-faith Chaplaincy Services provide spiritual reflection, prayer, and personal support. Confidential support and counselling services support learners with concerns about their study and/or personal matters. Accessed through the Mt Albert campus at Te Puna Waiora or at the Waitākere campus by appointment.

The Student Health Centre provides access to affordable and comprehensive health, well-being, and medical services for learners, accessed through the Mt Albert campus at Te Puna Waiora.

Student Support Advisers are a key connection point for students to the range of support services available to them. They are available for social support and pastoral care for students managing the demands of study alongside other commitments. This team has responsibility for the delivery of the Youth Guarantee programme and also administer financial support to students in the form of hardship assistance, scholarships, and study grants.

**Student engagement**
These services cover:

- Unitec scholarships and awards;
- the Student Complaints Resolution;
- the Graduation Team; and
- co-ordination of Student Advocacy Services delivered through Kāhui Tū Kaha.

Unitec promotes and supports positive and pro-active student engagement through student clubs, societies, and sports groups, as well as Experience NZ activities tailored to International students.

### 5.4.2    Māori student services

Provided for Māori students, these services promote and maintain an awareness of Unitec's *Māori Strategy* and *Te Noho Kotahitanga*. The services provided are embedded in Unitec's Student Experience Services and are delivered from the Te Puna Student Centre, Puukenga building, and Te Noho Kotahitanga Marae. Services include:

- providing general information;
- academic learning support, including one-to-one, small-group, and workshop sessions;
- specific social and cultural support for Māori learners and their whānau;
- study space, computer support, and kai space;
- course advice for new and prospective learners;
- enrolment advice for new learners;
- the *Whai Ake Māori* mentoring programme;
- assistance with the acknowledgement of prior learning applications;
- financial advice, including assistance with student loans and allowances, and Māori grants and scholarships; and
- advocacy services and administration (including advice and referrals to all Unitec support services).

### 5.4.3    Pacific Centre

This centre provides a number of services at Unitec, including:

- a Pacific Orientation for first-year Pacific learners;
- a Fanau Evening that encourages learners to bring their families onto campus to meet staff and learn more about their family member's course of study;
- an end-of-year celebratory dinner for graduates and their families; and
- computers and study spaces which can be used by learners for self-directed study and learning.

The Pacific Centre works closely with the Student Experience team and, in particular, the Pacific Academic Development Lecturers and Student Support Advisors. Both teams can be made available at the Pacific Centre if required.

### 5.4.4    International

Unitec's International office has a 'one-stop-shop' model that includes:

- marketing and recruitment of international learners;
- developing and maintaining institutional partner and agent relationships;
- running a student-exchange programme;
- handling enquiries and assessing applications for entry;
- setting international tuition fees;
- processing student visas and, where applicable, post-study work visas;
- advising on insurance; and
- running a bi-annual international orientation.

This team is also a signatory to the *Code of Practice of Pastoral Care for International Learners*.

# 6    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 (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

### 6.1    Training Scheme/Micro-credential Regulations

**Waeture Hōtaka | Regulations**

## *Introduction to Cybersecurity Training Scheme*

To be read in conjunction with Unitec's Academic Statute and associated Policies and Procedures.

These programme regulations apply to the Introduction to Cybersecurity (Level 5) Training Scheme (10 Credits) [Ref].

These regulations come into effect from Semester 2, 2020.

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|---|---|
| **1. Ngā Ture Hei Whakaurunga \| Admission Requirements**<br><br>*Admission Requirements comply with Unitec's Admission Requirements Guidelines.* | **1.1 Whakaurunga \| Admission:**<br>To be eligible for admission to this Training Scheme, all applicants must have general IT technical or business knowledge. Evidence must be presented of achievement in computing or business subjects in NCEA Level 2 or above; or demonstrated capability through work experience; or equivalent.<br><br>**1.2 English Language Requirements:**<br>All applicants must provide evidence that they have the necessary English language proficiency required. The minimum standard of English for this Scheme is demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing); or equivalent.<br><br>International applicants must also provide evidence that they have the necessary English language proficiency required for the Scheme as demonstrated through the use of evidence of one of the kinds described in NZQA Rules and on the Unitec English Language Requirements for International Students Web-page. |
| **2. Paearu Kōwhiri Tukanga\| Selection Criteria & Process**<br><br>*Selection Criteria and Processes comply with Unitec's Admission Requirements Guidelines.* | **2.1 Paearu Kōwhiri \| Selection Criteria**<br>When the number of eligible applicants for admission exceeds the number of places available, the following selection criteria will be applied:<br>• relevant work experience;<br>• belonging to an under-represented group within the profession;<br>• exceeding the minimum entry requirements; and<br>• commitment to all aspects of the Training Scheme.<br>Applicants who meet the maximum number of listed criteria will be the preferred candidates.<br><br>**2.2 Tukanga Kōwhiri \| Selection Process**<br>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 will be kept by the Programme Academic Quality Committee responsible for the programme. |
| **3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga \| Requirements for the Award of the** | **3.1 Whakaemi Tūtukitanga \| Credit Accumulation**<br><br>To be awarded the Introduction to Cybersecurity Training Scheme a student must attend a minimum of 90% of scheduled classes and attempt all assessment events for the following course in order to achieve a pass grade. |

