Te Ohu Whakahaere Approvals - 14 February 2024

Te Pūkenga

14 February 2024 02:30 PM - 03:30 PM

6.   New programme approval and accreditation,   Kharen Hope   100
        3710-2 New Zealand Certificate in
        Scaffolding (Trade) (Level 4)

For approval.
RECOMMENDATION:
THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA) 3710-2 New
Zealand Certificate in Scaffolding (Trade) (Level 4).

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia tīmatanga
Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia tina,
Tīna! *(everybody)*
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.

Te Pūkenga

Te Pūkenga

2024 Schedule of Te Poari Akoranga and Ngā Ohu Whakahaere meetings

As at 16 January 2024

Te Poari Akoranga

Name	Role	Meeting dates
Kieran Hewitson	Co-Chair	Fri, 1 March
Deborah Young	Co-Chair (Co-Chair Te Ohu Whakahaere Quality)	Thu, 28 March Mon, 29 April Fri, 24 May
Te Wai Collins	Member (Co-Chair Te Ohu Whakahaere Ako)	Mon, 1 July Fri, 26 July
Vacant	Member (Co-Chair Te Ohu Whakahaere Ako)	Fri, 30 August
Fiona Beals	Member (Co-Chair Te Ohu Whakahaere Rangahau, Research and Postgraduate)	Fri, 27 September Fri, 25 October Fri, 29 November
Annemarie Gillies	Member (Co-Chair Te Ohu Whakahaere Rangahau, Research and Postgraduate	
Glynnis Brook	Member (Co-Chair Te Ohu Whakahaere Appeals)	
Marama Rawiri	Member (Co-Chair Te Ohu Whakahaere Appeals)	
Fionna Moyer	Member (Co-Chair Te Ohu Whakahaere Quality)	
Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	
Doug Pouwhare	Member (Co-Chair Te Ohu Whakahaere Approvals)	
Henry Geary	Member (ILAC Rep)	
Linda Aumua	Member (IKAC Rep)	
Mary-Liz Broadley	Member (IKAC Rep)	
Peggy Fairbairn-Dunlop	Observer (Council Rep)	
Vacant	Member (ākonga Māori rep)	

4

Te Pūkenga

Te Ohu Whakahaere Ako

Name	Role	Meeting dates
Te Wai Collins	Co-Chair	
Maria Aabjerg	Member	
Jon Bailey	Member	
Peter Bayliss	Member	
Selena Chan	Member	
Damon Harrison	Member	
Melanie Katu	Member	
Judy Magee	Member	
Mark Nichols	Member	
Paul Neumann	Member	
Joce Williams	Member	

Te Ohu Whakahaere Appeals

Name	Role	Meeting dates
Glynnis Brook	Co-Chair	
Marama Rawiri	Co-Chair	
Sue Crossan	Member	
Dell Raerino	Member	
Melanie Baynes	Member	
Lulu Lutui	Member	
Adele McLean	Member	
Robyn McNaught	Member	

5

Te Pūkenga

Te Ohu Whakahaere Approvals

Name	Role	Meeting dates
Diane Lithgow	Co-Chair	
Doug Pouwhare	Co-Chair	
Kim Davies	Member	
Harry Leder	Member	
Liz McKenzie	Member	
Veraneeca Taiepa	Member	
Denise Williams	Member	
Shelley Wilson	Member	
Leoni Drew	Member	
Rose Marsters	Member	
Paul Neumann	Member	
Paula Simeon	Member	
Ginny Vincent	Member	
Maggie Wells	Member	

Te Ohu Whakahaere Ōritetanga

Name	Role	Meeting dates
Janine Kapa	Interim Chair	
Donna Cavell	Member	
Matiu Julian	Member	
Erin Lincoln	Member	
Megan Potiki	Member	
Helen Taimarangai	Member	
Simone Anderson	Member	
Warwick Pitts	Member	

Te Ohu Whakahaere Quality

Name	Role	Meeting dates
Deb Young	Co-Chair	
Fionna Moyer	Co-Chair	
Greg Durkin	Member	
Carmel Haggerty	Member	
Gianetta Lapsley	Member	
Sue Roberts	Member	
Joan Taylor	Member	
Carolyn Terpstra	Member	
Fiona Campbell	Member	
Malama Saifoloi	Member	

Te Ohu Whakahaere Rangahau, Research and Postgraduate

Name	Role	Meeting dates
Fiona Beals	Co-Chair	
Annemarie Gillies	Co-Chair	
Ruth Crawford	Member	
Tepora Emery	Member	
Suzanne Miller	Member	
Michael Shone	Member	
Jonathan Sibley	Member	
John Stansfield	Member	
Natalie Waran	Member	
Federico Freschi	Member	
Allen Hill	Member	

Te Pūkenga

Minutes for TE OHU WHAKAHAERE APPROVALS - 24 January 2024

24/01/2024 | 01:00 PM - 02:00 PM - Auckland, Wellington New Zealand Standard Time
Online via Microsoft Teams

Attendees (6)

Diane Lithgow (Co-chair), National Ako Network Director | Te Pūkenga; Leoni Drew
(Member), Toi-Ohomai | Te Pūkenga ; Harry Leder (Member), Open Polytechnic | Te
Pūkenga ; Paul Neumann (Member), MITO | Te Pūkenga; Maggie Wells (Member), Otago
Polytechnic | Te Pūkenga; Veraneeca Taiepa (Member), Unitec | Te Pūkenga
In attendance: Henriette Matthews - EarnLearn | Te Pūkenga (only attended during item 5),
Louise Courtney - Te Pūkenga Chair: Diane Lithgow - Te Pūkenga Apologies: Doug
Pouwhare - Service IQ | Te Pūkenga, Ginny Vincent - Primary ITO | Te Pūkenga, Paula
Simeon - Wintec | Te Pūkenga, Shelley Wilson - Wintec | Te Pūkenga, and Denise Williams
- Careerforce | Te Pūkenga, Kim Davies - NMIT | Te Pūkenga, Liz McKenzie - Otago
Polytechnic | Te Pūkenga, and Rose Marsters - Wintec | Te Pūkenga. Minutes: Louise
Courtney - Te Pūkenga

1. Karakia Timatanga

The hui opened with karakia lead by D. Lithgow.

2. Welcome / Apologies

Apologies were received and accepted from D. Pouwhare, G. Vincent, P. Simeon, S. Wilson
and D. Williams for absence; it was noted that K. Davies, L. McKenzie, and R. Marsters were
still on annual leave.
In line with Te Ohu Whakahaere Approval's terms of reference, quorum as not been
achieved, therefore, no formal decisions can be made.
The Chair acknowledged current state of uncertainty and highlighted the need to ensure a
sense of continuity.

3. Disclosure of Conflicts of Interest

No new conflicts of interest raised.
Members were reminded to update the register as necessary.

4. Administration

It was noted that the Ohu meeting schedule would be drafted to align with the Te Poari Akoranga meeting schedule once it was approved by Council.

4.3 Ngā ohu membership list

The membership list was noted.

4.4 Minutes of the Previous Meeting

RESOLVED *(L. Drew / H. Leder)*
THAT Te Ohu Whakahaere Approvals accept as a true and accurate record the minutes of the Te Ohu Whakahaere Approvals hui held 15 November 2023.
CARRIED

4.5 Action List

There were no actions to follow up, the sign of a very efficient Ohu!

5. For approval

The Chair advised that the Quality Assurance and Approvals manager confirmed that the below programmes were all unified programmes, with Type 2 changes, so no critique was required.
- 2303 NZC in Contact Centres L3
  - Matters raised by Te Ohu:
    - Section 3 Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence:Te Ohu did not believe there was enough information to satisfy NZQA requirements and suggested that kaimahi | staff add an aims statement and an indicative delivery schedule in order to avoid any Requests for Information (RFI) from NZQA. It was noted that there were good examples from other WBLs that could assist kaimahi with these updates.
    - Other comments:Te Ohu also identified the need to update references and links to the recently updated Te Kawa Mairorooro, and that due to staffing changes, the contact details would also need to be updated. Paul to help Henriette with follow up action.

(H. Matthews entered the hui at 1:23pm.)
The Chair advised H. Matthews that the programme would progress in the approval process once the above matters and updates were actioned.
With no further comments from Te Ohu, H. Matthews thanked members for their time to consider and provide feedback to progress the programme application and left the hui.

The Chair provided context to the following programme applications, to which all members present signalled their approval for the programme applications to proceed to the next stage of the approval process.

- 2552 NZD Applied Science L5
- 2553 NZD Applied Science L6

Due to a lack of a quorum, Te Ohu members present agreed to an e-meeting for formal approval of the three programmes.

6. For noting

The Chair noted the below programmes for members' information.

- 2452 NZCB (Admin & Tech) L3
- 2453 NZCB (Intro to Team Leadership) L3
- 2454 NZCB (Intro to Small Business) L3
- 2456 NZCB (First Line Management) L4
- 2206 NZD (Tourism & Travel) L5

7. General Business / Information Items

No general business raised.

The Chair noted that Ako Directors had been working to workplans created the previous year, highlighting the need to ensure that there was business continuity for 2025.

A member asked whether these workplans took into consideration new programmes, not just those expiring at the end of 2024. The response given was that any new workplans would be driven from business divisions.

8. Next meeting

A request from members to keep meetings on Wednesdays, and that all meeting dates proposed be put into members' calendars noting that can be hui added or removed as required.

9. Karakia Whakamutunga

The hui concluded with karakia lead by D. Lithgow at 1:38pm.

Te Pūkenga

Minutes for Te Ohu Whakahaere Approvals e-meeting - 25 January 2024

25/01/2024 | 12:10 PM - Auckland, Wellington New Zealand Standard Time
Online via Email

Attendees (11)

Diane Lithgow (Co-chair), National Ako Network Director | Te Pūkenga; Leoni Drew (Member), Toi-Ohomai | Te Pūkenga ; Harry Leder (Member), Open Polytechnic | Te Pūkenga ; Paul Neumann (Member), MITO | Te Pūkenga; Maggie Wells (Member), Otago Polytechnic | Te Pūkenga; Veraneeca Taiepa (Member), Unitec | Te Pūkenga; Doug Pouwhare (co-chair), Service IQ | Te Pūkenga; Ginny Vincent (Member) Primary ITO | Te Pūkenga; Paula Simeon (Member), Wintec | Te Pūkenga; Denise Williams (Member), Careerforce | Te Pūkenga; Kim Davies (Member) NMIT | Te Pūkenga
Minutes: Louise Courtney - Te Pūkenga

For approval

The hui opened at 12:10pm, 25 January 2024.

At its meeting of Wednesday 24 January 2024, Te Ohu Whakahaere Approvals (Te Ohu) reviewed and provided feedback on three programmes as part of a programme approval process. The programmes were:

- 2303 NZC in Contact Centres L3
- 2552 NZD Applied Science L5
- 2553 NZD Applied Science L6

Due to the lack of quorum, Te Ohu could not approve the programmes, and so an e-meeting was held to allow the programmes to progress with their applications for approval.
Te Ohu members present at the 24 January 2024 hui made recommendations to the 2303 New Zealand Certificate in Contact Centres (Level 3) application which were captured in the recommendation to Te Ohu.
RESOLVED *(L. Drew / M. Wells)*
THAT Te Ohu Whakahaere Approvals approve for submission to the New Zealand Qualifications Authority (NZQA):
1) 2303 New Zealand Certificate in Contact Centres (Level 3) subject to the following changes:
    a) an Aims Statement be included the application.

Minutes for Te Ohu Whakahaere Approvals e-meetin... | 1

b) an Indicative Delivery Schedule be included in the application.

c) links and references to 'Te Kawa Maiorooro Te Pūkenga | Educational Regulatory Framework' are updated to reflect the document's most recent version.

d) contact details are updated to reflect current members of Te Pūkenga staff.

2) 2552 New Zealand Diploma in Applied Science (Level 5)

3) 2553 New Zealand Diploma in Applied Science (Level 6)

CARRIED

The hui closed at 11:14am, 26 January 2024.

Te Pūkenga

Te Poari Akoranga o Te Pūkenga
Ohu Whakahaere o te Poari Akoranga | Subcommittees of Academic Board

Te Ohu Whakahaere Approvals

2024 Register of Disclosure of Conflicts of Interest

Please declare any interests such as: Directorships, Council Member, Board Member, Shareholder, Trustee, external Advisory Committees, Risk Committees, Independent Advisor etc.

