

Te Pūkenga Poari Akoranga (Academic Board) Terms of Reference

Current Version	Previous Reviews	Next Review
Draft		2022

1 Whakapapa

Te Poari Akoranga¹ is delegated by the Council of Te Pūkenga (the Council) to give effect to the Charter by providing a national framework to enable and monitor excellence in Akoranga, in particular, educational teaching, learning, research and delivery supporting work based, learning, courses of study or training, awards and other academic matters.

Poari Akoranga was established April 2020 pursuant to section 222K of the Education Act 1989.

The Education Act 1989 was subsequently replaced by the Education and Training Act 2020 (the Act). Section 324(2) of the Act provides that the council... must “establish an academic board... to (a) advise it on matters relating to work-based learning, courses of study or training, awards, and other academic matters; and (b) exercise powers delegated to it by the council”.

2 Kaupapa

The Education and Training Act 2020 defines the operating context for Te Pūkenga, which is to provide:

- Learners with the education they need to participate in the labour market, society, and their communities;
- Education opportunities that support the wellbeing of learners;
- Education of high quality; and
- Education that honours Te Tiriti o Waitangi.

Likewise, the Act sets out specific functions for Te Pūkenga, to:

- Provide, arrange and support vocational, foundation and higher-level education, training and related research;
- Respond to the needs of regions, learners, industries, employers and communities;
- Improve the consistency of vocational education and training;
- Improve educational outcomes; and
- Improve outcomes for Māori learners in partnership with Māori communities.

Te Pūkenga has established five key priorities to fulfil these legislative functions, to:

- Maintain relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do;
- Deliver customised learning approaches that meet the needs of learners and trainees wherever they are;
- Use our size and scale to strengthen the quality and range of education delivery throughout Aotearoa;
- Offer services that meet the specific regional needs of employers and communities; and

¹ The importance of seeking an appropriate name for the academic board that reflects a holistic and inclusive approach consistent with the intent of Te Pūkenga charter has been recognised. Poari is the decision-making body of an organisation; Akoranga is all encompassing, referring to learning, subject, discipline, profession, school, educational course, academic programme, academic course, teaching, class, and lesson and includes circumstances of learning, time of learning and place of learning.

- Transition educational services in a smooth and efficient manner.

Poari Akoranga has a central role within Te Pūkenga to give effect to the Charter. In doing so, Poari Akoranga is guided by the values of Te Pūkenga.

3 Tikanga

The Council delegates to Te Poari Akoranga “matters relating to work-based learning, courses of study or training, awards, and other academic matters”, to “exercise powers delegated to it by the council.” (Education and Training Act 2020, Section 324(2)).

Specifically, Te Poari Akoranga will fulfil the primary function of providing assurance and confidence in the network of provision and to ensure all kaupapa are met, including:

- Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the network to ensure the goals of Te Pūkenga are met and continuous improvement is achieved and sustained.
- Provide assurance and confidence of the effectiveness of teaching, learning and research within the network with a focus on outcomes.
- Foster and facilitate effective relationships and collaboration across the network and with other groups, such as with Workforce Development Councils (WDCs), regulatory bodies, Regional Skills Leadership Groups, and other organisations to ensure kaupapa are met.
- Quality assure and approve the development of new or re-developed packages of learning and delivery models, to ensure kaupapa continue to be met and sustained.
- Provide assurance and confidence that Kāwanatanga (governance) responsibilities are upheld, whilst respecting the Tino rangatiratanga (absolute self-determination) of Iwi and Māori partners, in order to achieve Ōritetanga (equitable outcomes for Māori learners and their whānau).
- Provide assurance and confidence that Mātauranga Māori is applied throughout all packages of learning developed and delivered by Te Pūkenga; contribute to a partnership approach to policies and decisions affecting Mātauranga Māori; and create space for kaitiaki to exercise kaitiakitanga over Mātauranga Māori.
- Provide assurance and confidence that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers.
- Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus. Receive advice and evidence (real time and retrospective) from ohu whakahaere, and other relevant sources, to ensure:
 - a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, participation to support a culture of equity and diversity where all learners are included and valued;
 - holistic selection policies promote and facilitate academic equity for learners from under-represented groups, who have the potential to succeed academically, and who have applied via the application process; and
 - prioritised accessible support that acknowledges barriers and actively encourages learners to participate, engage, and achieve academic equity.
- Provide and facilitate strategic direction and thought leadership on a range of education matters, including teaching and learning and applied research and scholarship, with oversight of funding allocation, planning and ethics.
- Grant awards of Te Pūkenga.

- Consider and report to the Council on any other academic matters, which are referred to it by the Council or the Chief Executive Te Pūkenga, or which Te Poari Akoranga believes are of significance, including commissioning reviews and research.

In completing these functions, Te Poari Akoranga will be cognisant of Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025² and will use it as a tool to assist in making decisions when exercising these powers.

4 Mematanga

Section 324(2) of the Education and Training Act 2020 provides that the council of Te Pūkenga must “establish an academic board consisting of its chief executive and members of the staff and students of Te Pūkenga...”