| Training Scheme/Micro-credential | Course No | Course Name |
| --- | --- | --- |
| | ISCGTS103 | Introduction to Cybersecurity |

*Requirements comply with Unitec's Programme Completion and Awards Policy and associated procedure.*

**3.2 Whakaurunga Takiwā | Enrolment periods**
a. The normal enrolment period is three weeks.
b. Students who are prevented by ill health, or other cause, from completing the Training Scheme requirements within the maximum period of enrolment, the relevant academic authority may approve suspension of enrolment for up to a maximum of 9 weeks.
c. The maximum period to complete this scheme/credential, with the approval of the relevant academic authority is 9 weeks.

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**4. Tūtukitanga Whakamihi | Credit Recognition**

*Credit Recognition complies with Unitec's Assessment, Moderation and Grades Policy and associated procedure.*

There are no provisions for Credit Recognition in this Training Scheme

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**5. Waeture Aromatawai | Assessment Regulations**

*Assessment Regulations comply with Unitec's Assessment, Moderation and Grades Policy and associated procedure.*

**5.1 Paparahi Aromatawai | Assessment Basis**
Assessment in this scheme is competency based. Students must achieve all of the outcomes in competency-based assessment in order to pass that course.

**5.2 Ākoranga Taumata | Course grades**
*Table 3: Competency based 2-point assessment system*
Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment.

| Grade | Meaning | Result |
| --- | --- | --- |
| C | Competent | Credits Earned |
| NC | Not Competent | No Credits Earned |

**5.3 Paearu Taumata | Grade Criteria**
Students may be awarded one of the following grades for a course:
*Table 4: Grade Criteria*

| Grade | Meaning | Criteria |
| --- | --- | --- |
| 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. |

| 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**<br><br>*Assessment Procedures comply with Unitec's Assessment Moderation and Grades Policy and associated procedure.* | **6.1 Ākoranga Aromatawai \| Course Assessment**<br>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.<br><br>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.<br><br>**6.2 Aromatawai I Roto I Te Reo \| Assessment in Te Reo**<br>All participants 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 detailed in course material. Assessment in Te Reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure.<br><br>**6.3 Tāpaetanga Tōmuri \| Submission and late submission of work**<br>a.  The due dates for all summative assessment work will be notified at the commencement of each course.<br>b.  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.<br>c.  No assignments 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 assignment. If the assignment is compulsory, then the participants will receive a Did Not Complete (DNC) grade for the entire course.<br><br>**6.4 Whakamātautau Anō \| Resubmission or Reassessment**<br>Participants may apply to undertake a resubmission/reassessment for a failed assessment\*<br>Participants are entitled to:<br>•  only one reassessment or resubmission of each failed assessment event with exception of final exam. Results for the examination are reported as a score from 100-1000, with a minimum passing score of 700.<br>•  Participants are entitled to re-sit final exam at their own cost.<br><br>**6.5 Āhuatanga Aromatawai Motuhake \| Affected Performance Consideration:**<br>A student may apply for Affected Performance Consideration (APC) if:<br>•  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<br>•  The student's preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control<br>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. |
| **7. Whakaritenga Whānui \| General Provisions** | **7.1 Whakamāramatanga ā-kaupapa \| Definition of Terms**<br>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.

# 7    Assessment and Moderation

Assessment practices adhere to Unitec's *Assessment and Feedback Policy*. 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.

## 7.1    Assessment methods

The **Introduction to Cybersecurity Training Scheme** employs the following modes of assessment. These have 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

### *Assignments*
Assignments (including essays, reports, presentations) are used across the programme to give students the opportunity to hone their research, critical analysis and evaluation, and communication skills. Generally, students are given different topic-options to choose from, allowing them to learn about specific areas of interest in-depth.

### *Case-studies*
This assessment approach is used to provide a real-world context for student learning, in which students demonstrate their ability to apply theory to practice. Typically, students are required to investigate, analyse, and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (for example, learning portfolios).