NAME	IDENTIFIED AREA OF CONFLICT and/or INTEREST
Diane Lithgow	National Ako Director - Services
Doug Pouwhare	
Denise Williams	None
Ginny Vincent	Director and Shareholder – Ahuwhenua Ltd
Harry Leder	None
Henriette Matthews	
Kim Davies	None
Leoni Drew	None
Liz McKenzie	Board Member, Trinity Catholic College Trustee, Arai te Uru Kōkiri Training Centre Chair of Moderation Committee, Mining and Quarrying Board of Examiners, WorkSafe NZ
Maggie Wells	
Paul Neumann	Member of Te Ohu Whakahaere Ako and Te Ohu Whakahaere Approvals
Paula Simeon	
Rose Marsters	
Shelley Wilson	None
Veraneeca Taiepa	

Review of Qualifications developed by Wintec for offshore delivery to be submitted to NZQA.

Ref	Version	Title	Level	Credits
3715	1	NZQF Diploma in Computer Applications	6	120
3716	1	NZQF Diploma in Networking	6	120
3717	1	NZQF Diploma in Engineering	6	120

Documents required by NZQA for the review are attached as follows:

Completed application form.

NZQCF Change report that includes:

> a table showing the outcomes of the review.

> each qualification included in the review along with a recommendation for any change to these qualifications, including the proposed date for a change to qualification status (e.g. from current to reviewed (expiring) or discontinued)

A Review Report (not for publication) that includes:

> a summary of the review process, consultation with stakeholders and their support for the changes.

Evidence of consultation with stakeholders and their support for the changes

1

Te Ohu Whakahaere Approvals - 14 February 2024 - Review of qualifications developed by Wintec for offshore delivery to be submitted to NZQA

15

Table of Contents

Completed Application Form.

APPLICATION FORM

For approval to list New Zealand Certificates at Levels 1-6 and diploma at Levels 5-7 on the NZQCF

Qualification developer:	Wintec – Te Pūkenga
MoE No.	6683/2

Proposed Qualification Title	Level	Credits
3715 NZQF Diploma in Computer Applications	6	120
3716 NZQF Diploma in Networking	6	120
3717 NZQF Diploma in Engineering	6	120

Please attach a draft qualification document for each of the new qualifications.

Stakeholder Profile for Qualification(s) (not required for WDCs)		
Stakeholder name (Individual, group or organisation)	Reason for Inclusion (Why they are appropriate, credible, representative)	Nature of involvement (What contribution they made to the initial development process)
Jinhua Polytechnic	Offshore delivery	Feedback and review of qualifications for relevance, currency and delivery
Wintec Centre for Engineering and Industrial Design	Content Experts	Design, draft, and pedagogical / industry review.
Wintec Centre for Information Technology	Content Experts	Design, draft, and pedagogical / industry review.
Guizhou	Offshore Delivery	Feedback and review of qualifications for relevance, currency and delivery.

3

Duplication Check

List any NZQCF qualifications that are substantially similar to the proposed qualification(s)

Ref	Version	Title	Level	Credits

Supporting document checklist

For new qualifications

- ☐ this completed application form
- ☐ a summary of the stakeholder profile and needs analysis (WDCs)
- ☐ separate documents for each qualification, in the approved Word template
- ☐ additional supporting documents (other than WDCs) including stakeholder profile and needs analysis reports; WDC or other qualification developer engagement if applicable; regulatory bodies engagement and provider consultation; and completed and signed attestations from key stakeholders.

For reviewed qualifications

- ✓ this completed application form
- ✓ Review report in the approved Word template (not for publication)
- NA Reviewed qualifications documents: tracked change versions and clean finals
- ✓ any new qualification documents
- ✓ Change report in the approved Word template (for publication) that includes:

    - o a table showing the outcomes of the review

    - o each qualification included in the review along with a recommendation for any change to these qualifications, including the proposed date for a change to qualification status

    - o a summary of any new qualifications needed

    - o a summary of the review process, consultation with stakeholders and their support for the changes.

- ✓ additional supporting documents (other than WDCs) evidence of consultation with stakeholders and their support for the changes

4

NZQCF Change Reports.

Qual-change report 3715

Field:

Change report for the review of NZQF Diploma in Computer Applications

Reviewed qualifications

[Ref]	Version	Qualification title	Level	Credits
3715	1	NZQF Diploma in Computer Applications	6	120

Review information

Qualification Developer	Wintec – Te Pukenga
Reason for the review	**Qualification due for review**
Review date	31 December 2022
Outcome date	{To be completed by NZQA when review outcome is published on NZQA website}
Next review date	**31 December 2027**

Summary of review and consultation process
The key stakeholders in this qualification review are Jinhua Polytechnic with Wintec content experts. Following review and discussion it was determined the GPOs and the qualification requirements remain appropriate and facilitate relevant and current delivery.

Main changes resulting from the review
The key outcome from this review and consultation is that no changes are required to the NZQF Diploma in Computer Applications (Ref 3715), other than the review date.

5

Review outcome

Reference	Version	Reviewed qualification	Outcome category	New qualification details/version (if applicable)
3715		NZQF Diploma in Computer Applications	*A-No change to qualification, new review date*	

Qualification review outcome categories

Outcome	Result	Category
No changes are identified to the qualification	Qualification version number and NZQF ID remain the same. New review date is required.	A
Minor changes are identified to the qualification	New version of qualification is required (NZQF ID remains the same). New review date is required.	B
Significant changes are required to the qualification	New replacement qualification is required with a new NZQF ID. The existing qualification will expire.	C
The qualification is no longer required by industry	The qualification will expire with no replacement.	D

Transition information

Reference	Version	Qualification title	Last date of entry*	Last date of assessment

***only required for outcome category C or D*

Any additional information

6

Qual-change report 3716

Field:

Change report for the review of NZQF Diploma in Networking

Reviewed qualifications

[Ref]	Version	Qualification title	Level	Credits
3716	1	NZQF Diploma in Networking	6	120

Review information

Qualification Developer	Wintec – Te Pukenga
Reason for the review	**Qualification due for review**
Review date	31 December 2022
Outcome date	{To be completed by NZQA when review outcome is published on NZQA website}
Next review date	**31 December 2027**

Summary of review and consultation process
The key stakeholders in this qualification review are Jinhua Polytechnic with Wintec content experts. Following review and discussion it was determined the GPOs and the qualification requirements remain appropriate and facilitate relevant and current delivery.

Main changes resulting from the review
The key outcome from this review and consultation is that no changes are required to the NZQF Diploma in Networking (Ref 3716), other than the review date.

Review outcome

Reference	Version	Reviewed qualification	Outcome category	New qualification details/version (if applicable)
3716	1	NZQF Diploma in Networking	*A-No change to qualification, new review date*	

7

Qualification review outcome categories

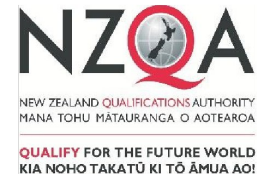| Outcome	Result	Category
No changes are identified to the qualification	Qualification version number and NZQF ID remain the same. New review date is required.	A
Minor changes are identified to the qualification	New version of qualification is required (NZQF ID remains the same). New review date is required.	B
Significant changes are required to the qualification	New replacement qualification is required with a new NZQF ID. The existing qualification will expire.	C
The qualification is no longer required by industry	The qualification will expire with no replacement.	D

Transition information

Reference	Version	Qualification title	Last date of entry*	Last date of assessment

***only required for outcome category C or D*

Any additional information

8

Qual-change report 3717

Field:

Change report for the review of NZQF Diploma in Engineering

Reviewed qualifications

[Ref]	Version	Qualification title	Level	Credits
3717	1	NZQF Diploma in Engineering	6	120

Review information

Qualification Developer	Wintec – Te Pukenga
Reason for the review	**Qualification due for review**
Review date	31 December 2022
Outcome date	{To be completed by NZQA when review outcome is published on NZQA website}
Next review date	**31 December 2027**

Summary of review and consultation process
The key stakeholders in this qualification review are Jinhua Polytechnic with Wintec content experts. Following review and discussion it was determined the GPOs and the qualification requirements remain appropriate and facilitate relevant and current delivery.

Main changes resulting from the review
The key outcome from this review and consultation is that no changes are required to the NZQF Diploma in Engineering (Ref 3717), other than the review date.

Review outcome

Reference	Version	Reviewed qualification	Outcome category	New qualification details/version (if applicable)
3717		NZQF Diploma in Engineering	*A-No change to qualification, new review date*	

9

Qualification review outcome categories

Outcome	Result	Category
No changes are identified to the qualification	Qualification version number and NZQF ID remain the same. New review date is required.	A
Minor changes are identified to the qualification	New version of qualification is required (NZQF ID remains the same). New review date is required.	B
Significant changes are required to the qualification	New replacement qualification is required with a new NZQF ID. The existing qualification will expire.	C
The qualification is no longer required by industry	The qualification will expire with no replacement.	D

Transition information

Reference	Version	Qualification title	Last date of entry*	Last date of assessment

only required for outcome category C or D

Any additional information

One minor change is required to the strategic purpose statement of the NZQF Diploma in Engineering (Ref 3717). The strategic purpose statement has been updated to change *Institution of Professional Engineering of NZ (IPENZ)* to *Engineering NZ.*

10

Review Report

Review Report (not for publication)

Reviewed qualifications

Ref	Version	Title	Level	Credits
3715	1	NZQF Diploma in Computer Applications	6	120
3716	1	NZQF Diploma in Networking	6	120
3717	1	NZQF Diploma in Engineering	6	120

Summary of review and consultation process

Overview
Summarise the actions taken, parties involved, and outcomes **Preparing for a qualification review** Consult internally with WINTEC QAU and NZQA regarding the requirements given this is an NZQF qualification. **Planning the review** Identify stakeholders and usage. Plan approved by Wintec QAU. **Conducting the review** Engage with stakeholders **Reporting the review** Report to Wintec QAU and Te Pūkenga for approval to proceed. Report to NZQA
Jinhua Polytechnic has been consulted as part of this process, and as detailed in the initial qualification approval documentation, the key stakeholder in this qualification review is Jinhua Polytechnic. These three qualifications are for exclusive delivery in China, as specified in each of their Strategic Purpose statements. Therefore, it is assumed, the only stakeholder to be consulted as part of this review is Jinhua Polytechnic While these qualification have had no enrolments, nor have they been awarded, it is an essential part of the Jinhua Polytechnic-Waikato International College. A letter is attached from Jinhua Polytechnic confirming the ongoing need for all three. As outlined in the qualification approval documentation, when The NZDF Diploma in Engineering qualification was initially approved, the modules that form the programme that lead to the NZQF Diploma in Engineering, also form part of the Jinhua Diploma in Mechanical Engineering, Jinhua Diploma in Applied Electronic Technology and Jinhua Diploma in Mold Engineering. Because of this relationship, we are immediately aware of any required changes to the Jinhua qualification that may impact the related NZQF Diploma in Engineering. As such, there are no required to changes to the modules that make up the programme that leads to the award of the qualification, therefore the qualification does not need to change. It is proposed to establish the same relationship with Guizhou Light Industry Technical College with regard to 3715 NZQF Diploma of Computer Applications in future, therefore Guizhou has also been consulted. Guizhou attestation has been provided that the qualification does not require changes.

11

List of stakeholders involved in the review.

Name	Title	Organisation
Professor Xiaohua QIU	Dean of College of information Technology and Jinhua Polytechnic-Waikato International College	Jinhua Polytechnic-Waikato International College, Jinhua Polytechnic
Blaine Rakena	Team Manager Centre for Information Technology	Wintec - Te Pūkenga
Trudy Harris	Team Manager Centre for Engineering and Industrial Design	Wintec - Te Pūkenga
Zhang Aiting	Vice Dean Guizhou Light Industry Technical College. Wintec I(nternational College.	Guizhou Light Industry Technical College (International College)

Outcome of review

Ref	New version required	New qualification required	Expire qualification
3715	Category A, no change		
3716			
3717			

Proposed new qualification(s)

Qualification title	Level	Credits

12

Consultation with Stakeholders

Wintec-Te Pukenga Blaine Rakena

STAKEHOLDER ATTESTATION

Sample Form to be submitted to NZQA with applications for qualification listing or review (developers who are not WDCs).

Stakeholder details

Name of organisation	Wintec - Te Pukenga
Contact name	Blaine Rakena
Contact position	Team Manager Centre for Information Technology
Contact email/phone number	blaine.rakena@wintec.ac.nz
Party(ies) represented	Wintec content experts

Qualifications

Title	Level	Credits
3715 NZQF Diploma in Computer Applications	6	120
3716 NZQF Diploma in Networking	6	120

Confirmation

I and/or the party(ies) I represent:

Support the qualifications' content	✓
Have provided direct input and comment into the development or review of the qualifications	✓
Agree to the overall outcomes of the qualification development or review	✓

Comments
These qualifications are currently fit for purpose and do not require change at this time. They will be further reviewed comprehensively under the Te Pūkenga process for unifying qualifications and programmes in 2024.

