



# Programme Development, Approval and Set-up Processes

The Programme Development, Approval and Set-up Processes are governed by and derives their authority from **AC1.0 Academic Development and Approval Policy** and **AC1.1 Academic Development and Approval Procedures**.

*These processes apply to Unitec (the Institute) owned programmes and educational products only. Processes for engaging with Te Pūkenga owned programmes are noted in operational documents provided by Te Pūkenga Quality Office.*

*The development and improvement of programmes or educational products not owned by the Institute will apply policy, procedure and processes established by the programme or educational product owner.*

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## Purpose

This document outlines the processes for Programme Development, Approval and Set-up. It includes details of the documentation requirements for each process step as well as more defined actions and responsibilities of those who participate in a Programme Development project.

The process begins with the associated Academic Review process which is designed to lead to recommendations for improvement that would be undertaken within a Programme Development process. This is mainly relevant to the development of current programmes but may also be relevant when it is recommended that a new programme be created to replace an existing one.

The recommendations of an Academic Review provides the foundation of support for an Approval in Principle (AiP) to proceed with a development.

Specific focus has been put into highlighting the actions and responsibilities of the Institutes partners and stakeholders who may be directly affected by changes that result from programme development, and who are key to the smooth set-up and operationalisation of a re-developed or new programme.

**Programme** is used throughout to represent any of

- New Zealand Certificate (Level 1-6)
- New Zealand Diploma (Level 5-7)
- Degree and related programmes (Level 7-10)
- Micro-credentials

**Short Course** is used throughout to represent any of

- Short Course
- Contracted Delivery Course
- Other related educational product

**Qualification** is used throughout to represent any New Zealand Qualification listed on the New Zealand Qualifications and Credentials Framework (NZQCF) for New Zealand Certificates at Levels 1 to 6 and New Zealand Diplomas at Levels 5 to 7.

## Document management and control

<b>Category</b>	Process	<b>Consultation Scope</b>	Heads of School, APMs, Support Services
<b>Process Owner</b>	Lead, Quality Systems, Te Korowai Kahurangi	<b>Approval Bodies</b>	Director, Te Korowai Kahurangi
<b>Policy Contact Person</b>	Lead, Quality Systems, Te Korowai Kahurangi	<b>Review Dates</b>	August 2025

## Amendment history

Document Version	Effective Date	Approver	Amendment details
V1.0	04 July 2024	Director, Te Korowai Kahurangi	First issue of revised processes
V2.0	01 Sep 2025	Director, Te Korowai Kahurangi	Revised process following review. Responsibilities clarified for post-approval set-up

## 1. Development Types and Process Step Guide

The following table presents the process steps that will generally be followed for each type of development. It is important to note that each development project will confirm the exact process steps to be followed in consultation with Te Korowai Kahurangi.

Development Steps	New programme (or accreditation of an existing programme from another provider)	Major change to an existing programme	Minor change to an existing programme	New (or change to) Short Course
<b>2. Academic Review</b>	Recommended if new programme is to replace an existing programme. Supports the development application with stakeholder consultation evidence.	Recommended to establish what needs to change. Supports the development application with stakeholder consultation evidence.	Not required	Not required
<b>3.1 Approval in Principle (AiP)</b>	Approved by Tāmaki Academic Product Approval Process (TAPAP) group. May require Business Case.	Approved by Tāmaki Academic Product Approval Process (TAPAP) group. May require Business Case.	Approved by Director, Schools and Performance.	Approved by Director, Schools and Performance. May require evidence of financial viability.
<b>3.2 Development Process</b>	Project Start-up hui to confirm scale and timelines. All process steps likely to apply.	Project start-up hui to confirm change type, scale and timelines. All process steps likely to apply.	Consultation to set timelines and to confirm scale, and process steps to be followed.	Consultation to set timelines and to confirm scale, and process steps to be followed.
<b>3.3 Internal Approval Process</b>	All process steps apply.	All process steps apply.	All process steps (excluding Academic Committee).	All process steps (excluding Academic Committee).
<b>3.4 External Approval - Workplace Development Councils (WDC)<sup>1</sup></b>	Required for programmes leading to Level 1-7 New Zealand qualifications.	Required for programmes leading to Level 1-7 New Zealand qualifications.	Not required.	Not required.
<b>3.5 External Approval – New Zealand Qualifications Authority (NZQA)</b>	Required for all programmes.	Required for all programmes.	Not required. Outcomes reported to NZQA following internal approval.	Not required.
<b>3.6 External Approval - NZQA Panel</b>	May be required for Degree programmes at NZQA discretion.	May be required for Degree programmes at NZQA discretion.	Not required.	Not required.
<b>3.7 Funding Approval – Tertiary Education Commission (TEC)</b>	Required for all TEC funded programmes (and courses).	Required for all TEC funded programmes (and courses).	May be required. Finance will advise.	May be required. Finance will advise.

The development requirements for a new qualification for listing on the NZQCF is detailed in [3.2.2 Qualification development for approval](#) below

<sup>1</sup> Being replaced by Industry Skills Boards (ISBs) from 2026. The legacy term WDC is used throughout this document.

## 2. Academic Review Process and the Programme Change process

This process draws the connection between the review of an existing programme and the recommendations that result from the review for changes to be made via a Programme Development project. The Academic Review process sets the framework for the next steps for change which may be to the existing programme or may involve the development of a new programme to replace an existing programme. In some cases, the academic review process may recommend closing a current programme with no replacement. Academic Review outcomes, including feedback from stakeholders will contribute to any development undertaken following approval to develop.

The review of Academic Provision is governed by AC7.0 Academic Evaluation, Review, and Improvements Policy and AC7.2 Review of Academic Provision Procedure

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Evaluating the qualification	In accordance with AC7.2.1 Academic Review Guidelines			
Evaluating the programme	In accordance with AC7.2.1 Academic Review Guidelines			
Preparing evaluation outcomes and assumptions for testing	Academic Programme Manager (APM) or their delegate	<p>The evaluation of both the qualification and the programme as outlined above will result in a set of assumptions that need to be tested with a wide range of stakeholders to gain further insight that will inform the ongoing review.</p> <p>A plan for testing the assumptions with stakeholders will be created that may include a series of questions to be asked and/or prompts to be discussed and may include the presentation of a range of proposed improvement actions. Stakeholders may be consulted with at any time throughout the review process, for example it may be necessary to consult with stakeholders regarding a Level 7-10</p>	<p>A plan will include an approach, timelines, and the respective roles and responsibilities of those who will be involved, including:</p> <ul style="list-style-type: none"> <li>objectives and scope of the stakeholder feedback and consultation engagement to be undertaken including the types of engagement activities</li> <li>a stakeholder profile for consultation that is appropriate, credible and representative including the individuals, groups or organisations with an interest in the outcome of the review</li> </ul>	

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		<p>qualification prior to reviewing the programme that leads to it.</p> <p>The planned approach should be cost effective and appropriate for the resources available, and the stakeholders involved.</p>	<ul style="list-style-type: none"> <li>timelines, resource requirements and expected deliverables</li> <li>risks that may impact the review</li> </ul>	
Engaging and consulting with stakeholders	Academic Programme Manager (APM) or their delegate	<p>The self-evaluation process undertaken during the previous stages will establish the focus for formal <i>Stakeholder Engagement and Consultation</i> which is at the heart of programme review. This phase is intended to test assumptions made during the evaluation phase and to gain new insights from key stakeholders to inform any proposals for improvement/development.</p> <p>All stakeholder engagement undertaken during (or prior to) the review may be employed as evidence for any future application for change to the qualification and/or programme both internally to the Institute and externally to NZQA and other regulatory groups (such as WDC/Professional Body).</p>	Consultation log	
Considering the feedback	Programme Leadership	<p>The feedback, input, and data collected from <i>Stakeholder Engagement and Consultation</i> will be reviewed by programme leadership and programme teams. This review will consider the insights gained and compare them with the initial assumptions to identify issues and inform proposed actions for improvement/development of the qualification and the programme.</p>		

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		Draft outcomes and proposed actions will be discussed with and/or sent to relevant stakeholders for further feedback and/or validation.		
Reporting the outcomes of the review	Head of School Academic Programme Manager	<p>An evidence-based formal review report is prepared to summarise the findings of the academic review activity and to propose actions and recommendations for next steps.</p> <p>The first recommendation will determine the next steps for the programme (one of the following):</p> <ul style="list-style-type: none"> <li>• Redevelop programme to align with the revised qualification (Level 1-6)</li> <li>• Redevelop programme and qualification (Level 7+) to match the changing needs of Students and other relevant stakeholders</li> <li>• Replace with a new programme that better meets stakeholder needs and discontinue the current programme</li> <li>• Discontinue the programme with no replacement as it no longer is required by stakeholders.</li> </ul> <p>Further recommendations will inform the nature of any future development activity depending on which one of the above is chosen.</p>	Template: Academic Review Report	
Establish next step development requirements				
Establish scope of change required (if any)	Head of School	All qualification and/or programme design changes require Approval in Principle	Programme Review report template (to be used as supporting documentation for AiP if required)	Lead Programme Development and Management (PDM):

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	<p>Academic Programme Manager</p> <p>Lead Programme Development and Management</p>	<p>(which may require a business case) before development can commence.</p> <p>The outcomes of the review will be discussed with Lead PDM who will advise the scale of the change that is being proposed. This will inform the nature of the <i>Approval in Principle</i> (AiP) application that will be required.</p> <p>The data and evidence gathered throughout the review process may be used to support an AiP application.</p>	<p><i>Approval in Principle (AiP)</i> to develop application template</p>	<ul style="list-style-type: none"> <li>• reviews Programme Review report</li> <li>• advises on the scale (T1, T2, New Development, etc.) of the proposed development</li> <li>• advises expected timelines for approval of the proposed changes</li> </ul> <p>HoS co-ordinates/delegates:</p> <ul style="list-style-type: none"> <li>• the completion of an AiP application</li> <li>• submission of the AIP approval</li> </ul>
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Academic Review outcomes, including feedback from stakeholders, will support the AiP application as noted above as well as directly contributing to any development undertaken following approval to develop.