### *Examinations*
Examinations are used as a method for assessing students' breadth of knowledge in specific curriculum areas. Students will be required to demonstrate an ability to evaluate and apply their knowledge in increasingly-complex scenarios. Examinations are, typically, written, although support resources are available for students with disabilities, and completed under supervised conditions.

### Practical demonstrations

These assessments give students the opportunity to demonstrate their ability to complete a range of practical/clinical tasks. Students demonstrate work-based practical skills, for example, lab-work, which is then assessed by teaching staff.

### Presentations

Presentations give students an opportunity to demonstrate depth of understanding of specific material, and their ability to respond to peer- and/or supervisor-review. Presentations may also assess communication or writing skills, and a range of research skills. These may be: formal verbal presentations; poster presentations; or multi-media presentations. Presentations may be aligned with other assessments, such as field reports, case-studies, or group projects.

### Projects

Projects are used to explore concepts and/or topics in detail, giving students an opportunity to demonstrate a range of skills. This assessment approach may involve students undertaking a research project, investigating a topic related to an area of interest and/or practice.

### Tests/quizzes

Tests are used to assess students' development of specific areas of knowledge; consequently, they are designed to motivate students to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of students' progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice, or short essay form; they may be delivered in-class or online.

### 7.1.1   Assessment planning

A single summary plan showing all assessments will be provided to students on the first day of the Training Scheme. Students will be provided with key information, including the assessment type, weighting, due dates, and assessment schedules for each assessment event. The programme's Academic Programme Manager will monitor workloads and, where necessary, will make and announce adjustments so the overall assessment workload across the Training Scheme is managed, and/or integrate assessments for holistic impact.

### 7.1.2   Feedback

Students' assessment results will be reported using "Gradebook", and/or in person with the lecturer discussing each assessment even so that a cycle of learning can be completed with each assessment. Grades will be awarded accordingly to the criteria detailed in the *Regulations.*

### 7.2   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.

## 7.3    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.

### 7.3.1    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.

### 7.3.2    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.

### 7.3.3    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 Training Scheme will be undertaken by a range of qualified teachers from a range of appropriate Tertiary Teaching Organisations (TTO), or nominated experienced external stakeholders.

*Table 6: 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<br><br>Then each course on an agreed cycle | Qualified teachers from a range of appropriate TTO's, or experience external stakeholder. |

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.

# 8    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.

## 8.1    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.

## 8.2    Making changes to training schemes

Changes to a training schemes 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.

## 8.3    Evaluation and review

### 8.3.1    Course Evaluation

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. They provide Teachers an opportunity to reflect on course outcomes and to plan improvements to their course and their own development as teachers. Course reports also provide evidence of Academic Quality Compliance. A CEP will be completed for each delivery of each course as agreed with Te Korowai Kahurangi.

### 8.3.2    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 short course 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.

### 8.3.3    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 course, 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 CEP. Student evaluation will occur for each delivery of this Scheme/Credential as agreed with Te Korowai Kahurangi.

### 8.3.4    Stakeholder Review

Engagement with, and feedback from, relevant stakeholders will contribute to the evaluation, review, and improvement of academic provision. Such stakeholders include, but are not limited to:
- participants;
- staff;
- employers/industry;
- iwi, hapu, whānau, and other Māori stakeholders;
- members of other ethnic communities (for example, Pasifika); and
- community groups.

Stakeholder feedback will occur regularly for this short course and be recorded in CEPs.

## 9   Support and Consultation Requirements for Micro-credentials

Micro-credentials certify achievement of a set of skills and knowledge, generally in areas that are not represented on the NQF. In order to gain approval for a Micro-credential the following information about stakeholder consultation provides evidence that the micro-credential is required and supported by relevant industries, employers or communities.

### 9.1   Stakeholders

David Eaton
Associate Director
Datacom


**Consultation processes**

The relationship with Datacom started over three years ago when New Zealan Diploma in Cybersecurity was proposed by ITP NZ/NZQA. The subsequent creation of a qualification was deemed successful and has been attracting more students to consider the cybersecurity pathway post Covid-19.

The proposed training scheme was suggested as way to potential learners to either 'taste' the ever-growing fielf of cybersecurity or upskill to benefit their current working environment.
.