Signed	Date
	20 Ocotber 2023

Please complete this form and return it to

Helen.Anderson@wintec.ac.nz

13

Wintec-Te Pukenga Trudy Harris

STAKEHOLDER ATTESTATION

Sample Form to be submitted to NZQA with applications for qualification listing or review (developers who are not WDCs).

Stakeholder details

Name of organisation	Wintec – Te Pukenga
Contact name	Trudy Harris
Contact position	Team Manager Centre for Engineering and Industrial Design
Contact email/phone number	trudy.harris@wintec.ac.nz
Party(ies) represented	Wintec content experts

Qualifications

Title
3717 NZQF Diploma in Engineering

Confirmation

I and/or the party(ies) I represent:

Support the qualifications' content	✓
Have provided direct input and comment into the development or review of the qualifications	✓
Agree to the overall outcomes of the qualification development or review	✓

Comments
These qualifications are currently fit for purpose and do not require change at this ti further reviewed comprehensively under the Te Pūkenga process for unifying qualif programmes in 2024.

Signed	Date
T. K. Harris	26.10.23

Please complete this form and return it to

14

27

Jinhua Polytechnic

STAKEHOLDER ATTESTATION

Sample Form to be submitted to NZQA with applications for qualification listing or review (developers who are not WDCs).

Stakeholder details

Name of organisation	Jinhua Polytechnic
Contact name	Professor Xiaohua QIU
Contact position	Dean of Information Engineering College(Waikato International College)
Contact email/phone number	
Party(ies) represented	Representing Jinhua Polytechnic

Qualifications

Title	Level	Credits
3715 NZQF Diploma in Computer Applications	6	120
3716 NZQF Diploma in Networking	6	120
3717 NZQF Diploma in NZQF Diploma in Engineering (Level 6) with strands in Civil Engineering, Mechanical Engineering, and Electrical Engineering	6	120
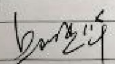
Confirmation

I and/or the party(ies) I represent:

|	
Support the qualifications' content	✓
Have provided direct input and comment into the development or review of the qualifications	✓
Agree to the overall outcomes of the qualification development or review	✓

Comments

These qualifications are currently fit for purpose and do not require change at this time. They will be further reviewed comprehensively under the Te Pūkenga process for unifying qualifications and programmes in 2024.

Signed	Date

Please complete this form and return it to

Mark.Liu@wintec.ac.nz

扫描全能王 创建

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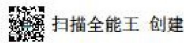
Guizhou Light Industry Technical College

STAKEHOLDER ATTESTATION

Sample Form to be submitted to NZQA with applications for qualification listing or review (developers who are not WDCs).

Stakeholder details

Name of organisation	Guizhou
Contact name	Zhang Aiting
Contact position	Vice-Dean, Guizhou Light Industry Technical College – Wintec International College
Contact email/phone number	80537824@qq.com
Party(ies) represented	Representing Guizhou

Qualifications

Title	Level	Credits
3715 NZQF Diploma in Computer Applications	6	120

Confirmation

I and/or the party(ies) I represent:

Support the qualifications' content	✓
Have provided direct input and comment into the development or review of the qualifications	✓
Agree to the overall outcomes of the qualification development or review	✓

Comments

These qualifications are currently fit for purpose and do not require change at this time. They will be further reviewed comprehensively under the Te Pūkenga process for unifying qualifications and programmes in 2024.

Signed	Date
张爱婷	2024/06/27

Please complete this form and return it to

Mark.Liu@wintec.ac.nz

16

Programme Approval
and
Accreditation Document

Programme of Study:

New Zealand Certificate in Scaffolding (General) (Level 3)

[xxxxxx-1]

Leading to the award of:

New Zealand Certificate in Scaffolding (General) (Level 3)

[NZQCF Ref: 3708-2]

EarnLearn, a division of
Te Pūkenga

1

He Raraunga Matua ā-Tohu, ā-Hōtaka Ako | Key Data for Qualification and Programme

Whakamanatanga|Application details	
Type of application and approval sought	Approval & Accreditation
NZQA application number	TBA
Proposed earliest start date	April 2024
Summary of changes (if applicable)	N/A
Tertiary Education Organisation information	
Name(s) of TEO	Te Pūkenga (New Zealand Institute of Skills and Technology)
TEO reference number(s) (EDUMIS)	6683
Te Pūkenga Business Divisions offering this programme	
8103 Te Pūkenga New Zealand Institute of Skills and Technology trading as EarnLearn	
6044 Te Pūkenga New Zealand Institute of Skills and Technology Work-Based Learning	
Taipitopito Tohu|Qualification Information	
Te nama o te tohu mātauranga|Qualification number	3708
Taitara Ingarihi|Qualification English title	New Zealand Certificate in Scaffolding (General) (Level 3)
Te putunga|Version number	2
Te momo tohu|Qualification type	New Zealand Certificate
Te kaupae|Level	3
Ngā whiwhinga|Credit	120
Whakaraupapa|NZSCED numerical abbreviation	040329
Whakaraupapa|NZSCED broad>narrow>detailed	Architecture and Building>Building>Scaffolding and Rigging
Te kaihanga tohu |Qualification	Waihanga Ara Rau Construction and Infrastrucure

2

developer	Workforce Development Council
Te rā arotake|Next review	30 November 2026
Te rautaki o te tohu|Strategic Purpose statement	The purpose of this qualification is to provide New Zealand with people who have attained elementary scaffolding skills. Graduates of this qualification will be able to work in a team and lead a team.
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: 1. Apply safe work practices while working at heights in accordance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand. 2. Load, secure and unload scaffolding equipment on a commercial vehicle. 3. Lead a small team to complete elementary scaffold works. 4. Inspect scaffolding equipment, and erect, alter, dismantle, and inspect a simple scaffold structure in a variety of systems including tube and coupler. 5. Apply industry knowledge to calculate loadings and design simple scaffold structures in a variety of systems including tube and coupler, to meet client requirements.
Ngā huarahi mātauranga|Education pathway	This qualification leads to the New Zealand Certificate in Scaffolding (General) (Level 3) [Ref: 3708].
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates of this qualification, once they have been issued with the Scaffolding Certificate of Competence (Elementary), may be employed as a scaffolder erecting and dismantling simple scaffolds for largely residential construction purposes, but may also be employed in other areas.
Qualification conditions	The programme meets the qualification conditions as follows: 1. Entry into the programme requires an ākonga to be working in the scaffolding industry. 2. The programme builds competency to meet the Elementary Scaffolding Certificate of Competence and includes attaining a first aid certificate.

Taipitopito hōtaka|Programme information	
Taitara Ingarihi|Programme English title	New Zealand Certificate in Scaffolding (General) (Level 3)

3

Waehere hōtaka|Programme code (NZQA)	xxxxxx
Te putunga|Version number	1
Credits - Directory of Assessment Standards (DAS)	120
Credits - Te Pūkenga credits	0
Credits - Programme Total	120
Programme Aim	The aim of this programme is to develop scaffolders who can work efficiently and safely in the scaffolding industry carrying out the building, inspecting and dismantling of a range of simple scaffolds. Simple scaffolding is limited to two straight rows of vertical standards with returns but does not include spur, hanging, or cantilever scaffolds. It includes a variety of proprietary scaffolds and falsework, as well as tube and coupler. It is targeted at people who work in the scaffolding industry. It will produce graduates who are capable of carrying out general scaffolding workplace duties including safely working at height. It will produce graduates who are capable of working effectively in a team and able to lead a small scaffolding team. Graduates of this programme of study will be able to apply for a Certificate of Competency (CoC) (Elementary) and have the capability to progress to higher level learning.
Te kiko|Content Statement	Height safety, legislation and its application, calculations, proprietary scaffolding, tube and coupler scaffolding, scaffolding inspection, leadership and communication, capstone assessment.
Tikanga mō te kuhu|Entry Requirements	All applicants must work in a scaffolding position where that role enables evidence gathering for the assessment tasks as detailed in the programme. Ākonga are required to have the support of their employer and the workplace must be able to support training for the programme requirements. This work-based programme is available to people that have the support of their employer and are in work in New Zealand. While the majority of ākonga will be NZ citizens or NZ residents, the programme is open to people who are not NZ citizens or NZ residents under the following conditions 1. They have a valid work visa for the duration of the

4

programme.

2. The work visa permits them to work with the employer who is signing the tripartite agreement.

If the work visa lapses, the ākonga will be withdrawn.

Non-citizens/non-residents applicant information will be evaluated against current Immigration New Zealand and Tertiary Education Commission exemption requirements.

- If they meet the Immigration New Zealand and Tertiary Education Commission exemption requirements, they may be enrolled as domestic ākonga.
- If they do not meet the exemption requirements they may be enrolled as International ākonga.
    a. International ākonga will pay international fees, notified before enrolment
    b. International ākonga will be required to evidence their English language capabilities for NZQCF Level 3 qualifications via one of the NZQA approved means.

    Example IELTS General or Academic score of 5 with no band score lower than 5.
    https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/approval-recognition-and-accreditation/#e10518_heading1:
    - *22: English language requirements for international students*
    - *Appendix: Internationally Recognised English Proficiency Outcomes for International Students*

Other English language requirements

For domestic ākonga for whom English, te Reo Māori, or NZ Sign language is not their first language, we recommend ākonga evidence their English language in the same way as International ākonga.

If an ākonga has functional English but has not met the evidence requirements, this requirement may be waived. If issues arise, a support plan will be developed and implemented.

Entry requirements - Key Information for Ākonga (KIS) website	Must work in a scaffolding position where that role enables evidence gathering for the assessment tasks as detailed in the programme.
Te rā arotake|Next review	March 2028
Ngā Momo Kawenga|Delivery Mode	Work-based Blended/Mixed Mode Principally Work-based supplemented by Provider-based

5

Te Huarahi o te Kawenga|Delivery Methods	Delivery methods will respond to ākonga and workplace needs. Examples include: Supported self-directed learning in the workplace; Engagement with technical and professional standards; Practical learning; Project-based/Activity-based learning, Onsite classroom/campus based, Project-based/Activity-based learning; Mahi-ā-ipurangi | Self-directed learning; Workshop sessions.
Assessment Mode	Competency-based
Ngā Huarahi Aromatawai|Assessment Methods	Assessment Portfolio including: Work-integrated, project-based assessment; Practical demonstrations; Written reports; summaries; contextual documents.
Assessment Result key / Grade key	Competency-based 2-point scheme

Assessment Standards that will be awarded in this Programme	Std no.	Title
	1753	Load and unload a goods vehicle
	6400	Manage first aid in an emergency situation
	6401	Provide first aid
	6402	Provide basic life support
	15757	Use, install and disestablish temporary proprietary height safety systems when working at height
	19620	Interpret and apply health and safety legislative requirements to scaffolding work
	19621	Interpret and apply legislative requirements in the design of scaffolding works
	19622	Use and maintain scaffolding hand and portable power tools
	19623	Use tube and coupler in standing proprietary scaffolds
	20856	Plan and prepare for the erection of scaffolding
	20858	Base out tube and coupler scaffolding
	20859	Base out proprietary frame scaffolding
	20860	Base out individual component proprietary

6

		scaffolding
	20861	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding
	23223	Base out returns for tube and coupler scaffolding
	23225	Erect and dismantle mobile scaffolding
	23226	Erect and dismantle proprietary falsework
	23227	Erect and dismantle standing proprietary scaffolding
	23228	Complete a scaffolding inspection compliance report
	23229	Use safety harness system when working at height
	23244	Erect and dismantle standing tube and coupler scaffolding
	23715	Design, erect, and dismantle scaffolding ties
	30264	Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation.
	30266	Demonstrate knowledge of workplace health and safety culture and practices
	30628	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite
	30692	Perform basic calculations used in a given trade situation
		The following optional standard may be awarded as part of this programme
	4249	Describe obligations as an employee
Delivery location(s)/site(s)	Te Pūkenga – Earnlearn (8103) For mixed mode Provider-Based Delivery • Te Pūkenga – Tai Poutini Polytechnic approved sites • Te Pūkenga – WITT approved sites	

7

Ākonga type	Domestic and International
Approved subcontracting arrangements	First Aid providers see EarnLearn approved sub-contractors

Tuhinga o Mua Hōtaka|Programme Duration Details	
Programme Duration	18 – 22 months
Maximum Duration	4 years
Range of On-job Learning Weeks	68 - 84
Range of Vacation / Recess (holiday) weeks	0 - 10
Range of total gross weeks (=teaching+vacation)	78 - 84
Total range of learning hours per week	12.5 - 23
Indicative months for ITR funding	18 – 20 months
Number of years	1.6
Total learning hours per year	750
Programme total hours	1200
Whakaritenga Raraunga|Tec Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate
Qualification Award Category	36
ISCED Level	5
ISCED Subsequent Destination	B: more occupationally oriented - designed to lead to direct labour market access
ISCED Category	
Programme status (e.g., Approved/Pending)	Pending
EFTS value (= credits ÷ 120)	1.0

8

Contact Details	
Contact Details 1	Deborah Young Kaikōkiri Director Quality, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz

Application details

Applicant and programme owner:	Earnlearn, a division of Te Pūkenga
EDUMIS No:	6683 (approval record with 6044)
Application scope:	☐ Approval only ☒ Approval and accreditation
Te Pūkenga division(s) delivering this programme:	☐ MITO Division ☐ Competenz Division ☐ Connexis Division ☐ Service IQ Division ☐ HITO Division ☐ BCITO Division ☐ PrimaryITO Division ☐ Careerforce Division ☒ EarnLearn Division
Contact details 1:	Deb Young Kaikōkiri Director Quality, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz
Contact details 2:	Kharen Hope Principal Advisor – Programmes M 027 466 3589 E kharen.hope@earnlearn-tepukenga.ac.nz

1. Programme components

The programme structure includes five courses: Course 1. Operate safely in the Scaffolding Industry Course 2. Legislation for Scaffolding Course 3. Proprietary Scaffolding

9

Course 4. Tube and Coupler Scaffolding

Course 5. Operate with Commercial Competence in General Scaffolding

Each course relates to sets of unit standards that are used for assessment in the programme

2. Component descriptors

Course descriptors provide an overview of the content of each course in the programme (refer Appendix 1).