## 3. Programme Development, Approval and Setup Processes

### 3.1 Approval to begin development process

Approval in Principle (AiP) to develop is required **PRIOR** to the start of any development project.

If you wish to develop a new programme, or make significant changes to an existing programme, you must gain Approval in Principle (AiP) **before** doing so. This type of development generally requires additional ‘external’ approvals from the likes of WDC<sup>2</sup> and NZQA.

The [Approval in Principle form](#) is required for:

- The development for approval and accreditation of a new programme at any level
- A significant change to an existing programme at any level
- Accreditation only of another providers existing programme at any level
- The development of a new Level 1-6 qualification for listing on the framework

(note: “programme” includes ANY type of academic delivery).

A Business Case may also be required as part to the *Approval in Principle* process. The need for a business case will be confirmed following consideration of the initial Approval in Principle application.

Approval in Principle for a new short course, or for a minor change to an existing programme requires an endorsement from the Head of School and approval from the Director, Schools and Performance. This type of change requires internal approval only. This is done via an email. The final approval must be sent to the Director, Te Korowai Kahurangi.

The Director, Te Korowai Kahurangi, in consultation with the Director, Schools and Performance, will confirm which Approval in Principle approach is required.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Approval in Principle (AiP) to Develop	Head of School (HoS) Director Schools and Performance (DSP)	<i>Approval in Principle (AiP)</i> to develop application template completed, endorsed by the Head of School (HOS).  The AiP is forwarded to the Director, Te Korowai Kahurangi who will add it to the Tāmaki Academic Product Approval Process (TAPAP) group agenda	<i>Approval in Principle (AiP)</i> to develop application template  Supporting documentation as required	

<sup>2</sup> Being replaced by Industry Skills Boards (ISBs) from 2026. The legacy term WDC is used throughout this section.

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	Deputy Chief Executive (DCE) Academic	<p>TAPAP will make a recommendation to the Deputy Chief Executive (DCE) Academic for approval and then on to Te Korowai Kahurangi so the project and development can begin.</p> <p>TAPAP will either request additional information or make one of the following recommendations to DCE Academic about next steps:</p> <ul style="list-style-type: none"> <li>• Decline</li> <li>• Approve - no business case required</li> <li>• Approve - business case required</li> </ul> <p><i>NB: Applicants will be notified if a Business Case is required.</i></p>		
Collaborative agreement for accreditation only developments (if required) is included in the AiP application	Programme Owner Head of School (HOS) Deputy Chief Executive (DCE) Academic	<p><i>Required in the AiP for accreditation of an approved programme from another programme owner.</i></p> <p>An agreement to collaborate between the Institute and the programme owner is initiated prior to any development work being undertaken. This agreement must:</p> <ul style="list-style-type: none"> <li>• be signed by all parties including the Institute’s Deputy Chief Executive - Academic or relevant designated authority;</li> <li>• refer to relevant academic policies;</li> <li>• clearly document the roles and responsibilities of all parties, including any relevant external authority/ies;</li> <li>• address all issues relating to programme delivery, student support and guidance, marketing and advertising, and academic quality assurance;</li> <li>• include provisions for termination of the agreement and processes for review of the arrangement.</li> </ul>	Letter of confirmation of collaboration  Formal agreement document for collaboration	

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		Once the terms of the agreement have been confirmed, Te Korowai Kahurangi will seek NZQA advice regarding the process for further approval.		
Develop Business Case <i>(if required)</i>	Head of School (HOS)	Following approval of the AiP the HOS develops a <i>Business Case</i> for the development project and submits this document to the relevant delegated authority for approval.	Business case template	
Te Pūkenga Approval (if required)	Te Korowai Kahurangi  Academic Centre and Learning Systems (ACLS)	The AiP is submitted to Te Korowai Kahurangi which will develop the <i>Matter for Central Decision Making (MCDM)</i> application to Te Pūkenga for endorsement.  The endorsement will be returned to the Institute for submission by the Institute to NZQA following completion of the development and Internal Approval.	MCDM form template	Lead Programme Development and Management (PDM) completes MCDM application and forwards to Te Pūkenga for approval.  TKK Development Advisor (Academic Approvals Committee (AAC) Secretary) files approved MCDM for inclusion with NZQA application
National Programme Committee (NPC) (for Te Pūkenga/unified programmes)	Chair  Secretary	Any application for an internal change (Type 1) to a Unified Te Pūkenga programme must include evidence of approval for the change from NPC in the form of an extract from the minutes of the meeting that approved the change.	Extract of NPC minutes	

### 3.2 Development process

This process begins following confirmation of Approval in Principle (AiP) to proceed and confirmation of any required Business Case. Process steps will vary according to the type of development and will be confirmed during project initiation.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Initiate Development Project	<p>Lead, Programme Development and Management (PDM), Te Korowai Kahurangi</p> <p>Development Project Lead</p> <p>School Academic Programme Development Team</p> <p>Representatives of Te Puna Ako, assigned Kaihautū, Pacific Navigator, International, Student Services, Library, &amp; Priority Groups as required.</p> <p>Representatives of Marketing, Finance, Operations, Enrolment Team</p> <p><i>*Additional or alternative participants may be required as</i></p>	<p>Meet with development team and all stakeholders to initiate the development project. This hui will establish the scale and scope of the individual project using NZQA guidelines as a benchmark.</p> <p>A project brief will be developed to confirm and document agreements for the development type and specifics of the development project, the specific documents required to be included in the development (supplied by Te Korowai Kahurangi) and the participants and development activities.</p> <p>Note: The timeline for each development will vary according to type. For example, where related programmes are required to be considered together such as a suite that includes a master’s degree, postgraduate diploma and postgraduate certificate, a longer time frame for both internal and external approval may be required.</p> <p>For programmes at levels 1 to 6, or a diploma at level 7 and Micro-credentials WDC<sup>3</sup> endorsement is required prior to NZQA consideration. WDC endorsement</p>	<p>A Project Brief that includes:</p> <ul style="list-style-type: none"> <li>The requirements for the development of curriculum (course, content and assessment) and any associated resources</li> <li>Confirmation of who will be involved and what their roles and responsibilities will be, including: <ul style="list-style-type: none"> <li>Development Project Lead</li> <li>Development team members</li> <li>Programme Development Oversight Group members</li> <li>Development support personnel</li> </ul> </li> <li>The scale and requirements of stakeholder engagement and consultation including: <ul style="list-style-type: none"> <li>Relevant communities (incl. Students, whānau, hapū, iwi, or hapori Māori)</li> <li>Kaimahi and Kaiako</li> <li>The qualification developer/WDC</li> </ul> </li> </ul>	<p>Lead PDM and Development Project Lead:</p> <ul style="list-style-type: none"> <li>collaborate to develop Project Brief using standard template</li> <li>confirm final details of developed Project Brief</li> <li>distribute (in collaboration with TKK Development Advisor) via allocated team channel to all development team members and via email to other relevant stakeholders</li> </ul> <p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>create/establish Development Working Space in allocated Teams site</li> <li>create entry in Programme Development (PD) Tracker (incl. expected AAC submission date)</li> </ul> <p>and as agreed in project brief</p> <ul style="list-style-type: none"> <li>prepare and supply current (last approved) Programme Approval and Accreditation Document (PAD) and DATA sheet for update</li> </ul> <p><b>or</b></p>

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	<p><i>determined by the nature and need of the development project.</i></p>	<p>may take up to 4 weeks and then NZQA approval may take up a further 6 weeks. TEC funding and fees approval may take an additional 6 weeks.</p> <p><i>Note: For <b>accreditation only</b> projects see <a href="#">3.2.1 Accreditation of an approved programme that is owned by another provider</a> below for further details.</i></p> <p><i>Note: For the <b>development of a new qualification</b> at Level 1-6 see <a href="#">3.2.2 Developing a new Qualification for listing on the NZQCF</a> below for further details.</i></p>	<ul style="list-style-type: none"> <li>- Any relevant academic, employer, industry, professional and other bodies</li> <li>- the Institute operations and support services.</li> <li>• The location of a shared working space for the project.</li> <li>• Agreed timelines and deadlines including milestones, a schedule of check-in hui, and any expected development events</li> <li>• The need to confirm an expected date for AAC submission according to those provided on the <a href="#">Approval Deadlines for New or Changed Programmes</a> Te Aka   The Nest page.</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and supply new PAD and DATA sheet for a new development (staged according to requirement)</li> </ul>
<p>Academic Development</p>	<p>School Academic Development Team in consultation with Te Korowai Kahurangi, Te Puna Ako, Kaihautū (Māia) and Pacific Navigator (Pacific Centre) &amp; other relevant stakeholders as noted above</p>	<p>Academic development commences referencing NZQA guidelines and Rules (as noted in the introduction to this section).</p> <p>The development team collectively develops the Programme using the <i>Programme Approval and Accreditation Document (PAD)</i> and associated documentation including the <i>Programme Data (DATA)</i> templates supplied by Te Korowai Kahurangi.</p> <p>The development team participates in, and reports on progress in milestone and check-in hui and any other scheduled events as determined in the agreed project brief.</p>	<p>PAD and associated documentation</p> <p>DATA sheet</p> <p>Stakeholder Profile and Consultation Log</p> <p>Programme Development Evaluation Tool</p>	<p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>• schedule development activities according to agreed project brief</li> <li>• invite guests to scheduled activities for specific purposes, for example: <ul style="list-style-type: none"> <li>- TPA for course development including learning outcomes and assessment</li> <li>- Māia for Mātauranga Māori</li> <li>- TKK and Operations for regulations and transition arrangements</li> </ul> </li> <li>• track correspondence via use of a Teams dedicated Channel working space set up for the purpose</li> <li>• take notes and produce minutes using standard procedures (may be delegated)</li> </ul>