#### 9.1.1   Stakeholders' feedback and Evidence of Support

- The extensive feedback on the qualification introduced was also embedded into the proposed Training Scheme,

#### 9.1.2   Response to feedback

NA


## 10  Appendices

**Appendix 1: Course Descriptor(s)**
**Appendix 2: Self-evaluation Report**
**Appendix 3: NZQA Application Form**

**Appendix 1: Course Descriptor**

| ISCGTS103: | Introduction to Cybersecurity | | | | |
|---|---|---|---|---|---|
| **Course number:** | ISCGTS103 | **Level:** | 5 | **Hours:** | 100 |
| **Main programme:** | Introduction to Cybersecurity Training Scheme | | | Compulsory | |
| **Requisites / Restrictions:** | N/A | | | | |
| **NZSCED field of Study:** | 029901 | **Delivery Mode:** | | Collaborative on-campus Collaborative online | |

| Hours: Directed | Hours: Workplace | Hours: Self-directed | Total Hours |
|---|---|---|---|
| 30 | 0 | 70 | 100 |

**Participation**:

Participants are required to adhere to Unitec's *Participants Disciplinary Statute* in respect of staff, fellow participants, and in the use of resources and facilities. 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.

**Outcome statement**

This training scheme is intended for learners who seek to increase the awareness of security in information systems; increase security risks and the security mechanisms over several levels: from physical, through devices and network infrastructure, up to applications and software.

**Learning outcomes**

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

1. Develop awareness of generic cybersecurity concepts
2. Apply generic cybersecurity concepts to a range of system examples

**Indicative Content**

The following topics are covered in this course:

- Creating a virtual lab
- Attack Kill chain
- Protecting the enterprise system
- Detection and remediation of malware
- Practical hacking lessons
- Ethical implications surrounding hacking
- The Law
- Big Data
- Your privacy
- Security Systems
- Networking principals
- Attack Vectors

**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.

| Weighting | Assessment Type | Learning outcomes | Pass Criteria |
|---|---|---|---|
| 40% | Report | | Pass/fail |
| 60% | Lab Assessment: Build your VM, include Kali Linux, WIN10 and WIN7. Create a live DOS attack, remediate it and provide prevention and detection advice | | Pass/Fail |

**Requirements to complete this course:**
To successfully complete this course, participants must complete all labs and demonstrate participation in the course as noted in course materials.
Students must successfully complete first five assessment before being allowed to sit the final exam

**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.

**Teaching and learning**
This course uses the following teaching and learning methods:
- peer-based learning;
- problem-based learning;
- scenario-based learning;

**Learning resources**
Resources supplied for this course include:
- Computer labs
- Learning management system ("Moodle™"); this includes access to:
    - library resources;
    - course readings;
    - discussion forums;
    - multi-media resources; and
    - course information.

**Version Tracking:**

| Version No. | Approval Date | Effective from | Approved by | Description of change |
|---|---|---|---|---|
| 1 | | | | |

**Appendix 2: Self-Assessment Report**

# Introduction to Cybersecurity Training Scheme
**[Level 5; 100 hours]**

## Self- Assessment Report

**Introduction**

This report illustrates how Unitec is confident that the application for approval and accreditation of the Introduction to Cybersecurity Training Scheme 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? | The purpose of the proposed Training Scheme is to provide the domestic market of Aotearoa New Zealand with internationally transferrable renowned industry-relevant knowledge and technical skills. Skills that will allow learners to reskill and upskill, especially in the current post Covid-19 environment. |
| How do you know that the training scheme/micro-credential enables learners to achieve the outcomes? | Students will work individually as well as in groups throughout most of the Training Scheme. This will help them develop both the knowledge and skills to work technically and collaboratively. They will learn to give and receive feedback professionally and develop the interpersonal skills that will enable them to communicate appropriately with relevant stakeholders. Frequent use of reflective learning will support early learners, enabling them to identify and develop their unique skill-gaps. <br> Industry relevant tools and practices and authentic case studies will be used both for teaching and for assessment. This will ensure that the skills and knowledge gained will be industry relevant and internationally relevant. On-going assessment and feedback will keep students aware of their learning progress and |

| | |
|---|---|
| | enable them to act on the feedback received to achieve the desired standard. |
| 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? | The course content and materials were developed by Unitec academic staff members in collaboration with industry professionals from Datacom, Spark, IBM, CCL, Insomnia, Workday and Aura Security to meet the demands of what is required by New Zealand. |

**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? | Similar wording is used across the Scheme and credits allocated to learning outcomes (learning hours) match at all levels. |
| If this training scheme/micro-credential is not owned by Unitec, what formal arrangements exist with the training scheme/micro-credential owner? | NA |

**Appendix 3: 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).

| 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:

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*Save and label this application form with the course code and name.*
*Ensure all above requirements are completed before submission and attach all above mentioned documents.*

| 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 | ☐ | ☐ | |
| **Evaluation** | **Yes** | **No** | **Comments:** |
| Introduction section | ☐ | ☐ | |
| 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 | ☐ | ☐ | |

*Submit completed application to PAQC for endorsement.*
*Following endorsement by PAQC, submit to AAC with extract of PAQC minutes.*
*AAC@unitec.ac.nz*