Unit standards are aligned with qualification graduate profile outcomes (refer Appendix 2).

3. Delivery method

Programme Approval Criterion 3: Delivery methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. As delivery is blended, the programme of study for an individual ākonga may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them alongside their employer, and supports them to move seamlessly between different ways of learning.

Delivery modes:

Workplace learning – ākonga train primarily in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer.

Directed – off-job Te Pukenga provider-led for specific topics and/or when required by individual ākonga learning plans.

Self-directed – self-study of theory modules via LMS or paper-based options, supported by workplace documentation.

Assessment – work-integrated practical assessment, provider-based practical assessment, theory assessment via LMS or paper-based, compliation of a portfolio of evidence.

How the suitability of the workplace and its staff is determined to ensure the ākonga is provided with appropriate opportunities to meet the programme learning outcomes and graduate profile outcomes of the qualification

Te Pūkenga work-based kaimahi undertake training capacity evaluations to establish the capability of a workplace to provide opportunities for ākonga to meet the relevant programme learning outcomes and qualification graduate profile outcomes.

Work-based ākonga in the programme enter into a formal training agreement with an employer and Te Pūkenga - EarnLearn. This tripartite agreement outlines the responsibilities of each party to the work-based-learning arrangement.

Employers are required to:

1. Support the 'on-job' work-based learning by providing appropriate practical work-integrated learning opportunities.
2. Provide staff that hold the relevant skills and /or qualification(s) that are able to support their employees on the job and verify workplace activity in accordance with the requirements of the programme. Employers agree to release ākonga from work to attend Te Pūkenga off-job training courses.
3. Ensure their workplace complies with the requirements of the Health and Safety at Work Act

10

> (2015).
>
> Refer supporting documentation folder and links:
>
> 1. EarnLearn Quality Management System (QMS) Section 6.1
> 2. EarnLearn Training Agreement
>
> [2023 Te Pūkenga Quality Management System](#)
>
> [Te Kawa Maiorooro 2023](#) Sections 2A-2B

Supporting documents:

☒ Example a copy of the tripartite agreement outlining the roles and responsibilities of each party, service agreements with potential employers (only new agreements, if previously submitted), training capacity evaluations

☒ Relevant sections of the QMS

Explain how learning needs are assessed at the time of enrolment to determine appropriate delivery arrangements?

> Work-based learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment. This acknowledges that learning arises through ākonga engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work carried out in the workplace.
>
> At the time of enrolment ākonga are supported by a dedicated network of Te Pūkenga work-based kaimahi who provide pastoral care. Te Pūkenga work-based kaimahi actively look to understand ākonga needs (such as literacy and numeracy support and access to technology) and areas of support required at the time of enrolment and these are evaluated during the learning journey (may include increased pastoral care visits and employer support where required).
>
> A literacy and numeracy assessment will be completed in the early stages of the programme. Should any support needs be identified at this stage, a support plan will be developed and implemented if required.
>
> Te Pūkenga work-based divisions and ākonga develop individual learning plans that enable success. The learning plan reflects the delivery mode and needs of ākonga and is supported by a tripartite training agreement that requires the support of the employer. The learning plan is reviewed and revised during pastoral care visits and ākonga achievement goals linked to their learning plan may be adjusted depending on their needs.
>
> Refer supporting documentation folder and links:
>
> 4. [Te Kawa Maiorooro 2023](#) Sections 2A and 6
> 5. EarnLearn Individual Learning Plan Template

Supporting documents:

☒ Example, individual learning plan template, training capacity evaluation template and/or ākonga interviews template

☒ An indicative delivery schedule for a ākonga based on the learning needs (this might be part of the individual learning plan) or indicative delivery schedule of each course (see component exemplar)

How the workplace will be informed about the component learning outcomes, learning activities

11

and programme-specific requirements

The employer has specific requirements under the tripartite training agreement that are understood before the employer signs the agreement. At the commencement of the programme the requirements of the programme are covered off including who is involved, what the learning components are, how the learning will be delivered, what can be expected during assessment, how progress is measured and where this is tracked.

The dedicated network of Te Pūkenga work-based kaimahi undertake visits and establishes working relationships with both ākonga and their employer. Ākonga and employer will be introduced to Te Pukenga - EarnLearn systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the learning and assessment resources to get the best learning possible to assist in completion of their programme. Off-job training requirements will be explained and the employer and ākonga will gain a complete understanding of any programme-specific requirements.

Te Pūkenga work-based kaimahi will keep a record of the induction after both employer and ākonga reach a satisfactory level of understanding of how the programme will be delivered, programme specific requirements and the requirements of each party in the training agreement.

Ākonga will use their own workplace as the context of the programme, and assessment will be conducted in light of this. Workplace supervisors need to ensure that ākonga are exposed to the practical experience required to fulfil the workplace tasks. This is supported by the goals set by Te Pūkenga kaimahi.

Te Pukenga - EarnLearn registered Workplace verifiers sign a verification that is submitted by ākonga with their assessment. This verifies authenticity and competency of the workplace tasks.

Te Pukenga - EarnLearn registered assessors determine whether the direct and/or indirect evidence shows that ākonga have met the requirements of the unit standards and provide feedback to ākonga on their assessment results. The assessor also arranges a reassessment opportunity for ākonga if required, liases with employers where appropriate, records assessment results and reports them to Te Pukenga - EarnLearn. Ākonga and their employers receive reports/information regarding their completed assessments. If there is further evidence required they are advised what sections need re-submission. When assessments are passed, results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Te Pūkenga work-based kaimahi connect with ākonga and their employers regularly as required to discuss progress and set goals. Goals are emailed to both ākonga and employers after each workplace meeting. Ākonga and their employers will also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.2
2. EarnLearn Training Agreement
5. Individual Learning Plan Template
6. EarnLearn Workplace Assessment and Verification
7. Te Pūkenga Assessor Guidelines
8. Te Pūkenga Assessor Registration Application Form
9. Te Pūkenga Guide to Verification
10. Te Pūkenga Authorised Verifier Application Form

Supporting documents:

☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party

12

☒ Examples of information provided to ākonga

☒ Relevant sections of the QMS

4. Programme Approval Criterion 5: Regulations

5. Acceptability of the programme and consultation

Programme Approval Criterion 4: Acceptability of the programme and consultation

Provider Accreditation Criterion 3: Support for delivery

Consultation summary

Consultation was undertaken on the programme design with a range of relevant communities of employers and industry stakeholders and ākonga. The key areas of programme design are:

- Flexible modes and sequencing, and multiple methods of delivery are enabled (or able to be enabled with minor updates in the future)
- Programme content is reflective and responsive to industry needs.

This approach is informed by Te Pūkenga Charter and aligns with our approach to being responsive to and meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities. Feedback gained from consultation was received and discussed among the working groups and amendments were made where appropriate.

Refer supporting documentation folder:

11. Consultation log summary
12. Attestation forms

Supporting documents:

☒ Consultation

☐ TEO academic approval/minutes

☐ Endorsement from a Workforce Development Council (WDC)

6. Regulations

Entry requirements

Ākonga are required to have the support of their employer and the workplace must meet approved training capacity requirements which includes enabling evidence gathering for the practical assessment tasks as detailed in the programme. Enrolment is also covered in Te Kawa Maiorooro 2023 Sections 2A-2B

This work-based programme is available to people that have the support of their employer and are in work in New Zealand. While the majority of ākonga will be NZ citizens or NZ residents, the programme is open to people who are not NZ citizens or NZ residents under the following conditions

3. They have a valid work visa for the duration of the programme.
4. The work visa permits them to work with the employer who is signing the tripartite agreement.

If the work visa lapses, the ākonga will be withdrawn.

Non-citizens/non-residents applicant information will be evaluated against current Immigration

13

New Zealand and Tertiary Education Commission exemption requirements.

- If they meet the Immigration New Zealand and Tertiary Education Commission exemption requirements, they may be enrolled as domestic ākonga.
- If they do not meet the exemption requirements they may be enrolled as International ākonga.
    a. International ākonga will pay international fees, notified before enrolment
    b. International ākonga will be required to evidence their English language capabilities for NZQCF Level 3 qualifications via one of the NZQA approved means.
  Example IELTS General or Academic score of 5 with no band score lower than 5.
  https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/approval-recognition-and-accreditation/#e10518_heading1:
    - *22: English language requirements for international students*
    - *Appendix: Internationally Recognised English Proficiency Outcomes for International Students*

Other English language requirements

For domestic ākonga for whom English, te Reo Māori, or NZ Sign language is not their first language, we recommend ākonga evidence their English language in the same way as International ākonga.

If an ākonga has functional English but has not met the evidence requirements, this requirement may be waived. If issues arise, a support plan will be developed and implemented.

Refer supporting documentation folder and links:

1. EarnLearn QMS Section 7.1
3. Te Pūkenga QMS Sections 6 and 7
4. Te Kawa Maiorooro

Credit recognition and transfer/Recognition of prior learning

Ākonga who have previously completed unit standard(s) in this programme will be granted credit transfer.

Exemptions

For this programme, people who have gained credit for older or expired unit standards standards are exempt from the requirement to gain credit for the programme unit standards as per the table below:

Credit for	Exempt from
5228 and 8489	30692
30072	1753
3789	1753
497 and 1277 and 19620 and 20856 and 20861 and 20862	30264, 30266, 30628

14

Any other previous accredited learning can be applied for following Te Kawa Maiororo 2023 Part 3: Recognising prior knowledge and skills. A comparison of learning outcomes against unit standard competencies will be carried out by a qualified assessor and credit awarded where the competencies are met.

Previous informal learning will be awarded via the recognition of prior learning assessment procedure. Ākonga will compile/demonstrate evidence of previous learning for consideration by a qualified and experienced assessor. Credit will be awarded where the competencies are evidenced and met.

Refer supporting documentation folder:

4. Te Kawa Maiororo

Supporting documents:

☒ Relevant policies and procedures from the QMS

How ākonga will be informed about programme requirements

Te Pukenga - EarnLearn marketing material provides a realistic picture of the likely ākonga experience, including how the programme will be delivered, the expected workload, assessment approaches and information on available ākonga support and guidance

Te Pukenga - EarnLearn provides information for the ākonga on training packages, on-job training, practical assessments, off-job training, resources, supporting literacy and numeracy in the workplace, the educational pathway relevant to the programme, tracking progress and programme support.

Ākonga have specific requirements under the tripartite training agreement that must be understood before ākonga sign the agreement. Programme information documents will be detailed prior to signing of the agreement and they will be available for the ākonga to review.

Te Pūkenga kaimahi establish working relationships with ākonga and employers. Ākonga and their employers will be inducted into Te Pukenga - EarnLearn systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the learning and assessment resources to get the best learning possible to assist in completion of their programme.

Ākonga receive reports regarding their completed assessments. If there is further evidence required they are advised what sections need resubmission. When assessments are passed results are imported into the Student Information Management System. Training plan progress is updated for ākonga and employer.

Te Pūkenga kaimahi connect with ākonga and their employers at least quarterly to discuss progress and set goals. Ākonga and supervisors also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.2
2. EarnLearn Training Agreement
3. Te Pūkenga QMS Section 7
5. Individual Learning Plan Template

Supporting documents:

☒ Ākonga information

15

Normal progression within the programme

Enrolment can commence at a time suitable for both ākonga and employer. Regardless of delivery mode, ākonga are in employment and supported in their learning by Te Pukenga - EarnLearn.

First aid training courses with sub-contracted training providers are available for booking at a time suitable for ākonga and employer, and this will generally occur early in the programme.