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		<p><i>Note: For <b>accreditation only</b> projects see <a href="#">3.2.1 Accreditation of an approved programme that is owned by another provider</a> below for further details.</i></p> <p><i>Note: For the <b>development of a new qualification</b> at Level 1-6 see <a href="#">3.2.2 Developing a new Qualification for listing on the NZQCF</a> below for further details.</i></p>		<p><i>Note: Meetings that take place on-line in Teams may be recorded and tracked using Teams meeting tools.</i></p>
<p>Regular updates and progress hui <i>(See <a href="#">Development Oversight Group Sub-routines</a> below for details)</i></p>	<p>Development Oversight Group</p> <p>School Academic Development Team and Development Project Lead.</p> <p>And as required: Representatives of Te Puna Ako, assigned Kaihautū, Pacific Navigator, International, Student Services, Library, &amp; Priority Groups.</p> <p>Representatives of Marketing, Finance, Operations, Enrolment Team</p>	<p>Progress of development reviewed regularly according to agreed project brief to include:</p> <ul style="list-style-type: none"> <li>• progress of curriculum development</li> <li>• stakeholder consultation and feedback</li> <li>• transitional arrangements</li> <li>• operational and system requirements (Finance, TKK, Enrolments, Timetabling, etc.)</li> <li>• resource implications</li> <li>• modifications made to documents as required</li> </ul>	<p>Elements to be regularly reviewed using the Programme Development Evaluation Tool:</p> <ul style="list-style-type: none"> <li>• Curriculum development incl. use of learning &amp; teaching methods, learning outcomes, and assessment methods</li> <li>• Resource implications incl. teaching and assessment materials, moderation arrangements, plant and physical resources, IT, Library, support service requirements, etc.</li> <li>• Financial arrangement incl. fees, funding codes, visa requirements, etc.</li> <li>• Transition arrangements</li> </ul>	<p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>• schedules regular development oversight group progress hui</li> <li>• invites stakeholders</li> </ul> <p>Finance team review DATA sheet (Incl. funding codes and New Zealand Standard Classification of Education (NZSCED) codes) to inform any modifications</p> <p>TKK and Operations regularly review transition arrangements to identify any system or regulatory issues</p> <p>Resource implications reviewed regularly to inform any required modifications</p>
<p>Preparation for Peer Review</p>	<p>School Academic Development Team</p> <p>Development Project Lead</p>	<p>When the development team and project lead are satisfied that the development is ready for final peer review, a final edit of the programme document is undertaken, and all other agreed support documents are prepared</p>	<p>Programme Development Evaluation Tool</p> <p>Elements would usually include:</p> <ul style="list-style-type: none"> <li>• Programme document (Incl. evidence of consultation)</li> <li>• Data sheets (Incl. funding codes)</li> </ul>	<p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>• schedules Peer Review meetings, and makes appointments for attendees</li> </ul>

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		<p>The <i>Programme Development Evaluation Tool</i> is completed. This tool is used during the next steps to evaluate the application.</p>	<ul style="list-style-type: none"> <li>Transition arrangements</li> <li>Impact statement (Incl. resource requirements, communication requirements for learners, enrolment requirements, and any other potential impacts, etc.)</li> </ul> <p>Summary of Development Alignment template</p>	<ul style="list-style-type: none"> <li>places documents in a labelled folder in the Development Working Space for participants</li> <li>completes the Programme Development Evaluation Tool template</li> <li>prepares a summary of alignment between the Development and the initial approval to develop (AiP/Business Case)</li> </ul>
<p>Peer Review and Endorsement</p> <p>(See <a href="#">Development Oversight Group Sub-routines</a> below for details)</p>	<p>School Academic Development Team in collaboration with Programme and School leadership</p> <p>Representatives of Te Puna Ako, assigned Kaihautū, Pacific Navigator, International, Student Services, Library, &amp; Priority Groups as required.</p> <p>Representatives of Marketing, Finance, Operations, Enrolment Team</p>	<p>Participants review the AiP and Business Case to determine if the development aligns with approved intentions. They discuss and provide a rationale to support any differences.</p> <p>Participants use the Programme Development Evaluation Tool to review the development documents to confirm readiness for submission to AAC.</p> <p>If the participants are <b>satisfied</b> with the development documents, the HOS completes the <i>Memo of Support</i> (see note 1 below) which will accompany the submission to AAC.</p> <p>If the participants are <b>not satisfied</b> with the development documents the development team may be required to undertake further work to address any concerns or issues. This may require rescheduling the delivery to AAC. Development Project Lead will discuss options with Lead PDM.</p>	<p>The participants will formally review the following:</p> <p>Alignment with initial approval to develop (AiP/Business Case)</p> <p>Completeness of programme document</p> <ul style="list-style-type: none"> <li>Alignment with approval and accreditation criteria</li> <li>Each section provides robust evidence as required for the development (incl. delivery, learning &amp; teaching, assessment &amp; moderation, consultation, research, etc.)</li> <li>WDC/Other endorsement requirements form if required</li> <li>Alignment with regulatory and policy requirements (incl. Programme Regulations and academic transition arrangements)</li> <li>Transition plan</li> </ul> <p>Financial</p>	<p>Te Puna Ako:</p> <ul style="list-style-type: none"> <li>review and endorse learning &amp; teaching and assessment approaches</li> </ul> <p>Te Korowai Kahurangi:</p> <ul style="list-style-type: none"> <li>review and endorse regulations and alignment with policy</li> <li>review WDC endorsement requirements have been met (if required)</li> </ul> <p>Priority group and student services representatives:</p> <ul style="list-style-type: none"> <li>review and endorse support and resource requirements</li> </ul> <p>Enrolments, Operations, and Marketing:</p> <ul style="list-style-type: none"> <li>review and endorse entry, selection and transition arrangements and implications</li> </ul> <p>International</p> <ul style="list-style-type: none"> <li>review and endorse transition arrangements (incl. any fee changes)</li> </ul> <p>Finance:</p>

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		<p>Once completed this step will be repeated to achieve endorsement.</p> <p><i>*If the development is a replacement for an existing offering (such as a unified programme with a partner institution) the Programme Committee may be employed in the review and endorsement of the proposal prior to submission.</i></p>	<ul style="list-style-type: none"> <li>Financial arrangement incl. fees, funding codes, visa requirements, etc.</li> <li>Any changes to fees or visa requirements</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>Resource implications incl. moderation arrangements, plant and physical resources, IT, Library, etc.</li> </ul>	<ul style="list-style-type: none"> <li>review and approve DATA sheet (Incl. funding codes, fee structures, etc.)</li> </ul> <p>School leadership:</p> <ul style="list-style-type: none"> <li>review and endorse resource implications (physical resources, staffing, plant, etc.)</li> </ul>
Development Project Lead		<p>Prepare submission to Academic Approvals Committee (AAC).</p> <p>The <i>Programme Development Evaluation Tool</i> must accompany the submission to the AAC. This tool is used by AAC to evaluate the application.</p> <p>A Memo to AAC must be included, listing all individuals who have reviewed and endorsed the submission documents. The Memo must reference the following:</p> <ul style="list-style-type: none"> <li>Programme Approval Document and DATA sheet (NB: The Programme Approval Document ultimately belongs to the School).</li> <li>Transition arrangements</li> <li>Programme Development Evaluation Tool</li> <li>Any other agreed supporting documents, such as: <ul style="list-style-type: none"> <li>--Self-Assessment reports</li> <li>--Sub-contracting agreements</li> <li>--Site approvals</li> </ul> </li> </ul>	<p>Memo to AAC</p> <p>Programme Approval Document</p> <p>DATA sheet</p> <p>Programme Development Evaluation Tool</p> <p>Any other agreed documents (e.g., Self-Assessment, sub-contracting agreements, site approvals, etc.)</p>	<p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>updates all documentation as required following review (incl. that internal and external links work)</li> <li>updates the Programme Development Evaluation Tool template</li> <li>submits all required documentation to the Academic Approvals Committee (<a href="mailto:aac@unitec.ac.nz">aac@unitec.ac.nz</a>) according to the submission date agreed in the project brief</li> </ul>

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		All documents should be submitted to the Academic Approvals committee via email at <a href="mailto:aac@unitec.ac.nz">aac@unitec.ac.nz</a> , in accordance with the submission date specified in the project brief.		
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#### ***3.2.1 Accreditation of an approved programme that is owned by another provider***

The process for gaining accreditation to deliver an approved programme that is owned by another provider employs the same general process described above with a focus on meeting the accreditation requirements only. Some steps will be modified as advised by Te Korowai Kahurangi. All accreditation only developments require a collaborative arrangement with the programme owner which accompanies the application to AAC. The application to NZQA is for accreditation only.

The collaborative agreement must be a formal, specific, and unambiguous written agreement which must:

- a. be signed by all parties including the Institute's Chief Executive or relevant designated authority;
- b. refer to relevant academic policies;
- c. clearly document the roles and responsibilities of all parties, including any relevant external authority/ies;
- d. address all issues relating to programme delivery, student support and guidance, marketing and advertising, and academic quality assurance; and must
- e. include provisions for termination of the agreement and processes for review of the arrangement.

For accreditation only projects the Programme Approval Document (PAD) is modified to reference the accreditation requirements and to include regulations and other relevant information that aligns with the Institutes requirements. This PAD sits alongside the programme owner's approved document.

Note: This process does not currently apply to Te Pūkenga owned programmes.

#### ***3.2.2 Developing a new Qualification for listing on the NZQCF***

The development and approval of a new qualification follows NZQA guidelines: [Listing qualifications on the NZQCF](#). All qualification development must meet the requirements of rules set out in section 452 of the [Education and Training Act 2020](#).