Appointments to Te Poari Akoranga will be made by the Council following input, advice and direction with Māori as our Te Tiriti o Waitangi Partner. Appointments will comprise the following:

- Tangata Whenua member (co-Chair)
- Deputy Chief Executive, Delivery and Academic (co-Chair)
- Two (2) enrolled learners
- Two (2) members from the Māori Advisory Committee of Te Pūkenga established in accordance with section 325(1) of the Act
- Two (2) members from the staff committee of Te Pūkenga established in accordance with section 325(1) of the Act
- Deputy Chief Executive, Partnerships and Equity or delegate
- Chief Executive of Te Pūkenga or delegate
- Ohu Whakahaere (national sub-committee) Chairs or delegates

Members of Te Poari Akoranga are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-chairs of Te Poari Akoranga.

At the discretion of Te Poari Akoranga, and with the approval of Council, further members may be co-opted or seconded to Te Poari Akoranga. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. Te Poari Akoranga retains the right to determine whether this is with or without speaking rights.

5 Whakaingoatia

Council will aim to achieve a balanced representation when appointing new members to Te Poari Akoranga. Membership should reflect a broad skills-based approach and the appointment of members will be based on the following core criteria:

- Commitment to educational quality and learner achievement;
- Commitment to Ōritetanga and the success of all learners at risk (with a specific focus on Māori, Pacific and disabled learner achievement); and an
- Ability to apply both a local and global view to academic issues.

In addition, the following specialist criteria may be applied when appointing members:

- Demonstrated knowledge and experience, and a commitment to Mātauranga Māori;
- Demonstrated knowledge and experience in addressing inequities in tertiary education provision related to gender, sexuality, age, disability, and ethnicity;

² As approved at Te Pūkenga council hui of 1 September 2020

- Demonstrated innovation in ako (specifically teaching, learning and research) with up-to-date specialist knowledge, skills and experience in academic quality, programme development and delivery; and
- Broad sector and systems delivery knowledge and demonstrated experience, including work-based, work-integrated, distance, kanohi ki te kanohi, blended delivery and regional competencies and experience.

Members will be appointed for either one or two years as determined by the Council with the option of renewal for one further year, with any decision as to renewal to be made by the Council. Membership of Te Poari Akoranga may be revoked by either the Te Pūkenga Council or the appointed member at any time by giving four weeks' written notice in writing.

6 Ohu whakahaere o te Poari Akoranga

Te Poari Akoranga will establish standing ohu whakahaere (national subcommittees of Te Poari Akoranga) to undertake specified on-going tasks. From time to time it may also be necessary for Te Poari Akoranga, with the approval of Council, to appoint ad-hoc ohu whakahaere to undertake short-term mahi of significance.

Te Poari Akoranga intends to establish ohu whakahaere to focus on:

- i. **Academic Quality**, to provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the academic quality assurance system, including developing and recommending to Poari Akoranga approval of policies and operating procedures.
- ii. **Ōritetanga**, to give effect to Te Tiriti o Waitangi by providing strategic direction, advice and assurance to Poari Akoranga that the principles of ōritetanga are embodied in all academic practices to meet the relevant outcomes of the Charter; to ensure Kāwanatanga responsibilities are upheld, whilst respecting the Rangatiratanga of our iwi and Māori partners, in order to achieve Ōritetanga; and, in particular, to assess and monitor the implementation of Māori (and, based on need, Pacific and disabled) learner success strategies and outcomes.
- iii. **Ako**, to:
 - Develop and support a Mana Ōrite based strategic direction for teaching, learning and research;
 - Ensure an overarching pedagogical coherence for seamless transition for learners between modes of delivery, including work-based, and across regions, for all vocational, applied and professional programme delivery at all levels of the New Zealand Qualification Framework (Levels 1-10); and
 - Ensure the needs of work-based learners, employers and 'workplace' learning environments are represented in all academic decisions, policies and processes.
- iv. **Approvals**, to develop and direct a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, participation to support a culture of equity and diversity where all learners are included and valued; and to recommend to Poari Akoranga the approval of education and training packages (for example, programmes of study, training schemes and micro-credentials, or equivalent), and associated changes in accordance with approved delegations.
- v. **Appeals**, to receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and if necessary, make recommendations about policies, procedures or the provision of services.
- vi. **Rangahau Māori, Research and Postgraduate**, to support, monitor and lead rangahau Māori, research and innovation activity; to help determine and support the strategic directions and approaches for rangahau Māori, research and postgraduate provision; and to provide oversight of rangahau Māori and research planning, funding and ethics.

Each ohu whakahaere will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments to each ohu whakahaere will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of appropriate geographical spread of representation. All chair appointments will be made by Te Poari Akoranga.

7 Tuku mana

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to nominated groups, committees and/or other ohu whakahaere. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to academic procedures, within academic policy, are delegated to the Chair, Ohu Whakahaere (Quality)
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations will be included in the Academic Delegations Register which will be updated at least annually.

8 Kōrama

Half the current membership plus one member of Te Poari Akoranga constitutes a quorum.

If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

9 Hui

Poari Akoranga will determine the frequency with which it meets, with no fewer than six hui per academic year. Hui will be open to the public unless there is a need to protect the rights of persons or organisations. In such circumstances, the hui will 'go into committee' and the public will be excluded.

Each ohu whakahaere will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

Te Poari Akoranga will meet with representatives from Workforce Development Councils (6), NZQA, TEC, Te Pūkenga and other organisations, as required, to fulfil the functions of the committee.

10 Pūrongo

Te Poari Akoranga will report monthly in writing to Te Pūkenga Council and as agreed to Te Tiriti partner. Engagement with Te Tiriti partners will be based upon Te Pūkenga Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework 2020-2025.