Other off-job training courses arranged within Te Pukenga offer complementary learning and assessment to support progression in the workplace.

All ākonga will have the opportunity to repeat learning where mutually agreed by the employer, ākonga and Te Pukenga - EarnLearn. Ākonga will in most cases follow the normal progression of learning with adjustments made for any recognition of prior learning, this may be adjusted when mutually agreed by ākonga, employer and Te Pukenga - EarnLearn. Ākonga progression is monitored through Te Pukenga - EarnLearn pastoral care and where required, additional support is given by Te Pūkenga kaimahi.

When ākonga are not successful in assessment, they have the ability to resubmit assessments that contain additional evidence of competency. Ākonga will be supported and receive constructive feedback to assist their learning journey during this time.

The programme consists of five courses, all of which lead to the award of unit standards, with an optional unit standard. The inclusion of the optional unit standard for each ākonga will be based on the needs of the ākonga and the employer. The order of courses and assessment selection will depend on workplace variations. There is no mandatory sequence in terms of course completion for the programme.

Refer supporting documentation folder:

2. EarnLearn Training Agreement
3. Te Pūkenga QMS Sections 6 and 7
4. Te Kawa Maiorooro

Supporting documents:

☒ Relevant QMS policies and procedures

7. Assessment

Programme Approval Criterion 6: Assessment and moderation

Provider Accreditation Criterion 1: Assessment and moderation

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and training. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes.

The assessment process is designed to:

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

Te Pukenga - Earnlearn has a commitment to supporting ākonga in achieving to their full

16

potential through quality assessment, which should:

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and training.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and training therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of Te Pukenga – Earnlearn's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving

All assessment in this programme is based on unit standards. Assessment material will be pre-assessment moderated by the relevant standard setting body before it is used to assess ākonga competency. This material may be hard copy or on an LMS. All relevant sections of the SSB's *Consent and Moderation Requirements (CMR)* for the unit standards (such as assessors holding unit standard 4098) will be met.

Where evidence is gathered from the workplace, the Te Pukenga – EarnLearn registered workplace verifier for the ākonga will be required to verify the authenticity of the evidence prior to assessment submission. To ensure authenticity of theory evidence gathered online, ākonga may also be required to answer verbal questions by an assessor. In both cases, the assessment structure will be at the level and complexity appropriate to the unit standard(s) as determined by pre-assessment moderation by the relevant standard setting body. All assessment will be conducted by Te Pukenga - EarnLearn registered assessors, or Te Pukenga Campus-based Divisions. Te Pukenga - EarnLearn registered assessors are registered through a formal application and approval process. Te Pukenga Campus-based Divisions must hold accreditation for the unit standards they assess, and maintain that accreditation status.

Assessors will hold the relevant qualifications and experience as detailed within the CMR. Assessors will use evidence guides/model answer guides to assess ākonga submissions as approved for use by the SSB during the pre-assessment moderation.

The assessor determines whether the evidence shows that ākonga have met the requirements of the unit standard and provides feedback to ākonga on their assessment results. Where the assessor decision is 'Achieved', assessment results are recorded and reported to Te Pukenga - EarnLearn. In the case of a 'Not Achieved' result, the assessor will provide ākonga constructive feedback and advice on what learning or additional evidence is required to determine competenc

Refer supporting documentation folder:

6. EarnLearn Workplace Assessment and Verification
7. Te Pūkenga Assessor Guidelines
8. Te Pūkenga Assessor Registration Application Form
9. Te Pūkenga Guide to Verification
13. Te Pūkenga Assessment Policy
14. Aromatawai and the Principles of Assessment
15. NZQA CMR 0003

Supporting documents:

☐ Sample assessment and marking guide

17

☒ Assessor application forms to demonstrate assessor compliance with CMR

Assessment procedures

All assessment in this programme is based on unit standards (assessment of competency) and will meet the SSB's CMR.

Competency based assessment will be graded as:

- A – Achieved
- NA – Not Achieved

When ākonga receive a Not Achieved result, they will be provided constructive feedback and given the chance to gather further evidence for resubmission. Results are reported back to ākonga within 15 working days of submission. Credit achieved will then be registered with NZQA by Te Pukenga or the approved subcontracted training provider.

Ākonga have the right to appeal an assessment decision following the procedures contained within the assessment material. The appeal must be in writing and lodged within 20 days of assessment. Ākonga will receive an appeal decision from Te Pukenga - EarnLearn within 10 working days.

Ākonga have the right to submit assessments in te reo. Te Pukenga - EarnLearn will either use an accredited translator or in-house expertise where there is resource capability to assist in the assessment process.

Refer supporting documentation folder and links:

1. EarnLearn QMS
3. Te Pūkenga QMS Section 6
6. Workplace Assessment and Verification
4. Te Kawa Maiorooro
13. Te Pūkenga Assessment Policy
16. Te Pūkenga Ākonga Appeals Policy
17. Assessment Appeal Form
18. Ākonga Concerns and Complaints Policy

Supporting documents:

☒ Assessment policies and procedures from the QMS

☒ Student or Programme handbook outlining assessment procedures

8. Moderation

The purpose of Te Pukenga - EarnLearn moderation systems is to ensure that assessment is consistent with the National Standard, fair and valid, and that assessors are making consistent judgements about ākonga performance. Moderation is an assessment quality management tool.

- Moderation is a sampling exercise to determine the degree of assessment variance from the National Standard.
- Moderation involves both pre-assessment moderation (of assessment tools) and post-assessment moderation of the assessor decision, and the assessment material (if required).
- Pre-assessment moderation is based on moderating whether the assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of the outcome(s)/unit

18

standard they are being assessed against and will be undertaken by the SSB .

- Post-assessment moderation is based on moderating whether the:
  - assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of outcomes of the unit standard they are being assessed against
  - assessment decisions are consistent with the National Standard.
- The moderation process is a tool that can be used to up-skill and educate assessors and organisations.
- The moderation process is based on trust between the submitting organisation/Registered Assessor and Te Pukenga.
- Moderation is an ongoing process of feedback between assessors/organisations and Te Pukenga about assessment process and assessment tools.
- Moderation staff must have obtained credit for Assessment of Learning: Unit standard 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills
- The SSB's external moderation requirements as detailed in the relevant CMR will be complied with including any requests for post-assessment moderation and associated deadlines

Each year, Te Pukenga will analyse information from registered assessors, the Te Pukenga network and Te Pukenga staff as to whether assessment against any particular unit standards would benefit from moderation.

Using the information received, Te Pukenga will determine whether there is a need for any unit standards to be the focus of moderation for the year. If so, the unit standards will be selected as 'focus unit standards' and moderation during the year will be concentrated on them.

The following is considered when selecting focus unit standards:

- The risk of inconsistent interpretation of the standard's requirements
- The risk of variance in quality of evidence for award of credit (i.e. a particular quality of workmanship must be met for credit to be awarded)
- The risk to health and safety
- Industry assessment of risk unit standards
- Unit standard usage (unit standards with the highest usage and/or unit standards not previously assessed may be selected as priorities)
- How new the unit standards or those included in new programmes or qualifications are
- Concerns with individual unit standards arising from previous moderation periods
- Unit standard levels (higher-level unit standards present higher risk).

Focus unit standards will not preclude moderation of alternative unit standards taking place if it is considered necessary to facilitate consistency with the National Standard.

Moderation Plan

Course	Internal		External	
Applicable to all courses	Pre-assessment	Post-assessment	Pre-assessment	Post-assessment
	Prior to first delivery; thereafter following significant	Following first delivery; thereafter according to annual plan	Prior to first delivery; thereafter following significant	As called for by the standard setting body

19

	change		change	

Refer supporting documentation folder:

1. EarnLearn QMS
3. Te Pūkenga QMS Section 6
15. NZQA CMR 0003
19. Te Pūkenga Moderation Policy

Supporting documents:

☒ Indicative internal and external annual moderation plan

☒ Student or Programme handbook outlining assessment procedures

9. Staffing and Resources

Provider Accreditation Criterion 2: Resources

Te Pūkenga WBL Kaimahi (Training Advisors/Account Managers/Customer Service Account Managers) establish working relationships with ākonga and their employers (including workplace supervisors and workplace assessors). This begins with ākonga enrolment into a particular programme through to their completion of that programme.

Extract from Te Pūkenga EarnLearn Account Manager Position Description

Account managers are responsible for building strong and loyal relationships with clients and working closely with them to ensure high quality solutions for their workforce learning and development needs are provided, business development opportunities are maximised, and client expectations are met.

Key result areas include:

- *Manage, maintain and build excellentrelationships, and support the Te Pūkenga WBL provision of workplace training.*
- *Develop and execute account plans andregularly meet with clients to promote the learning and development tools, qualifications and workplace programmes.*
- *Prepare and present professional and compelling solution proposals to strengthen customer engagement.*
- *Maintain accurate and up to date account data.*
- *Work closely with the Business Development Managers to support new opportunities.*
- *Respond to and resolve issues and queries from clients in a timely manner.*
- *Ensure internal and external relationships are developed and that clients feel valued.*
- *Promote work-based learning across the Te Pūkenga network and wider community to encourage collaboration as an integrated public network of provision.*
      Represent Te Pūkenga at industry and sector events as appropriate

Industry Assessors
Industry experts who have relevant New Zealand experience, are contracted as assessors for on-job assessments to ensure and maintain high standards. Assessors need to meet the relevant CMR for the unit standards including having a qualification at least one level higher, have

20

achieved unit standard 4098 Use standards to assess candidate performance and ideally have experience in adult education but are not required to have the New Zealand Certificate in Adult and Tertiary Teaching (Level 5). Assessors are either workplace assessor who assess ākonga in their own workplace or contracted assessors who are external to the ākonga workplace. Assessors are kept up to date via assessor forums, training opportunities and regular updates.

Industry verifiers

To support work-based learning, verifiers are identified within the ākonga workplace. Verifiers are used because of their subject matter knowledge, and they are frequently in contact with ākonga on the job. The purpose of the verifier is to decide if ākonga is completing the required practical tasks to the level required for the assessment. They provide feedback to the assessor to allow the assessor to be confident the ākonga has reached the proficiency level required of the unit standard. For scaffolding programmes, EarnLearn registered each workplace verifier to ensure they have the relevant Certificate of Competence.

Ākonga resources

Ākonga will receive Te Pūkenga or the sub-contracting provider's workbooks, learning guides /notes and assessments. These may be online or hard copy depending on the delivery mode. Employers will make any relevant materials such as workplace policies and procedures available to ensure ākonga can provide the evidence required for the assessments.

Refer supporting documentation folder:

2. EarnLearn Training Agreement
6. EarnLearn Workplace Assessment and Verification
20. WBL Account Manager - Position Description

Support services

21

Te Pūkenga work-based learning divisions ensure ākonga receive appropriate pastoral and educational support that is responsive to their needs.

Literacy and Numeracy

The TEC Embedded Literacy and Numeracy (ELN) assessment tool provides an indication of ākonga current abilities and acts as a guide for the WBL Division as to the support ākonga may require. This occurs at the time of enrolment. If it is identified that ākonga will benefit from support with literacy and numeracy, all parties must be in agreement and committed to completing the agreed support plan which may include the use of specialised providers.

Ākonga Support Mentors

Mentors may be used where intensive additional support is required for individual ākonga. Support includes mentoring ākonga to develop the skills and confidence to operate their programmes independently. Mentors also have an understanding of adult learning methodologies such as experiential, self-directed, collaborative, problem-based, and transformative learning.

Ākonga Mental Health Support

Ākonga can access confidential counselling free of charge through Vitae. This can be accessed at no cost to the ākonga and for help with any issues they are experiencing with their studies or personal life.

Refer supporting documentation folder:
21. EarnLearn Vitae Flyer

Supporting documents:

☒ Ākonga/Programme handbook

Provision of pastoral care

Pastoral Care

Te Pūkenga work-based business divisions and subcontracted providers ensure ākonga receive pastoral care in accordance with their needs to ensure they have support for their wellbeing, educational success and their own personal development as required by the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Engagement with supervisors and workplace assessors as applicable is ongoing through workplace visits, ākonga progress reporting and any additional support required. Employers have access to portals to track learner progress where available.

Visits to the workplace are generally scheduled so ākonga and supervisors can be prepared in advance. The purpose of the regular visits is to check in with ākonga on how their study is progressing and if they require any support for any barriers that have come up. These visits are also an opportunity for reviewing the goals set in the individualised learning plan and reset if required. If ākonga have been identified as needing literacy or numeracy support, they can be referred to an organisation that provides literacy and/or numeracy support tailored to the individual's learning needs. Ākonga have access to Vitae counsellors for any outside support they require.