Qualifications for New Zealand Certificates at Levels 1 to 6 and New Zealand Diplomas at Levels 5 to 7 must meet the requirements of the [Qualification and Micro-credential Listing and Operational Rules 2022](#).

Qualifications for degree and related programmes at Level 7+ are developed and approved simultaneously alongside the programme. The development of these qualifications must be undertaken in accordance with NZQA [Guidelines for approving and maintaining degrees and related qualifications](#).

### 3.3 Internal approval processes

The development proposal is evaluated by Academic Approvals Committee (AAC). The proposal is progressed for further internal and external formal approval once it has been endorsed by AAC.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Academic Approvals Committee (AAC) submission				
Submit development application to AAC	HOS (or their delegate)	<p>Memo to AAC, Programme Approval Document and DATA sheet, Transition Arrangements, Programme Development Evaluation Tool, and any other agreed documents (e.g., Self-assessment, sub-contracting agreements, site approvals, etc.) are provided to the Academic Approvals Committee (<a href="mailto:aac@unitec.ac.nz">aac@unitec.ac.nz</a>) according to the submission date agreed in the project brief.</p> <p><i>Note: Applications will only be considered if they are:</i></p> <ul style="list-style-type: none"> <li>• complete</li> <li>• submitted to <a href="mailto:aac@unitec.ac.nz">aac@unitec.ac.nz</a></li> </ul> <p><i>Late applications will be rescheduled to the next available AAC hui.</i></p> <p>All timeframes for delivery of the finalised programme development application to AAC will be documented in the project brief. These will be reviewed throughout the development process. See <a href="#">Approval Deadlines for New or Changed Programmes</a> page on the Nest.</p>	<p>Documentation Requirements for submission to AAC, including:</p> <ul style="list-style-type: none"> <li>• HoS memo of support</li> <li>• Programme document*</li> <li>• Data sheets (Incl. funding codes and NZSCED codes approved by Finance)</li> <li>• Impact statement</li> <li>• Transition arrangements</li> <li>• Programme Development Evaluation Tool</li> <li>• Sub-contracting arrangements, site approval applications, etc. as required</li> </ul> <p><i>* for redevelopments, applications will only be accepted where changes have been tracked</i></p>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• receives documents and acknowledges receipt (incl. confirming committee meeting date)</li> <li>• posts documents to dedicated folder in AAC Teams space,</li> <li>• establish NZQA application via portal and get C##### case number</li> <li>• updates PD tracker</li> <li>• prepares draft agenda</li> </ul>
AAC member review	AAC members	Allocated AAC members review documentation and provide feedback on	Programme Development Evaluation Tool.	Lead PDM allocates reviewers

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		<p>whether the application meets all relevant requirements in accordance with AAC processes.</p> <p>AAC may (via the Chair) seek clarification directly from programme development team members to inform AAC decision making</p> <p>Feedback is recorded in the Programme Development Evaluation Tool.</p>		<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>releases documents (via links) to members for review</li> <li>provides Programme Development Evaluation Tool to nominated members</li> </ul>
Academic Approvals Committee (AAC) endorsement				
AAC endorsement	Academic Approvals Committee	<p>AAC considers the application at its scheduled hui. Members of the development team <i>may</i> be invited to attend the AAC hui to speak to the application and answer any questions.</p> <p>There are three possible outcomes:</p> <ol style="list-style-type: none"> <li>Application Approved</li> <li>Application Approved subject to conditions being met</li> <li>Application Declined (new application required) – significant gaps in application against criteria</li> </ol>		<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>provides secretarial service during the meeting</li> <li>takes notes and completes minutes</li> <li>updates PD tracker</li> <li>drafts outcome email for each application based on minutes using standard email templates</li> <li>drafts list of requirements (from minutes) in Request for Further Information (RFI) format, incl. next steps</li> </ul> <p>ACC Chair confirms outcomes and informs relevant parties after the meeting</p>
	Chair, ACC	<p><i>If... 1. Application Approved</i></p> <p>⇒ Application proceeds to next stage of formal approval</p>	Application Approved Email may be standard template using workflow triggered in tracker to send notification to nominated stakeholders	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>creates folders for external submission (using standard formats) in Programme</li> </ul>

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			<p>Development Team &gt; External Submission Channel</p> <ul style="list-style-type: none"> <li>• prepares documents for next step submissions (NZQA and/or WDC<sup>4</sup>) in collaboration with Lead PDM</li> <li>• publishes documents in allocated folder as noted above</li> <li>• informs channel members via chat function that documents are ready for processing</li> </ul>
<p>Chair, AAC Lead, PDM Development Project Lead</p>	<p><i>If... 2. Application approved subject to conditions being met</i></p> <ul style="list-style-type: none"> <li>⇒ Lead PDM confirms requirements with Development Project Lead and development team</li> <li>⇒ Development Project Lead works with development team to address issues and the response to the requirements</li> <li>⇒ Development Project Lead confirms to AAC Secretary when all conditions have been met</li> <li>⇒ Lead PDM assesses the response to confirm if the requirements have been met</li> <li>⇒ If <b>met</b>, the application proceeds to next stage of formal approval. If <b>not met</b>, further work may be required.</li> </ul> <p>Subject to ... approvals will only be given where there are only minor matters to</p>	<p>AAC RFI template</p> <p>Specific email to include RFI</p> <p>Document provided by Lead, PDM for Development Project Lead to update</p> <p>AAC requirements responded to by development team:</p> <ul style="list-style-type: none"> <li>• updated documentation (all changes tracked),</li> <li>• confirmed in writing which requirements have been met and any other issues</li> </ul>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• creates AAC RFI folder in established shared working space</li> <li>• deposits a copy of the post AAC documentation in folder</li> </ul> <p>Lead PDM:</p> <ul style="list-style-type: none"> <li>• reviews and confirms any requirements</li> </ul> <p>AAC Chair sends requirements, including the document location link to HoS and Development Project Lead for consideration by development team</p> <p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>• manages the development, review, and endorsement of the response to the requirements</li> <li>• advises TKK Development Advisor (AAC Secretary) and Lead PDM when complete</li> </ul>

<sup>4</sup> Being replaced by Industry Skills Boards (ISBs) from 2026. The legacy term WDC is used throughout this section.

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	<p>rectify which are expected to be able to be completed within 5 working days.</p> <p>All subject to... approvals are confirmed as being met by the Lead, PDM and reported back to the AAC, prior to proceeding to the next stage of formal approval.</p>		<p>Lead PDM confirms all requirements have been met to Chair AAC &amp; aac@unitec.ac.nz (cc to Development Project Lead)</p> <p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• checks document has been correctly updated with any agreed changes for next step submissions (NZQA and/or WDC) in collaboration with Lead PDM</li> <li>• publishes documents in allocated folder as noted above</li> <li>• informs development team channel members via chat function that documents are ready for processing</li> </ul>
<p>Lead, PDM Development Project Lead</p>	<p><i>If... 3. Application is Declined (new application required) – significant gaps in application against criteria.</i></p> <ul style="list-style-type: none"> <li>⇒ Lead PDM confirms requirements with Development Project Lead and development team</li> <li>⇒ Development Project Lead works with development team to address issues and the response to the requirements</li> <li>⇒ Application is resubmitted to Academic Approvals Committee at a later agreed scheduled date.</li> </ul> <p>A new application will need to be submitted to AAC once issues have been</p>	<p>Specific email to include details of requirements and dates for new application submission</p>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• creates folder in shared working space and publishes Post AAC documentation</li> <li>• drafts outcome email including:             <ol style="list-style-type: none"> <li>i. list of requirements (from minutes) to be addressed in new application</li> <li>ii. next steps (incl. proposed new AAC submission date)</li> </ol> </li> </ul> <p>Lead PDM reviews and confirms requirements</p> <p>AAC Chair sends requirements, including the document location link to HoS and Development Project Lead for consideration by development team</p>

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		addressed according to process steps noted in above sections.		<p>Development Project Lead:</p> <ul style="list-style-type: none"> <li>manages the re-development, review and endorsement of the response to the requirements</li> <li>submits a new application to AAC according to process steps noted in above sections</li> </ul>
Academic Committee Standing Committee (ACSC) Approval				
Academic Committee Approval	Academic Committee	<p>Applications submitted to Academic Committee include a memo from the Chair AAC requesting approval.</p> <p>Applications will be considered by Academic Committee or Academic Committee Standing Committee. Two possible outcomes:</p> <ol style="list-style-type: none"> <li>Application <b>approved</b>. Application proceeds to next stage</li> <li>Application <b>declined</b>. Application returned to AAC which will work with Development team to amend application and resubmit to Academic Committee (Standing Committee)</li> </ol>	<p>Documents for ACSC:</p> <ul style="list-style-type: none"> <li>ACSC Memo template</li> <li>Factual Summary extract</li> <li>Impact Statement extract</li> <li>Summary of Development Alignment</li> </ul>	<p>AAC Chair:</p> <ul style="list-style-type: none"> <li>prepares memo</li> <li>sends required documents to ACSC</li> <li>informs relevant parties of outcomes after the meeting</li> <li>communicates next steps for any required amendments (from minutes of meeting) if application declined</li> </ul> <p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>updates PD tracker</li> <li>updates PAA documents with ACSC approval date and detail.</li> </ul>

### 3.4 External approval process – Workforce Development Councils (WDC)<sup>5</sup>

This step is only required for New Zealand Certificates Level 1-6, New Zealand Diplomas Level 5-7, and Micro-credentials to obtain external endorsement prior to submission to NZQA for formal approval.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Submit application to WDC (as required)	Te Korowai Kahurangi Liaison	<p>Workplace Development Council (WDC) endorsement is required for Level 1-6 &amp; Level 7 sub-degree programmes, and some Micro-credentials.</p> <p>The approved programme application (including programme document and WDC endorsement form) is submitted to the relevant WDC.</p> <p>WDC endorsement may take up to four weeks and may result in a request for further information (see below for RFI process)</p> <p>WDC endorsement must be obtained and forwarded to NZQA with the application.</p>	<p>Marked-up Programme and Accreditation Document</p> <p>WDC endorsement form</p>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>submits required documents to WDC in collaboration with Lead PDM</li> <li>updates PD tracker (incl. auto flow notification to listed stakeholders)</li> </ul>
Requests for further information (RFI) addressed	WDC to Te Korowai Kahurangi	<p>The Lead, Programme Development and Management will co-ordinate any required responses from the Programme Development Team to any requests for further information (RFI).</p> <p>Where RFI requirements result in a change being made to the programme or accreditation documentation, the Lead, Programme Development and</p>	<p>WDC RFI template</p> <p>Specific email to include RFI</p> <p>WDC requirements responded to by development team:</p> <ul style="list-style-type: none"> <li>updated documentation (all changes tracked) as required,</li> <li>confirmed in writing which requirement met any other issues</li> </ul>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>updates PD Tracker</li> <li>publishes copy of submitted documentation in allocated folder.</li> </ul> <p>Lead PDM sends requirements, including the document location link to HoS and Development Project</p>

<sup>5</sup> Being replaced by Industry Skills Boards (ISBs) from 2026. The legacy term WDC is used throughout this section.

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		<p>Management will consult to determine the scale of the change.</p> <p>Minor technical changes may be completed and reported via memo to AAC and Academic Committee.</p> <p>Significant changes may be subject to additional approvals by the AAC Standing Committee and/or Academic Committee Standing Committee.</p> <p>RFI responses (incl. updated marked-up documentation as required) returned to WDC for their consideration.</p> <p><i>Note: All requests for further information, and the Institute's response to them, are provided to the next hui of the AAC to ensure records are retained and any possible improvements considered.</i></p>		<p>Lead for consideration by development team.</p> <p>Development Project Lead advises TKK Development Advisor (AAC Secretary) and Lead PDM when complete</p> <p>TKK Development Advisor (AAC Secretary) checks document has been correctly updated with any agreed changes</p> <p>Lead PDM confirms all requirements have been met to Chair AAC &amp; aac@unitec.ac.nz (cc to Development Project Lead)</p> <p>TKK Development Advisor (AAC Secretary) in collaboration with Lead PDM:</p> <ul style="list-style-type: none"> <li>• submits response to RFI and associated amended documents to WDC</li> <li>• publishes copy of submitted documentation in allocated folder</li> </ul> <p><i>When endorsement received:</i></p> <p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• updates PD Tracker</li> <li>• notifies Development Project Lead</li> <li>• publishes endorsement document in submission folder</li> </ul>
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<p>WDC confirms endorsement</p>	<p>TKK Development Advisor</p>	<p>WDC forwards endorsement to Te Korowai Kahurangi.  All documentation is updated, and the application moves to the next stage.</p>	<p>WDC endorsement letter  Marked-up Programme and Accreditation Document updated with final changes that result from WDC endorsement process</p>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• ensures documentation is updated with details associated with WDC endorsement (incl. any changes resulting from WDC RFI process)</li> <li>• notifies Lead PDM that updated documentation is ready for submission to NZQA</li> </ul>
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### 3.5 External approval process – New Zealand Qualifications Authority (NZQA)

NZQA approval is required for all new programmes and all changes to existing programmes prior to delivery.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
Submit application to NZQA	Te Korowai Kahurangi Liaison	<p>Approved programme application and any relevant supporting documents, including WDC endorsement (if required) and MCDM is submitted to NZQA.</p> <p>NZQA approval may take up to six weeks.</p> <p>Degree and related programmes may take significantly longer than the specified six weeks for NZQA to evaluate and approve. Some programme types may require an external panel as noted below and may in some cases take six months or more to be finally approved.</p>	<p>Marked-up Programme and Accreditation Document</p> <p>Additional documents as required depending on type of application such as:</p> <ul style="list-style-type: none"> <li>Minutes of ACSC approval</li> <li>WDC endorsement letter</li> </ul>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>submits documents to NZQA in collaboration with Lead PDM using established application number</li> <li>receives acknowledgement of receipt of application</li> <li>updates PD Tracker (incl. auto flow notification to listed stakeholders)</li> </ul>
<p><u><a href="#">Programme set-up, activation and implementation sub-routines</a></u> can be started once application is submitted to NZQA</p>				
Requests for further information (RFI) addressed	NZQA to Te Korowai Kahurangi	<p>The Lead, Programme Development and Management will co-ordinate any required responses from the Programme Development Team to any requests for further information (RFI).</p> <p>Where RFI requirements result in a change being made to the programme or accreditation documentation, the Lead, Programme Development and Management will consult to determine the scale of the change.</p>	<p>NZQA RFI template</p> <p>Specific email to include RFI</p> <p>NZQA requirements responded to by development team:</p> <ul style="list-style-type: none"> <li>updated documentation (all changes tracked),</li> <li>confirmed in writing which requirement met any other issues</li> </ul>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>updates PD Tracker</li> <li>publishes copy of submitted documentation in allocated folder</li> </ul> <p>Lead PDM sends requirements, including the document location link to HoS and Development Project Lead for consideration by development team.</p> <p>Development Project Lead advises TKK Development Advisor (AAC Secretary) and Lead PDM when complete</p>

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		<p>Minor technical changes may be completed and reported via memo (via email) to AAC and Academic Committee.</p> <p>Significant changes may be subject to additional approvals by the AAC Chair.</p> <p>RFI responses (incl. updated marked-up documentation) returned to NZQA for their consideration.</p> <p><i>Note: All requests for further information, and the Institute's response to them, are provided to the next hui of the AAC to ensure records are retained and any possible improvements considered.</i></p>		<p>TKK Development Advisor (AAC Secretary) checks document has been correctly updated with any agreed changes</p> <p>Lead PDM advises Chair AAC that all requirements have been met (cc to Development Project Lead)</p> <p>TKK Development Advisor (AAC Secretary) in collaboration with Lead PDM:</p> <ul style="list-style-type: none"> <li>• submits response to RFI and amended programme document to NZQA using established application number</li> <li>• publishes copy of submitted documentation in allocated folder</li> </ul>
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Applications for new and significantly changed degrees and related programmes may require consideration by an NZQA appointed panel of experts prior to final approval. See [External approval process – Panel approval](#) below for details.

NZQA Approve Application

<p>Programme approved by NZQA</p>	<p>NZQA</p>	<p>NZQA send letter of approval and Programme Details (RO482) to Te Korowai Kahurangi.</p> <p>Communications routines to inform Academic Committee, School, Administration, Finance and other relevant stakeholders are undertaken once approval has been obtained.</p>	<p>NZQA Approval Letter &amp; Programme Summary (RO482)</p>	<p>Director TKK receives approval letter and RO482 from NZQA and forwards to Lead PDM for checking</p> <p>Lead PDM (in collaboration with Development Project Lead):</p> <ul style="list-style-type: none"> <li>• confirms accuracy of NZQA approval letter and RO482</li> <li>• requests any corrections with NZQA liaison if required</li> <li>• confirms factual accuracy to Director TKK</li> </ul> <p>Director TKK sends formal communication to development team and internal stakeholders that programme is now approved and will shortly be published.</p>
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<p>Approved documents published to library</p>	<p>Te Korowai Kahurangi</p>	<p>Programme documents (PAD, WDC endorsement, DATA sheet, Collaborative Agreements, Programme Owner endorsement and any other relevant supporting documents) are updated with approval dates and checked for accuracy against RFI outcomes and RO482 details.</p> <p>Documents are published in the institute Programme Document Library.</p>	<p>Final approved updated documents</p>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>• updates PD Tracker</li> <li>• ensures documentation is complete and up to date with any changes from previous RFI steps</li> <li>• creates copy of approved documents for publishing applying naming standard conventions</li> <li>• prepares all documents for publication (incl. updating version control, key information from approval letter and RO482, accepting tracked changes, etc.)</li> <li>• publishes final version of documents in the Institute document libraries according to the <i>Programme Register Management Process</i></li> </ul> <p>Lead PDM (in collaboration with Development Project Lead) forwards final version of documentation (accept all changes) to NZQA for their records.</p>
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[Programme set-up, activation and implementation sub-routines](#) can be completed once final NZQA approval is received.

### 3.6 External approval process – NZQA Panel approval

Applications for degrees and related programmes may require consideration by a panel of experts nominated by the Institute and selected by NZQA at its discretion. Where NZQA requires a panel to consider an application, significant additional time will be required. The need, scale and scope for a panel visit will be negotiated by Te Korowai Kahurangi with NZQA on a case-by-case basis.