Support is also provided to ākonga by their wider network including their employer, verifier and assessor. The employer provides ākonga opportunities for on-job training and support them to gain the skills required for the assessment. Mentors within the workplace, who may also be the

22

ākonga verifier and/or assessor, are able to support ākonga to adopt industry best practice into their work and help them overcome any barriers that ākonga may come up against in their work.

Ākonga guidance and support

Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care built on the foundation of existing services across the network. Te Pūkenga will ensure that resources and services are available for all work-based ākonga. These include

- ākonga support services
- support for ākonga Māori
- support for Pacific ākonga
- support for ākonga with disabilities

All teaching and support teams adhere to the [Tertiary and International Learners Code of Practice.](#)

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.3
2. EarnLearn Training Agreement
23. Te Pūkenga Ākonga Pastoral Code Framework
24. Te Pūkenga National Pastoral Care Policy

Supporting documents:

☒ Relevant policies and procedures from the QMS

☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party

Site-specific delivery

To be accepted into this programme, ākonga must be employed, as the predominance of learning and practical evidence for assessment comes from the experience and knowledge gained in the workplace.

Programme delivery therefore is site-specific to the workplace with some variation dependent on ākonga and employer modes of delivery needs.

10. Programme review

Programme Approval Criterion 7: Programme review

Provider Accreditation Criterion 4: Programme review

Processes and procedures to review programme performance and monitor improvements following reviews

Te Pūkenga - EarnLearn programmes are subject to ongoing evaluation of individual courses as well as the entire programme. Evaluations include programme stakeholders such as ākonga, employers, training advisors, providers and other industry stakeholders.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga - EarnLearn. Therefore, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga - MITO's quality assurance

23

framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga - MITO is held accountable to its ākonga, employers, funding bodies, quality assurance bodies and other interested parties through internal and external evaluation processes which include some or all of the following:

- Ākonga generated course evaluation
- Programme evaluation and annual reporting
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry advisory group engagement

Refer supporting documentation folder:

1. EarnLearn QMS Section 5.3
3. Te Pūkenga QMS Section 5.3

Supporting documents:

☒ Relevant policies and procedures from the QMS

☒ Evidence of quality assurance approval of the programme assessments

11. Consistency of Graduate Outcomes

Policies and procedures in place to assure and participate in the monitoring of consistency of qualification achievement by ākonga

Te Pūkenga work-based learning business divisions will participate in the monitoring of consistency of graduates in line with the qualifications graduate profile outcomes (GPO). Consistency review evidence will comprise programme reviews, quality assurance activities, destination data, graduate and employer feedback, and where appropriate for the programme high level industry feedback/endorsement.

Feedback from graduates and employers will be obtained through tools such as surveys that are based on the GPOs. This feedback will be analysed to ensure the requirements of the GPOs are being met. Graduate destination data is collected, reviewed and analysed to gain an understanding of the graduate destination and how ākonga are benefited through completion of the programme.

Refer supporting documentation folder:

1. EarnLearn QMS Section 5.3

Supporting documents:

☒ Relevant policies and procedures from the QMS

24

Appendix 1 - Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

OPERATE SAFELY IN THE SCAFFOLDING INDUSTRY						
Course code	ST301		Level	3	Credits	19
Pre-requisites	NIL		Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)					
Total learning hours			190			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Extramural and/or Work-based					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to operate safely as an ākonga and an employee in the scaffolding industry.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Manage first aid in an emergency situation *5 credits*	• Provide basic life support • Manage a foreign body airway obstruction • Manage first aid for life-threatening bleeding • Provide first aid management for a person in shock • Provide first aid • Manage first aid in an emergency situation for a minimum of two people.	Learning outcome will be assessed against US 6400, 6401 and 6402
2. Use safety harness system when working at height in a scaffolding context *4 credits*	Scaffolding context • Overview of the structure of scaffolding organisations in New Zealand (such as SARNZ) • Typical break times and hours of work in the scaffolding industry • Study skills, understanding how you learn and ways to make learning happen beyond the classroom. Safety harness systems	Learning outcome will be assessed against US 23229

25

	- Hazards associated with wearing a safety harness and associated equipment - Different fall hazards and the relevant terminology, including - fall restraint, fall arrest, free fall, suspension intolerance, working at height and unprotected edges - Potential faults and non-compliance of personal equipment including, non-registered equipment and damage to harnesses, lanyards, shock absorbers, type one fall arrestor, type two fall arrestor and connectors - Primary hazards associated with the use of a safety harness and associated equipment and associated control strategies, such as - suspension intolerance, fall restraint and work positioning versus fall arrest, pendulum effect and fall clearance - Different safety harness system/s and the heights they are designed to be utilised at. Such as different characteristics, advantages and limitations of various systems; job requirements; work environment mobility; number of workers; access and egress - Different equipment associated with safety harness systems/s in terms of the height work to be undertaken. Including fixed and adjustable length lanyards, retracting and twin tail lanyards, karabiners, slings, and ropes - Testing and certification requirements for safety harnesses and associated height safety equipment - Compliance requirements of safety harnesses and associated equipment in terms of recording requirements - Confirm a rescue plan with work supervisor	

26

	• The different roles of individuals involved in the rescue plan • Checking and fitting safety harness systems • Identification of parts of a safety harness and checking for faults, wear and functionality • Check and confirm the lanyard as appropriate for the task in accordance with manufacturer's specifications and industry procedures • Fit and use a safety harness system • Choose and confirm the safety of possible hook-on points and optimum hook-on points • Attach lanyard in a safe manner to, and detached from, anchor points during movement at height • Minimising the risks to others while using a safety harness system during movement at height.	
3. Use, install and disestablish temporary proprietary height safety systems when working at height in a scaffolding context *4 credits*	Scaffolding context • Principles of working in a team and the expectations of employers • Time management, importance of punctuality and what personal activities are acceptable in the workplace • Care of organisation equipment and reputation. Height Safety Systems • Potential anchor points and preparation for installing a temporary proprietary height safety system • Identifying and confirming safe proprietary fall arrest system anchor points from written plans and/or with the work supervisor • Ratings, direction of loading and anchor point limitations • Accessing anchor points progressively and checking for condition and currency	Learning outcome will be assessed against US 15757

27

	- Selecting and checking equipment - Installing horizontal and vertical temporary proprietary height safety systems - Hazards associated with system installation and developing a suitable work method to ensure safety, including restricted access, safe working distance from edges, security of footing, potential fall hazards - Selecting and rigging slings and compatible hardware - Application of slinging - Installing proprietary fall arrest systems - Appropriate use of temporary proprietary height safety systems such as for work positioning system, fall arrest system in restraint mode, proprietary horizontal or vertical safety system, temporary horizontal or vertical safety system, personal fall arrest rope grab system, inertia reel system, inertia reel systems with a handle or winch for retrieval - Assess and take steps to control hazards associated with the system, such as - system access, fall clearance, connection to system, pendulum effect - Demonstrate under supervision, the actions required of a user in retrieval of a worker trapped within the height safety system - Utilise and detach the temporary proprietary fall arrest system - Disestablish temporary proprietary height safety systems - Assess hazards and develop a suitable work method to ensure safety	

28

	• Unload the system in accordance with workplace procedures • Access anchor points progressively and check for condition • Disestablish the temporary proprietary fall arrest system • Disestablish, check for flaws, log and store equipment in accordance with workplace procedures • Report flaws in equipment and anchors to the work supervisor in accordance with workplace procedures.	
4. Load and unload a scaffolding vehicle *4 credits*	• Planning loading of scaffolding equipment – characteristics of scaffolding as a load, equipment, sequence, types of load restraints, documentation • Mathematics to calculate weight and dimensions • Follow a load plan to load a scaffolding vehicle • Legal requirements when transporting scaffolding equipment • Establishing loading requirements of the vehicle • Stack and prepare different scaffolding equipment ready for transport • Options for securing scaffolding equipment on the on the vehicle and how to • Options for lifting equipment and their advantages and disadvantages • Establishing suitability and load levels of slings and other equipment for lifting • Types of ropes, slings, shackles and lifting equipment • Different knots and practical tying of ropes • Prechecks of lifting equipment • Secure stacks appropriately prior to lifting • Securing slings and chains ready for lifting	Learning outcome will be assessed against US 1753

29

	• Lifting items onto a vehicle and appropriately restraining and securing on the vehicle • Unloading of vehicles.	
5. Use and maintain scaffolding hand and portable power tools *2 credits*	• Identifying, selecting and safe use of hand tools for scaffolding • Potential safety hazards in using hand tools and power tools and methods for minimising risk • Importance of SOPs and manufacturers guidelines • Maintenance, care of, storage and correct use of hand tools, including identification of faulty • Select, carry out pre sue checks and use portable power tools for scaffolding • Maintenance, cleaning, storage and care of power tools used in scaffolding • Use of hand and power tools • Electrical safeguard and processes, such as tagging, guarding, residual current devices, isolating transformers, monitored earth circuits and double insulated tools.	Learning outcome will be assessed against US 19622

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

30

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
6400	Manage first aid in an emergency situation	2	3
6401	Provide first aid	1	2
6402	Provide basic life support	2	2
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	4	3
23229	Use safety harness system when working at height	4	3
1753	Load and unload a goods vehicle	4	3
19622	Use and maintain scaffolding hand and portable power tools	2	3

The following standard is optional and may be included depending on ākonga, employer and regional needs. Successful completion of the optional standard is not required for course completion.

Std no.	Title	Credits	Level
4249	Describe obligations as an employee	3	1

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

31

LEGISLATION FOR SCAFFOLDING					
Course code	ST302	Level	3	Credits	15
Pre-requisites	NIL	Co-requisites	NIL		
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		150			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills, and attributes to understand and apply legislative and health and safety principles relating to operating as a safe and effective scaffolder.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation *3 credits*	• The importance of health and safety in the workplace • The difference between a hazard and a risk • An introduction to relevant health and safety legislation in New Zealand • The purpose of the Health and Safety at Work Act 2015 • Documentation that supports health and safety in the workplace such as, approved codes of practice, good practice guides, industry rules and standards, standard operating procedures, permits to work, manufacturers' guidelines, and safe work instruments • The role of the health and safety regulator • The role of the workplace health and safety workplace representative • What different organisation staff ''are' and their duties. Including PCBU, officers and workers	Learning outcome will be assessed against US 30264

32

	• How the above people support health and safety in the scaffolding workplace • How the duties can be applied in practical scaffolding • Ways that individual people can keep themselves safe in the workplace, including PPE, training etc • The role of workplace health and safety committees.	
2. Demonstrate knowledge of workplace health and safety culture and practices *6 credits*	• Different types of workplace health and safety practices, there purpose and when they are used, such as - permits to work, industry guidelines, manufacturer's specifications, standard operating procedures, job safety analysis, the selection and use of personal protective equipment, signage, inductions and training. Including both Heath examples and Safety examples • The process for health and safety reporting in a workplace. (Including incidents, accidents, personal pain, defective equipment identification of new hazards etc) • What constitutes notifiable work and notifiable events, and the process for reporting these to the New Zealand health and safety regulator • Principles of effective communication • Communicating effectively in the workplace including effective receiving of information • The importance of and methods for effective communication mediums and methods with peers, management and site visitors and others in relation to health and safety work practices	Learning outcome will be assessed against US 30266

33

	• Methods of participation and consultation in the workplace. Such as decision making in health and safety matters, health and safety representatives, health and safety committees, team meetings, emails, development and review processes for health and safety • Barriers to communication that can impact health and safety in the workplace • Strategies to reduce the impact of communication barriers. Such as establish and maintaining report, avoiding offence, acknowledging peers, conversation flow, non-verbal cues, giving and seeking information, awareness of language barriers, checking of understanding • What a positive workplace culture looks like and why it is important • Factors that can negatively impact a workplace health and safety culture • How workers and management can positively influence the workplace health and safety culture.	
3. Interpret and apply health and safety legislative requirements to scaffolding work *3 credits*	• The responsibilities of scaffolders under the Health and Safety at Work Act 2015 • Hazard management procedures for scaffolding such as working near powerlines • Training and competency requirements for scaffolders in New Zealand • The requirements of and completion of the scaffolding industry health and safety risk management documentation	Learning outcome will be assessed against US 19620

34

	• PPE for the scaffolding industry, different options, strengths and weaknesses. Including hard-hats, boots, clothing, eye protection, hearing protection, safety lines, belts and harness • Inspection and maintenance of PPE • Methods of protecting the public when near scaffolding and legislative requirements that relate to public protection in the scaffolding industry • Importance of structure compliance and what to look for, including completing an inspection.	