Te Korowai Kahurangi will facilitate any panel process and oversee the outcomes of the panel visit in terms of recommendations and requirements. Panel evaluations will be conducted in accordance with current NZQA Degree Guidelines. The School development team will be kept informed.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
NZQA Panel (if required)	Panel (nominated by the Institute and selected by NZQA)  Institute Kaimahi including School, Support Services, and Leadership.  Industry Stakeholders  Students	Panel visits are co-ordinated by Te Korowai Kahurangi in consultation with NZQA, Panel members and the School.  Panel visits the Institute and reviews application.  See notes below for further Panel Requirement details.	Document requirement to be determined on a case-by-case basis.	See Note 1 below for further Panel Requirement details.
NZQA Panel requests for further information (RFI) addressed	NZQA to Te Korowai Kahurangi	The Lead, Programme Development and Management will co-ordinate any required responses from the Programme Development Team to any requests for further information (RFI).  Where RFI requirements result in a change being made to the programme or accreditation documentation, the Lead, Programme Development and Management will consult to determine the scale of the change.	NZQA Panel RFI template  Specific email to include RFI  NZQA Panel requirements responded to by development team: <ul style="list-style-type: none"> <li>updated documentation (all changes tracked),</li> <li>confirmed in writing which requirement met any other issues</li> </ul>	TKK Development Advisor (AAC Secretary): <ul style="list-style-type: none"> <li>updates PD Tracker</li> <li>publishes copy of panel documentation in allocated folder.</li> </ul> Lead PDM sends requirements, including the document location link to HoS and Development Project Lead for consideration by development team.  Development Project Lead advises TKK Development Advisor (AAC

### AC 1.1.3 Programme Development, Approval and Set-up Processes V2.0

		<p>Minor technical changes may be completed and reported via memo to AAC and Academic Committee.</p> <p>Significant changes may be subject to additional approvals by the AAC Standing Committee and/or Academic Committee Standing Committee.</p> <p>RFI responses (incl. updated marked-up documentation) returned to NZQA for their consideration.</p> <p><i>Note: All requests for further information, and the Institutes response to them, are provided to the next hui of the AAC to ensure records are retained and any possible improvements considered.</i></p>		<p>Secretary) and Lead PDM when complete</p> <p>TKK Development Advisor (AAC Secretary) checks document has been correctly updated with any agreed changes</p> <p>Lead PDM confirms all requirements have been met to Chair AAC &amp; aac@unitec.ac.nz (cc to Development Project Lead)</p> <p>TKK Development Advisor (AAC Secretary) in collaboration with Lead PDM:</p> <ul style="list-style-type: none"> <li>• submits response to RFI and associated amended documents to NZQA using established application number</li> <li>• publishes copy of submitted documentation in allocated folder</li> </ul>
<p>Process continues to <a href="#">NZQA Approve Application</a> noted above</p>				

Panel involvement typically requires the following steps:

- School, via Te Korowai Kahurangi, nominates appropriately qualified panel members who have had no involvement in the development of the programme<sup>4</sup>. For each nominee, a complete CV (including research outputs) is submitted to NZQA for their evaluation.
- Te Korowai Kahurangi:
  - facilitates an agreed visit date with NZQA
  - provides documentation to NZQA for distribution to panel
- School arranges transport and accommodation (and other logistical arrangements)
- Panel visits the Institute
- Panel drafts report
- School, via Te Korowai Kahurangi, confirms factual accuracy of report
- Panel provides report to NZQA
- NZQA considers report and provides an outcome (i.e. approves or declines the application).

### AC 1.1.3 Programme Development, Approval and Set-up Processes V2.0

As determined by the Deputy Chief Executive (DCE) Academic and Director School and Performance, a mock panel visit may be undertaken to prepare for the visit.

<sup>1</sup> In anticipation of a panel being part of the approval process, it is useful to identify key stakeholders in advance of the development who may be excluded from the general consultation to ensure that they meet the criteria to allow them to participate in the panel. It is also useful to identify one or more panel nominees who would make a suitable degree monitor.

#### ***Application outcomes***

All panel reports are considered by the Academic Approvals Committee. Where there are:

- Commendations – these will be acknowledged and celebrated
- Recommendations – the School will be required to respond to any recommendations made by NZQA
- Requirements – the School will work with Te Korowai Kahurangi to meet and respond to the requirements.

Where requirements are significant, Te Korowai Kahurangi will schedule a planning hui with the School development team to agree on actions, timelines and process. Regular updates and hui will take place to ensure progress is made.

Responses to NZQA panel requirements are required to be considered by the Academic Approvals Committee before submission to NZQA.

### 3.7 Funding approval process – Tertiary Education Commission (TEC)

The Tertiary Education Commission (TEC) is a Crown agency that leads the government’s relationship with the tertiary education sector, invests government funding in tertiary education organisations and provides career services from education to employment.

Process step	Who	Overview of process step	Requirements/Documents	Associated process
<p>Establish funding and financial requirements</p> <p><i>(occurs during 3.2 development process)</i></p>	Representative of Finance	<p>Finance staff work with the programme development team during the development process (3.2 noted above) to develop the financial and funding requirements for the development project.</p> <p>Financial and funding requirements will be required for a new programme, for new courses or course that have been substantially changed within an existing programme.</p>	Draft Data Sheet created that tracks and confirms requirements	<ul style="list-style-type: none"> <li>Finance staff review and approve DATA sheet (Incl. funding codes, fee structures, etc.) for submission to AAC</li> </ul>
<p>TEC approvals</p> <p><i>(Post NZQA approval)</i></p>	Finance Business Analyst	<p>Following NZQA approval, the process for TEC approval is initiated.</p> <p>Approval is required for all programmes (and their courses) that are funded by the TEC. This process is managed by Finance and takes place prior to opening programmes (and their courses) to enrolment.</p>	Final Data Sheet (updated based on any amendments made during NZQA approval process)	<ul style="list-style-type: none"> <li>Director TKK sends formal communication that approval has been received from NZQA.</li> <li>Following TEC approval, Finance will confirm the course costs, attach the fees and advise relevant stakeholders that TEC approval has been received, and enrolments can commence.</li> </ul>

[Programme set-up, activation and implementation sub-routines](#) can be completed once final NZQA approval is received.

## 4. Assess against assessment standards consent process

This process applies to:

- all applications for consent to assess assessment standards; and to
- on-going approval to assess those assessment standards the Institute has consent to assess.

All of the Institutes programmes and courses that include assessment standards (Achievement, Skills or Unit standards) listed on the [NZQA's Directory of Assessment and Skills Standards](#), must ensure the Institute holds relevant 'consent to assess' status for such standards.

- Consent to assess relevant standards must be gained prior to, or concurrently with, applications for approval for new programme, or changes to existing programmes.
  - 'Consent to assess' applications must comply with:
  - all relevant NZQA rules; and
- the requirements of the relevant standard-setting body as detailed in the Consent and Moderation Requirements (CMR) document associated with each assessment standard for which 'consent to assess' is being sought.

To maintain 'consent to assess' status, the CMR must continue to be met. These include (but are not limited to) ensuring:

- staff are appropriately-qualified;
- internal and external moderation occurs in accordance with the CMR **and** the Institute requirements.

### Process

Schools seeking consent to assess against standards listed on the *Directory of Assessment and Skills Standards (DASS)* are to contact Te Korowai Kahurangi who will confirm whether the Institute already holds Consent to Assess for the standard, and:

- a) where the Institute holds consent to assess for the standard, Te Korowai Kahurangi will confirm that the requirements have been met by the School seeking to deliver them as outlined above;
- b) where the Institute does not hold consent to assess for the standard, Te Korowai Kahurangi will assist the school with an application for consent. Applications for consent to assess against standards must be endorsed by the Head of School prior to being approved by Academic Approvals Committee (AAC) prior to being submitted to the relevant standard setting body and NZQA for external approval.

## 5. Teaching locations (permanent and/or temporary) approval process

Delivery of academic provision at a particular site must ensure:

- the quality of academic provision is maintained regardless of the site at which the programme or course is delivered;
- the needs of all stakeholders are realised during programme delivery and assessment; and that
- all relevant legislative and regulatory requirements are met.

New Teaching Location approval is required for all teaching that is planned to occur at a new location or involves significant expansion of delivery at an existing location including:

- all delivery on a permanent or temporary basis at a location which has not previously been approved (including where the programme, micro-credential or course is of short duration)
- delivery of an existing sub-degree programme or course or micro-credential/short course/training at an existing location (other than the main campus) where the programme/product has not previously been delivered at that location
- delivery of all or part of a new or existing degree or related programme where site approval has not been granted by NZQA for that programme.
- A new application is to be completed for each site that a programme is delivered at.

Approval of permanent and temporary teaching and delivery sites must meet the requirements of [NZQA Approval of Delivery Sites Guidelines](#) and any funding requirements of the TEC.

This process does not incorporate the requirements for off-shore academic provision which involves additional steps.

### Process

Delivery of academic provision at a site other than the main campus (Mt Albert) requires prior approval from the relevant delegated authority. Schools are to contact Te Korowai Kahurangi who advise on the process required for the specific type of programme and any other requirements. Schools will be asked to complete a Teaching Location Application Proposal. Any proposal for approval to deliver at a site other than a main campus must:

- be supported by relevant documentation;
- demonstrate the adequacy of resources to ensure the quality of delivery at the proposed site; and
- address NZQA and TEC published criteria.

Where using a partner organisation, the Institute remains responsible for the actions and performance of that partner organisation in relation to programme delivery.

- All agreements with any partner organisation must be supported by a formal agreement in accordance with the Collaborative Arrangements Procedure and any other relevant Institutional Policy.

Site-approval **must** be granted prior to the start of programme delivery.

Separate, site-specific accreditation from NZQA is required for:

- proposals for the [delivery of degree and related programmes](#); and
- proposals for [off-shore programme delivery](#).

## Appendices

### A. Development Oversight Group Regular Updates and Progress Hui sub-routines

**Regular Updates and Progress Hui** are scheduled throughout the academic development project with the Programme Development Oversight Group to ensure that appropriate progress is made, workloads are being managed, documentation is appropriate and consistent, and the overall management of the project is transparent.

Progress of development is reviewed regularly according to the agreed project brief and may include hui to address specific issues, such as:

- discussing the context and requirements for transitional arrangements with representatives of enrolments and TKK.
- discussing progress of curriculum elements such as assessment or learning and teaching elements with TPA experts.