4. Interpret and apply legislative requirements in the design of scaffolding works
3 credits
	• Identification of guidelines for carrying out inspections and following of best practice in inspection processes
	• Complete and process scaffolding industry inspection documentation.
	• Complete and process scaffold hand-over certificates
	• Legislative requirements that relate to
	   ○ scaffold design.
	   ○ duty loadings in scaffold design and critical dimensions. Including – structure to scaffold, guard rails, deck heights and deck widths
	   ○ scaffold foundations including for flat and sloping ground
	   ○ scaffold bracing including longitudinal bracing, transverse bracing and plan bracing. Including the uses and limitations of base jacks, rakers, and outriggers in terms of their practical application to the scaffolding industry.
		Learning outcome will be assessed against US 19621

35

	- design of scaffolding tie systems. - access routes. - different scaffolding types. Including mobile scaffolding - cantilevered scaffolds and their practical application - hanging scaffolds and their practical application - suspended scaffolds and their practical application • Legislative requirements and manufacturer instructions for - scaffolding and practical application for scaffolding - tube and coupler scaffolding and their practical application in the New Zealand scaffolding industry • Legislative requirements relating to proprietary scaffolding systems built outside of manufacturer instructions • Legislative requirements for - roof edge protection and their practical application - scaffolds over other structures such as - verandas, gantries and rooves, and scaffolding accessories and their practical application - lifting appliances and the practical implications and application - ginny wheels - the inspection of scaffolding equipment such as planks, fittings and other components	

36

	o other scaffolding industry equipment inspection and how this is applied.	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes . This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
30264	Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation.	3	3
30266	Demonstrate knowledge of workplace health and safety culture and practices	6	3
19620	Interpret and apply health and safety legislative requirements to scaffolding work	3	3
19621	Interpret and apply legislative requirements in the design of scaffolding works	3	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change

37

67

0.1	NZQA		New course

38

PROPRIETARY SCAFFOLDING					
Course code	ST303	Level	3	Credits	22
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		220			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively prepare to build, build, inspect, dismantle and prepare for transport, proprietary scaffolds, including mobile scaffolds.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Perform basic calculations used in scaffolding *2 credits*	- The importance of mathematics for scaffolding - Revising of addition, subtraction, multiplication and division - Converting fractions to decimals and percentages and vice versa - Using different calculator functions - Rounding of numbers – what is acceptable for scaffolding - Estimating and measuring length and height - Calculating area and volume - Converting metric units for scaffolding including metres to mm and vice versa - Convert kilograms to tonnes and vice versa - Interpret tables such as from manufactures guidelines - Interpret scaffolding related graphs	Learning outcome will be assessed against US 30692

39

2. Base out proprietary frame scaffolding *4 credits*	• Position and stand frames for multiple-bay for proprietary frame scaffolds • Install and identify situations for the bracing of proprietary frame scaffolds • Install working platforms for proprietary frame scaffolds • Check that the structure is compliant.	Learning outcome will be assessed against US 20859
3. Base out individual component proprietary scaffolding *6 credits*	• Position and stand standards for individual component proprietary scaffolding • Position and attach ledgers, transoms, and braces for individual component proprietary scaffolding • Fit and secure platform components for individual component proprietary scaffolding • Check that the structure is compliant	Learning outcome will be assessed against US 20860
4. Erect and dismantle standing proprietary scaffolding *6 credits*	• Install working platforms • Follow operational procedures while erecting subsequent components • Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Dismantle proprietary scaffolding • Safely carry out scaffolding tasks including while working at heights.	Learning outcome will be assessed against US 23227
5. Erect and dismantle mobile scaffolding *4 credits*	• Check the stability of mobile scaffolding • Establish a safe area on the next working lift • Build the working lift • Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Ready the lift above • Dismantle mobile scaffolding • Safely carry out scaffolding tasks including while working at heights.	Learning outcome will be assessed against US 23225

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

40

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
30692	Perform basic calculations used in a given trade situation	2	2
20859	Base out proprietary frame scaffolding	4	3
20860	Base out individual component proprietary scaffolding	6	3
23227	Erect and dismantle standing proprietary scaffolding	6	3
23225	Erect and dismantle mobile scaffolding	4	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			

41

71

42

TUBE AND COUPLER SCAFFOLDING						
Course code	ST304		Level	3	Credits	45
Pre-requisites	NIL		Co-requisites	NIL		
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)					
Total learning hours			450			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect, dismantle and prepare for transport, tube and coupler scaffolds.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Base out tube and coupler scaffolding *10 credits*	• Position and stand standards for tube and coupler scaffolding • Position and attach ledgers, braces, transoms and putlogs for tube and coupler scaffolding • Fit planks for tube and coupler scaffolding • Check that the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report	Learning outcome will be assessed against US 20858
2. Base out returns for tube and coupler scaffolding *8 credits*	• Position and stand standards for tube and coupler scaffolding • Position and attach ledgers, braces, transoms and putlogs for tube and coupler scaffolding • Fit planks for tube and coupler scaffolding • Check that the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report	Learning outcome will be assessed against US 23223
3. Erect and dismantle standing tube and coupler scaffolding *10 credits*	• Establish a safe area on the next working lift • Build the working lift	Learning outcome will be assessed against US 23224

43

	• Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Ready the lift above • Dismantle tube and coupler scaffolding • Safely carry out scaffolding tasks including while working at heights	
4. Use tube and coupler in standing proprietary scaffolds *6 credits*	• Use tube and coupler to create ties in standing proprietary scaffolds • Calculating loads for different scenarios and actual structures • Selecting the type of ties and equipment and fittings to be used in different situations • Identify situations when an engineer's certificate may be required when tying to structure • Use tube and coupler to create rakers in standing proprietary scaffolds • Calculate the angle and length of each raker • Identify and use correct application process for check fittings • Managing different ground conditions and any packing needed under raker • Use tube and coupler appropriately to create guardrails and midrails in standing proprietary scaffolds • Making safe and appropriate platforms to work form • Principles of and use of tube and coupler to link towers in standing proprietary scaffolds • Use of tube and coupler to provide additional bracing in standing proprietary scaffolds	Learning outcome will be assessed against US 19623
5. Design, erect, and dismantle scaffolding ties *6 credits*	• Types of scaffolding ties and their use including rigid ties, box ties, lip/opening ties, reveal ties • The advantages and disadvantages of different ties	Learning outcome will be assessed against US 23715

44

73

	• Maximum recommended tie spacing and where a situation means the maximum recommended tie spacing cannot be complied with. (Plan bracing at the level of the tie, additional transverse bracing, increasing the base width of the scaffold, raker tubes and/or raker bays • Bracing options such as - plan bracing at the level of the tie, additional transverse bracing, increasing the base width of the scaffold • Design ties as part of scaffold plans including rigid ties, box ties, lip/opening ties, reveal ties. • Ascertaining the nature and integrity of the supporting structure • Designing the optimum type/s of ties to be used • Design and justify the optimum placement of ties. Such as the type of tie/s used, recommended spacing, the nature of the scaffold and any additional attachments, the nature and integrity of the supporting structure, optimum attachment points and their condition, the length and strength of fixing components, the nature and placement of additional bracing. • Draw scaffold plans incorporating ties • Erect ties and complete Good Practice Guidelines (GPG)inspection reports. Including, rigid ties, box ties, lip and/or opening ties, reveal ties. • Erect and fit ties to scaffolds and check ties for compliance in relation to the Good Practice Guidelines (GPG) inspection report, the scaffold plan and, where applicable, engineer's requirements.	

45

	• Test anchors used for ties in accordance with the good practice guidelines (GPG) and complete inspection reports • Make changes where structure is not compliant ensure compliance and amend the Good Practice Guidelines (GPG) inspection report accordingly • Dismantle scaffolding ties and repair attachment points	
6. Plan and prepare for the erection of scaffolding *5 credits*	• Confirming the purpose of different scaffolding to be built • Determine the duty load for the scaffold (light, medium, heavy, special duty) • Confirm the parameters of scaffolding to be erected on site (Length, height, width) • Identify on-site hazards associated with the erection of the proposed scaffold and completion of the required safety documentation • Scaffold design protocols including drawing to scale • Sketching of plans for the erection of the proposed scaffold and scheduling of the transport of equipment necessary for the erection of the scaffold • Sketch plans for the erection of proposed scaffold for specific sites • Establishing the height of the required working platforms from the top down, and • record the findings on the scaffolding plan • Establishing the height of the required base lift and record the information on the scaffolding plan • Establish the intermediate lift heights and record the information on the scaffolding plan • Assess and develop a schedule for the transport of equipment necessary for the erection of the scaffold.	Learning outcome will be assessed against US 20856

46

	• Compile a loading priority list for the erection of the scaffold. • Schedule transport for the moving of equipment to the scaffold site	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
20858	Base out tube and coupler scaffolding	10	3
23223	Base out returns for tube and coupler scaffolding	8	3
23244	Erect and dismantle standing tube and coupler scaffolding	10	3
19623	Use tube and coupler in standing proprietary scaffolds	6	3
23715	Design, erect, and dismantle scaffolding ties	6	4
20856	Plan and prepare for the erection of scaffolding	5	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change

47

77

0.1			

48

OPERATE WITH COMMERCIAL COMPETENCE IN GENERAL SCAFFOLDING					
Course code	ST305	Level	3	Credits	19
Pre-requisites	NIL	Co-requisites	NIL		
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		190			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills, and attributes to enable them to lead a commercially competent team of scaffolders and be eligible to apply for their Elementary Certificate of Competence in Scaffolding.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding *8 credits*	• Checking and confirming scaffold structure, platforms, and edge protection are fit for purpose and completed according to erection and dismantling method to be used • Checking the stability of scaffolding, minimum base dimension and if tie/support to existing structures prior to accessing the lift above is required • Completion of required stability/support work • Identification of a safe access point to the lift above • Manage the risk of falling objects and establish an exclusion zone • Planning a safe method for erection and dismantling of the next lift. Such as tunnelling method, progressive erection and advance guardrails. • Use a safety harness for the erection and dismantling of scaffold • Identify situations where a safety harness must be attached	Learning outcome will be assessed against US 20861

49

	- Identify the correct points of attachment on the scaffold in preferential order - Prepare components on a lift for passing to the lift above or below, including by lifting bag, handline, ginwheel and handballing - Establish a safe zone for the passing of components to the lift above or below - Establish the sequence for the passing of components to the next Safely access the lift above or below - Different methods of access to the next lift in preferential order - Identify the preferred method of access to the next lift and make any modifications necessary to accommodate this method. - Access the next lift above or below safely - Use proprietary advance guardrails for erecting and dismantling of scaffolds. - Install full edge protection progressively before moving advance guardrails. - Install guardrails progressively from working platform lift below finished working platform. - Identify methods of installing guardrails from lift below or above, such as dummy lift, scaffolders step, hop up brackets with single deck. - Demonstrate progressive erection and dismantling - Install decks to lift above and secure for erecting. - Install kickboards and secure for erecting. - For dismantling, keep kickboards in place until all stacked items are lowered for dismantling - Install edge protection using tunnelling or scaffold safe zone including - erect initial guardrail, erect stop end, erect mid-rails and kickboards, dismantling the mid-rails, kickboards, stop ends and guardrails to ensure minimal exposure to falls.	

50

2. Complete a scaffolding inspection compliance report *4 credits*	• Principles of and practical confirmation of the stability of scaffold • Importance of and principles of inspecting scaffolding • Inspect standing scaffolding • Complete an inspection compliance report for tube and coupler, and proprietary scaffolding • Follow up from completing an inspection including identification, recording, and recommending remedial action to any non-compliant aspects of an inspected scaffold	Learning outcome will be assessed against US 23228
3. Erect and dismantle proprietary falsework *4 credits*	• The purpose and types of falsework • Practical building of false work • Identify the load to be supported in accordance with the manufacturer specifications or falsework design. Including dead loads, live loads, environmental loads and safe working loads (SWL) • Confirm the load capacity of proprietary falsework system to ensure the structure will not be overloaded • Confirm ground load bearing capacity and manufacturer instructions • Base out false work appropriately • Ready proprietary falsework for the next lift • Install temporary platform and edge protection. • Access the lift above internally, or via an external ladder and gate. • Fit and brace proprietary falsework. • Fit U head jacks and header beams as required by the falsework plan. • Brace the structure. Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report	Learning outcome will be assessed against US 23226

51

	• Make changes where structure is not compliant to ensure compliance and amend the GPG inspection report accordingly. • Appropriately dismantle proprietary falsework in a progressive manner	
4. Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite *3 credits*	• Core principles of leadership and leading others • Different leadership styles and strategies to help effective leadership • The role of a scaffolding team leader such as – job organisation, job safety, documentation, accountability, issuing instructions, production, work performance, quality control, on-job training • The role of a scaffolding team leader in terms of on-site authority • Employer expectation of scaffolding team leader's performance around productivity, safety, personal image, company image, and good housekeeping • Workforce expectation of scaffolding team leader's performance in terms of clear instructions, fair treatment, encouragement, delegation, setting an example and feedback • Practical leading of a team • Utilising different communication techniques for different scaffolding staff (Including oral and written) • Consideration of different cultures and their communication styles • Regional Tikanga and how this relates to the scaffolding industry • How to encourage and motivate staff • The importance of and ways to maintain positive workplace relationships. Sustainability issues of relevance that • the ākonga may be aware of	Learning outcome will be assessed against US 30628

52

	• their company may be addressing
	• the industry is addressing and how
	    ○ example: SARNZ and plastic recycling
	    ○ appropriate sourcing of scaffolding equipment
	• consideration of fleet emissions.	