	School/Programme Team	Te Puna Ako	Kaihautū, Pacific Navigator & Priority Group Representatives	Te Korowai Kahurangi	Operations	Student Success	Finance	Marketing
<p>Regular development updates and progress hui confirm:</p> <ul style="list-style-type: none"> <li>• development is meeting the expectations of the approved AiP</li> <li>• development is on track as per the agreed timeline</li> <li>• workloads are being managed</li> <li>• documentation is meeting the requirements for the type of development</li> </ul>	<p>Development Project Lead prepares items for discussion and review</p> <p>Academic Development Team representatives:</p> <ul style="list-style-type: none"> <li>• report on progress</li> <li>• review stakeholder feedback and response to feedback</li> <li>• answer questions from other participants</li> </ul> <p>School leadership:</p> <ul style="list-style-type: none"> <li>• review progress against timeline</li> <li>• confirm workload requirements are being managed</li> <li>• resource requirements are appropriate</li> </ul>	<p>Review curriculum development for alignment with learning, teaching, and assessment strategy, with specific focus on:</p> <ul style="list-style-type: none"> <li>• learning outcomes</li> <li>• assessment methods and feedback mapping</li> <li>• mapping LO's to graduate profile outcomes</li> <li>• delivery method/s, modalities</li> </ul> <p>Advise on capability needs of development team e.g. new staff, those with no NTI</p>	<p>Review development and alignment with institutional strategy including:</p> <ul style="list-style-type: none"> <li>• embedding Mātauranga Māori</li> <li>• embedding of Pacific pedagogies</li> <li>• approaches for disabled peoples</li> </ul> <p>Review stakeholder feedback and response to feedback</p>	<p>Review progress against agreed timeline</p> <p>Review development of:</p> <ul style="list-style-type: none"> <li>• transition arrangements to identify any system or regulatory issues</li> <li>• regulations and alignment with policy</li> </ul> <p>Review stakeholder feedback and response to feedback</p>	<p>Review development progress for system and regulatory issues that may affect enrolment, such as:</p> <ul style="list-style-type: none"> <li>• entry and selection processes</li> <li>• programme structure and study plans</li> <li>• International admission requirement</li> <li>• student allowance arrangements</li> <li>• transition arrangements</li> </ul>	<p>Review development for effect on student guidance and support services including:</p> <ul style="list-style-type: none"> <li>• Student support services</li> <li>• Support for Students with disabilities</li> <li>• Visa requirements</li> <li>• Support for international Students</li> <li>• Library resources and services</li> </ul>	<p>Review development for any modifications made that deviate from the approved AiP that may affect financial arrangements including fees, funding codes and New Zealand Standard Classification of Education (NZSCED) codes.</p> <p>This will include review of the draft DATA sheet (Incl. funding and NZSCED codes)</p>	<p>Review development for any modifications made that deviate from the approved AiP that may affect marketing strategy</p>

## B. Development Oversight Group Peer Review and Endorsement sub-routines

**Peer Review and Endorsement** is a formal milestone which occurs prior to submission of the development proposal to AAC in which the Development Oversight Group participants review the development proposal to determine if it meets the requirements for formal submission. The proposal is reviewed using the Programme Development Evaluation Tool which allows confirmation that all requirements have been met and also reviews the proposal for its alignment with the approved intentions expressed in the AiP and Business Case. Variations are discussed and supported with a rationale for any difference in the *Memo of Support* which will accompany the submission to AAC.

	School/Programme Team	Te Puna Ako	Kaihautū, Pacific Navigator & Priority Group Representatives	Te Korowai Kahurangi	Operations	Student Success	Finance	Marketing
<p>The development documents are reviewed using the <i>Programme Development Evaluation Tool</i> to confirm readiness for submission to AAC.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• alignment with approved AiP &amp; Business Case</li> <li>• quality and completeness of programme documentation</li> <li>• completeness of data sheet and accuracy of financial arrangement incl. fees, funding and NZSCED codes, visa requirements, etc.</li> <li>• implications for resourcing</li> </ul>	<p>Development Project Lead prepares final documents for review and endorsement</p> <p>Academic Development Team representatives answer questions from other participants</p> <p>School leadership confirms that all resource requirements for delivery are in place, or are being developed including:</p> <ul style="list-style-type: none"> <li>• moderation arrangements</li> <li>• staffing</li> <li>• learning and teaching resources</li> <li>• plant, space, and other physical resources</li> </ul>	<p>Review and endorse learning &amp; teaching and assessment approaches including the quality of learning outcomes and their suitability to meet the requirements of the GPO's</p> <p>Review and confirm that response to stakeholder feedback regarding the above has been sufficiently addressed</p>	<p>Review and confirm quality and sufficient embedding of:</p> <ul style="list-style-type: none"> <li>• Mātauranga Māori</li> <li>• Pacific pedagogies</li> <li>• approaches for disabled peoples</li> </ul> <p>Review and confirm that response to stakeholder feedback regarding the above has been sufficiently addressed</p>	<p>Review and endorse that programme documentation is complete and that:</p> <ul style="list-style-type: none"> <li>• regulations are compliant and align with policy</li> <li>• moderation plan is acceptable and compliant</li> <li>• transition arrangements are achievable and compliant</li> <li>• WDC endorsement requirements have been met (if required)</li> </ul>	<p>Review and confirm entry, selection and transition arrangements meet requirements for:</p> <ul style="list-style-type: none"> <li>• the development of study plans</li> <li>• The development for online application</li> <li>• the development of timetable</li> <li>• enrolments to begin when all approval complete</li> <li>• transition of existing learners as required</li> </ul>	<p>Review and endorse that the requirements for the development are available and/or able to be provided:</p> <ul style="list-style-type: none"> <li>• student guidance and support services, including Student Support, Access4Success, Academic and Achievements, and International Success</li> <li>• library resources</li> <li>• visa requirements are compliant</li> </ul>	<p>Review and endorse that financial arrangements are satisfactory and able to be processed following final approval including that:</p> <ul style="list-style-type: none"> <li>• DATA sheet (Incl. funding codes, NZSCED codes, fee structures, etc.) is complete and compliant</li> <li>• transition arrangements account for any fee changes</li> </ul>	<p>Review and endorse that the marketing and public information requirements are satisfactory and able to be processed following final approval</p>

**Outcome:**

If the Development Oversight Group is **satisfied** with the development documents, the HOS completes the *Memo of Support* which will accompany the submission to AAC.

If the Development Oversight Group is **not satisfied** with the development documents the development team may be required to undertake further work to address any concerns or issues. Once completed the Peer Review and Endorsement step will be repeated to approve submission to AAC.

### C. Programme set-up, activation, and implementation initial preparation sub-routines

This set of sub-routines begin following internal approval of the application and the forwarding of the application for external approval OR when notification has been made to NZQA of AAC approved T1 applications

School/Programme Team	Te Puna Ako	Te Korowai Kahurangi	Operations	Student Success	Finance	Marketing
Commence initial preparation and set-up processes based on AAC approved documentation						
<p>School and Programme leadership:</p> <ul style="list-style-type: none"> <li>inform learners of proposed changes to the programme and how transition arrangements may affect them</li> </ul> <p>Programme Team in collaboration with TPA:</p> <ul style="list-style-type: none"> <li>develop teaching and assessment resources as required according to submitted programme documentation</li> <li>develop requirements for new/modified Moodle courses (in collaboration with TPA)</li> </ul>	<p>In collaboration with Programme Team:</p> <ul style="list-style-type: none"> <li>assist team to develop course design map</li> <li>advise on teaching and assessment resources as required according to submitted programme documentation</li> <li>develop requirements for digital learning including new/modified Moodle courses, scheduling of lecture recording in echo 360, etc (in collaboration with TPA)</li> </ul> <p>May include Kaihautū, Pacific Navigator &amp; Priority Group Representatives for specialist knowledge</p>	<p>TKK Advisor set up requirements in SMS based on DATA sheet:</p> <ul style="list-style-type: none"> <li>set-up new programme in the system</li> <li>set-up new courses in the system</li> <li>advise relevant stakeholders that programme and courses are set up</li> </ul>	<p>Timetabling:</p> <ul style="list-style-type: none"> <li>set-up classes for courses based on advice from Programme regarding delivery pattern</li> </ul> <p>Enrolment Set-up</p> <ul style="list-style-type: none"> <li>Develop draft application set-up for online application</li> <li>develop draft study plan based on advice from Programme regarding delivery pattern</li> <li>develop draft enrolment rules if new programme</li> <li>develop draft enrolment and selection rules for amended existing programme based on submitted programme document and transition arrangements</li> </ul> <p>Student Finance:</p> <ul style="list-style-type: none"> <li>plan arrangements for StudyLink</li> </ul> <p>Graduation Office:</p> <ul style="list-style-type: none"> <li>plan arrangements for new programme if required</li> </ul>	<p>International:</p> <ul style="list-style-type: none"> <li>Confirm requirements with INZ (for visas)</li> </ul>	<p>Finance Business Analyst may draft the following in advance of final approval:</p> <ul style="list-style-type: none"> <li>preparing DATA sheet funding codes and NZSCED codes based on any amendments made during NZQA approval process</li> <li>initiate first steps in TEC approval processes</li> </ul>	<p>Prepare draft materials for:</p> <ul style="list-style-type: none"> <li>web-page information based on proposal forwarded to NZQA</li> <li>web-page information for new programmes</li> <li>Prospectus updates</li> </ul>

## D. Programme set-up, activation, and implementation post-approval sub-routines

This set of sub-routines commences following receipt of formal approval from NZQA.

School/Programme Team	Te Puna Ako	Te Korowai Kahurangi	Operations	Student Success	Finance	Marketing
<p>School and Programme leadership:</p> <ul style="list-style-type: none"> <li>inform learners of any changes to the information provided earlier as a result of amendments made during NZQA approval process</li> </ul> <p>Programme leadership:</p> <ul style="list-style-type: none"> <li>confirm the moderation plan (in collaboration with TKK Quality Partnering)</li> <li>propose date for Degree Monitoring (if new programme)</li> </ul> <p>Programme Team:</p> <ul style="list-style-type: none"> <li>create Moodle course shells and deploy materials as required (in collaboration with TPA)</li> <li>update Student facing information (handbook, Moodle pages, etc.)</li> <li>pre-moderate all assessment in all courses according to developed moderation plan</li> </ul>	<ul style="list-style-type: none"> <li>Set up Moodle course copy rules</li> </ul>	<p>TKK Development Advisor (AAC Secretary):</p> <ul style="list-style-type: none"> <li>publishes final version of documents in the Institutes document libraries</li> </ul> <p>TKK Advisor (Systems):</p> <ul style="list-style-type: none"> <li>checks set up against any amendments made to DATA sheet during NZQA approval process</li> <li>revises any programme or course details as required</li> <li>adds any final approval details to system</li> <li>advises relevant stakeholders that any amendments have been completed</li> </ul> <p>TKK Quality Partnering and Administration Team:</p> <ul style="list-style-type: none"> <li>set up Gradebook in accordance with approved assessment details (document CDs or DATA Sheet)</li> <li>update Programme Committee information sheet and related documentation</li> <li>update system related information (i.e., COG, removal of grades, assessment concessions, programme lists, etc.)</li> <li>confirm a moderation plan (in collaboration with Programme Leadership)</li> <li>set up LNATT if level 1-3</li> </ul>	<p>Timetabling:</p> <ul style="list-style-type: none"> <li>revise class set-up based on amendments made during NZQA approval process</li> </ul> <p>Enrolment Set-up:</p> <ul style="list-style-type: none"> <li>revise study plan based on amendments made during NZQA approval process</li> <li>publish study plan</li> <li>revise enrolment and selection rules based on amendments made during NZQA approval process</li> </ul>	<p>International Visa</p>	<p>Finance Business Analyst:</p> <ul style="list-style-type: none"> <li>update DATA sheet funding codes and NZSCED codes based on any amendments made during NZQA approval process</li> <li>initiate TEC approval processes</li> </ul>	<p>Revise draft materials for any amendments made during NZQA approval process</p> <p>Publish final materials as required</p>

		TKK Business Insights Team: make updates to Academic reporting, CEP, etc.				
<p>Academic Programme Manager</p> <ul style="list-style-type: none"> <li>Provides Enrolment Processing Transition plan “Old vs New”</li> <li>Provides list of re-enrolling learners to migrate to new programme and courses to migrate them to if they have not re-enrolled</li> </ul>		<p>TKK Advisor (Systems):</p> <ul style="list-style-type: none"> <li>add any TEC approval details to system</li> <li>advises relevant stakeholders that any amendments have been completed</li> </ul> <p>Business Intelligence Team:</p> <ul style="list-style-type: none"> <li>update business intelligence data (Power BI)</li> </ul>	<p>Enrolment Set-up:</p> <ul style="list-style-type: none"> <li>open enrolments for new learners</li> </ul> <p>Enrolment Processing:</p> <ul style="list-style-type: none"> <li>implement approved transition arrangements (if any) with applicant/students transferring from an old programme into a new programme</li> <li>Apply credit transfer</li> </ul> <p>StudyLink:</p> <ul style="list-style-type: none"> <li>confirm arrangements with StudyLink</li> </ul> <p>International:</p> <ul style="list-style-type: none"> <li>confirm final requirements with INZ</li> </ul> <p>Graduation Office:</p> <ul style="list-style-type: none"> <li>roll out arrangements for new programme if required</li> </ul>		<p>Finance Business Analyst:</p> <ul style="list-style-type: none"> <li>confirm the course costs</li> <li>attach fees</li> <li>update DATA sheet based on TEC approvals for publication</li> <li>advise relevant stakeholders that TEC has approved</li> </ul>	<p>Marketing:</p> <ul style="list-style-type: none"> <li>publish new/modified web-page information incl. fees, entry criteria (if req.), regulations, etc.</li> <li>Partner with stakeholders to draft communication to New and Re-enrolling learners (Domestic and International)</li> <li>Send communication to applicants and learners informing of the change and “Call to action”</li> </ul>
<p>Programme leadership:</p> <ul style="list-style-type: none"> <li>develop a moderation plan (in collaboration with TKK Quality Partnering)</li> </ul>		<p>TKK Quality Partnering in collaboration with Programme Leadership:</p> <ul style="list-style-type: none"> <li>initiate close out routines for a programme that has been replaced by a new programme</li> </ul>				

## E. Communication events

All *key parties* (see below) receive updates at each stage of development and implementation (communicator in parentheses), as follows:

1. Approval to develop granted (Approval in Principle (AiP) (Director, Te Korowai Kahurangi)
2. Distribution of final programme documentation for endorsement (Head of School)
3. Submission to AAC (TKK Development Advisor (AAC Secretary))
4. AAC outcome (TKK Development Advisor (AAC Secretary))
5. Submission to WDC (TKK Development Advisor (AAC Secretary))
6. WDC approval (TKK Development Advisor (AAC Secretary))
7. Submission to NZQA (TKK Development Advisor (AAC Secretary))
8. NZQA Approval (Director TKK)
9. Submission to TEC (Finance)
10. TEC Approval (Finance)
11. Setup completion (enrolment cart open) (Operations Manager)

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## F. Key parties

Key parties include:

- Enrolments
  - Operations Manager
  - Enrolment Set Up <enrolmentsetup@unitec.ac.nz>
- Finance
  - Finance Business Analysts
- Governance
  - Academic Approvals Committee <aac@unitec.ac.nz>
- Marketing
  - Marketing Team <marketing@unitec.ac.nz>
- Schools:
  - Director Schools and Performance
  - Head of School
  - APM
  - School Programme Development Lead
- Student Finance
  - Student Finance <[fees@unitec.ac.nz](mailto:fees@unitec.ac.nz)>
- Te Korowai Kahurangi
  - Lead, Programme Development and Management
  - TKK Advisor (PeopleSoft)
  - TKK Development Advisor (AAC Secretary)
  - Te Korowai Kahurangi <tkk@unitec.ac.nz>
  - TKK Insights <tkkinsights@unitec.ac.nz>
- Te Puna Ako
  - Learning and Teaching Development and Support
  - Te Puna Ako <tepunaako@unitec.ac.nz>
- Timetabling
  - Time Tabling Office <timetabling@unitec.ac.nz>

## G. Key terms and links

**Academic development** is used throughout to describe all forms of academic development, approval, accreditation, and/or improvement.

**Programme** is used throughout to represent any of

- New Zealand Certificate (Level 1-6)
- New Zealand Diploma (Level 5-7)
- Degree and related programmes (Level 7-10)
- Micro-credentials

**Short Course** is used throughout to represent any of

- Short Course
- Contracted Delivery Course
- Other related educational product

Short courses offer learning that is outside of the conventional programmes of study linked to qualifications or micro-credentials listed on the NZQCF. Short courses can provide an avenue to a greater level of flexibility and faster time to market. They have multiple purposes including:

- Recreational
- personal interest
- Industry-Responsive Professional Development.

Short courses:

- contain less than 150 hours full-time equivalent learning
- are not formally assessed
- do not lead to any award (including unit standards)
- do not contribute credits to further study
- do not provide a formal completion certificate, however they may acknowledge completion by a letter of confirmation of attendance.

**NZQA:** [Mana Tohu Mātauranga o Aotearoa | New Zealand Qualifications Authority](#)

**NZQCF:** [Te Taura Here Tohu Mātauranga o Aotearoa | New Zealand Qualifications and Credentials Framework](#)

**TEC:** [Te Amorangi Mātauranga Matua | Tertiary Education Commission](#)

**WDC:** [Ohu Ahumahi | Workplace Development Councils](#)

**Academic Committee:** [Te Komiti Mātauranga | Academic Committee](#)

**AAC:** [Te Komiti Whakamana Hōtaka Hou | Academic Approvals Committee](#)

**Programme Committee:** [Te Komiti o ngā Hōtaka | Programme Academic and Quality Committee](#)

**AiP:** Approval in Principle application is used to gain executive institutional approval to proceed with specific types of academic development and/or improvement as required.

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## H. Development resources

All programmes are developed using guidelines provided by NZQA, including:

[Guidelines for Micro-credential listing, approval, and accreditation](#)

Micro-credentials are approved externally by NZQA and may include endorsement requirements from a Workplace Development Council (WDC).

[Guidelines for programme approval and accreditation of New Zealand Certificates Level 1-6 and New Zealand Diplomas Levels 5-7](#)

All programmes for New Zealand Certificates Level 1-6 and New Zealand Diplomas Levels 5-7 are approved and/or accredited by NZQA.

[Guidelines for Degree and related programmes \(Level 7+\) approval, accreditation, and monitoring](#)

All degree and related programmes Level 7-10 are approved and/or accredited by NZQA. A qualification for a degree and related programme is developed simultaneously alongside the development of the programme and should also reference the following NZQA guidelines: [Listing qualifications on the NZQCF](#).

In addition to the above, all developments operate within published rules which are made under section 452 of the Education and Training Act 2020. These include the following:

[Programme Approval, Recognition, and Accreditation Rules](#)

These rules apply to all categories of Programme Development listed above.

[Consent to Assess Rules](#)

Are in addition to the above rules and apply for any programme that includes assessment of standards listed on the Directory of Assessment and Skills Standards (DASS).

Assessment standards listed on the DAS are also subject to requirements set out in the [Consent and Moderation Requirements \(CMR\)](#) which is accessed via the [Directory of Assessment and Skill Standards \(DASS\)](#).

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## I. Summary of key documents

These documents are mentioned throughout the process. Links to templates will be provided in the finalised document.

Consultation Log

Template: Programme Review Report

Approval in Principle application

Business Case

Letter of confirmation of collaboration

Formal agreement document for collaboration

Te Pūkenga MCDM

Project Brief

Programme Approval Document

DATA sheet

Stakeholder Profile

Programme Development Evaluation Tool

Transition arrangements

Impact Statement

Memo to AAC

Head of School Memo of support

### AC 1.1.3 Programme Development, Approval and Set-up Processes V2.0

AAC RFI template

ACSC Memo template

WDC endorsement form