5. Complete the capstone assessment	• Design, build, and inspect allocated scaffolds (within the Elementary Certificate of Competence permissions) to meet the design brief and Good Practice Guidelines (GPG) requirements within commercially competent timeframes.	Learning outcome will be assessed against Certificate of Competence requirements

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
20861	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding	8	3
23228	Complete a scaffolding inspection compliance report	4	3
23226	Erect and dismantle proprietary falsework	4	3

53

30628	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite	3	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

54

Appendix 2 - Unit standards aligned to GPOs:

			GPO 1	GPO 2	GPO 3	GPO 4	GPO 5
			Apply safe work practices while working at heights in accordance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Load, secure and unload scaffolding equipment on a commercial vehicle.	Lead a small team to complete elementary scaffold works.	Inspect scaffolding equipment, and erect, alter, dismantle, and inspect a simple scaffold structure in a variety of systems including tube and coupler.	Apply industry knowledge to calculate loadings and design simple scaffold structures in a variety of systems including tube and coupler, to meet client requirements.
Course Name	Course Aim & Outcomes	Credits	30	5	5	70	10
		Assessment					
ST301 **Operate safely in the scaffolding industry** *19 Credits*	The aim of this course is to develop ākonga knowledge, skills and attributes to operate safely as an ākonga and an employee in the scaffolding industry.	All learning outcomes must be achieved to pass the course.					
	LO1 Manage first aid in an emergency situation	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standards 6400. Level 3, 2 credits; 6401. Level 2, 1 credit; 6402, Level 2, 2 credits	5				
	LO2 Use safety harness system when working at height in a scaffolding context	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23229, Level 3, 4 credits	4				
	LO3 Use, install and disestablish temporary proprietary height safety systems when working at height in a scaffolding context	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 15757, Level 3, 4 credits	4				
	LO4 Load and unload a scaffolding vehicle	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 1753, Level 3, 4 credits		4			
	LO5 Use and maintain scaffolding hand and portable power tools	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19622, Level 3, 2 credits	2				
ST302 **Legislation for scaffolding** *15 Credits*	The aim of this course is to develop ākonga knowledge, skills, and attributes to understand and apply legislative and health and safety principles relating to operating as a safe and effective scaffolder.	All learning outcomes must be achieved to pass the course.					
	LO1 Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30264, Level 3, 3 credits	3				
	LO2 Demonstrate knowledge of workplace health and safety culture and practices	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30266, Level 3, 6 credits	4		2		
	LO3 Interpret and apply health and safety legislative requirements to scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit	3				

55

				Apply safe work practices while working at heights in accordance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Load, secure and unload scaffolding equipment on a commercial vehicle.	Lead a small team to complete elementary scaffold works.	Inspect scaffolding equipment, and erect, alter, dismantle, and inspect a simple scaffold structure in a variety of systems including tube and coupler.	Apply industry knowledge to calculate loadings and design simple scaffold structures in a variety of systems including tube and coupler, to meet client requirements.
		work	Standard 19620, Level 3, 3 credits					
	LO4	Interpret and apply legislative requirements in the design of scaffolding works	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19621, Level 3, 3 credits					3
ST303 **Proprietary scaffolding** *22 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively prepare to build, build, inspect, dismantle and prepare for transport, proprietary scaffolds, including mobile scaffolds.*	*All learning outcomes must be achieved to pass the course.*					
	LO1	Perform basic calculations used in scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30692, Level 2, 2 credits	2				
	LO2	Base out proprietary frame scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20859, Level 3, 4 credits				4	
	LO3	Base out individual component proprietary scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20860, Level 3, 6 credits				6	
	LO4	Erect and dismantle standing proprietary scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23227, Level 3, 6 credits				6	
	LO5	Erect and dismantle mobile scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23225, Level 3, 4 credits				4	
ST304 **Tube and coupler scaffolding** *45 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect, dismantle and prepare for transport, tube and coupler scaffolds.*	*All learning outcomes must be achieved to pass the course.*					
	LO1	Base out tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20858, Level 3, 10 credits				10	
	LO2	Base out returns for tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23223, Level 3, 8 credits				8	
	LO3	Erect and dismantle standing tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23224, Level 3, 10 credits				10	

56

				Apply safe work practices while working at heights in accordance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Load, secure and unload scaffolding equipment on a commercial vehicle.	Lead a small team to complete elementary scaffold works.	Inspect scaffolding equipment, and erect, alter, dismantle, and inspect a simple scaffold structure in a variety of systems including tube and coupler.	Apply industry knowledge to calculate loadings and design simple scaffold structures in a variety of systems including tube and coupler, to meet client requirements.
	LO4	Use tube and coupler in standing proprietary scaffolds	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19623, Level 3, 6 credits				6	
	LO5	Design, erect, and dismantle scaffolding ties	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23715, Level 4, 6 credits				4S	2
	LO6	Plan and prepare for the erection of scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20856, Level 3, 5 credits		1			4
ST305 **Operate with commercial competence in general scaffolding** *19 Credits*		*The aim of this course is to develop ākonga knowledge, skills, and attributes to enable them to lead a commercially competent team of scaffolders and be eligible to apply for their Elementary Certificate of Competence in Scaffolding.*	*All learning outcomes must be achieved to pass the course.*					
	LO1	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20861, Level 3, 8 credits	3			5	
	LO2	Complete a scaffolding inspection compliance report	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23228, Level 3, 4 credits				3	1
	LO3	Erect and dismantle proprietary falsework	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23226, Level 3, 4 credits				4	
	LO4	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30628, Level 3, 3 credits			3		
	LO5	Complete the capstone assessment	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of the Elementary Certificate of Competence	✓		✓	✓	✓

57

TE OHU WHAKAHAERE CRITIQUE OF PROPOSED LEVEL 1 – 6 PROGRAMME DEVELOPMENT

Te Pūkenga

PROGRAMME PROPOSAL

Title:	3708-2 New Zealand Certificate in Scaffolding (General) (Level 3)			
Level:	3	Credits	120	
QA reviewer		Ohu reviewer/s		

Each programme document includes a number of sections which are pre-formatted with the same wording for all programmes. Therefore it is recommended that Ohu Whakahaere-Approvals members spend minimum time reviewing these sections:

1. Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes
2. Te Hono o te Kahurangi | Qualification Details
4. Te Kawenga o te Hōtaka | Programme Delivery
6. Aromatawai me te Whakataurite | Assessment and Moderation
8. Aromatawai-kiritahi, Aromātai me te Arotake | Self-assessment, Evaluation and Review

The following sections should be checked by Ohu Whakahaere- Approvals members. For some sections the programme specific information is found in an appendix. Where indicated please refer to the relevant appendix.

HE RARAUNGA MATUA ā-TOHU, ā-HōTAKA AKO | KEY DATA FOR QUALIFICATION AND PROGRAMME

Criteria	QA	Ohu	Comments
The qualification credits, level and version are correct	☐	☐	
The programme credits and level match the qualification	☐	☐	
The title of the programme is an accurate representation of the qualification it leads to	☐	☐	
The Graduate Profile Outcomes match those in the qualification	☐	☐	
The New Zealand Standard for Classification of Education (NZSCED) matches the qualification as listed	☐	☐	

Te Pūkenga

3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa|Title, Aims, Learning Outcomes and Coherence

Criteria	QA	Ohu	Comments
The programme is clearly aligned to the qualification listed on the NZQCF	☐	☐	
The programme meets the relevant NZQA qualification definition and meets any conditions stipulated within the qualification	☐	☐	

5. Waeture ā-Hōtaka|Programme Regulations (follow link to Appendix 2)

Criteria	QA	Ohu	Comments
There are clear, relevant and appropriate regulations for:			
− Admission	☐	☐	
− Credit recognition and transfer	☐	☐	
− Programme length and structure	☐	☐	
The Admission and Entry requirements are appropriate for the level of study	☐	☐	
Any selection criteria are appropriate	☐	☐	
English language requirements are appropriate and aligned with NZQA rules (The Table)	☐	☐	
The programme's course structure and credit requirements accurately reflect the qualification and any strands	☐	☐	
If appropriate there are clear ākonga transition arrangements and no ākonga is being put at risk with the introduction of this proposed programme	☐	☐	n/a

7. Te Whakaaetanga me te Uiuitanga|Programme Acceptability and Consultation (follow link to Appendix 7)

Criteria	QA	Ohu	Comments
External Stakeholders consulted in the development of the proposal have been clearly identified by role and reason for inclusion	☐	☐	
The consultation summary clearly demonstrates the extent of the consultation	☐	☐	
The consultation clearly summarises the views of the stakeholders and the consideration and responses to those views	☐	☐	

Te Pūkenga

Criteria	QA	Ohu	Comments
- This includes a rationale for any feedback not integrated into the design and delivery			
There is evidence of when consultation occurred and at what stage of the process	☐	☐	
There is evidence of consultation through documentation and records	☐	☐	
There is evidence of consultation with each of the following groups:			Not categorised
- Māori	☐	☐	
- Pacific	☐	☐	
- Disabled	☐	☐	
- Kaiako	☐	☐	
- Employer / Industry (WDC)	☐	☐	
- Professional Body (where appropriate)	☐	☐	
- Ākonga (current and/or prospective)	☐	☐	

9. RAUEMI|RESOURCES (FOLLOW LINK TO APPENDIX 8)

Criteria	QA	Ohu	Comments
Collectively, the kaiako involved in the course:			
- are adequate in number and appropriately qualified for the outcomes of the course to be met; and	☐	☐	
- have experience and expertise in teaching, with regard to the proposed delivery modes	☐	☐	

APPENDIX 3: NGĀ HUA O TE AKO ME TE HĀNGAI KI NGĀ PUTANGA AKO A TE TAUIRA | LEARNING OUTCOMES AND ASSESSMENT MAPPED TO GRADUATE PROFILE OUTCOMES

Criteria	QA	Ohu	Comments
There is a matrix that clearly shows how course learning outcomes map to the qualification(s) graduate profile	☐	☐	
Aim and learning outcomes match those in the corresponding course descriptor	☐	☐	
GPO's are mapped against appropriate learning outcomes and align with credit values	☐	☐	

APPENDIX 4: AKORANGA|COURSES

Criteria	QA	Ohu	Comments
The level of the courses is:			
- Appropriate to the level of study	☐	☐	
- Appropriate to the learning outcomes of the course	☐	☐	

Te Pūkenga

- Appropriate to ākonga progression through the programme	☐	☐	
The credits/EFTS of the courses are:			
- Appropriate to the level of study	☐	☐	
- Appropriate to the learning outcomes of the course	☐	☐	
Assessment standards associated to the course are clearly identified	☐	☐	
The Aim of the course is concise, clear, and explicit with what ākonga should expect to do and gain by completing this course	☐	☐	
Learning outcomes describe the specific knowledge, skills, understanding and application ākonga will achieve through each component of the programme.	☐	☐	
– Learning outcomes must:			
be consistent with and demonstrate how ākonga achieve programme aims and the qualification outcome statement	☐	☐	
be measurable and achievable, and integrated to provide a balanced and logical programme of learning	☐	☐	
be presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills, understanding and application	☐	☐	
use level appropriate language consistent with Bloom's taxonomy	☐	☐	
Any pre-requisites are appropriate, logical, and necessary for ākonga to be adequately prepared for the course	☐	☐	
Content is appropriate to the aim, learning outcomes and level of the course	☐	☐	

OTHER COMMENTS:

INTERNAL CRITIQUE OF PROPOSED LEVEL 1 – 6 PROGRAMME DEVELOPMENT

Internal Critique of Proposed Level 1 – 6 Programme development

It is to give confidence to Te Ohu Whakahaere - Approvals

Te Ohu Whakahaere – Approvals is responsible for approving all applications that go to NZQA, TEC and external approval bodies on behalf of Te Poari Akoranga. There are a number of rules, requirements and conditions – both external and internal – that must be met within the design and development of the programme – and translated into the content of the curriculum document. If the responses are not robust and clear – then there will be delays to the approval process as the relevant approval body stops the assessment to request further information.

Te Ohu Whakahaere - Approvals requires appropriate experts to undertake a robust critique on their behalf to give confidence to Te Ohu Whakahaere - Approvals that the proposed programme: has academic integrity and quality, will provide ākonga and other stakeholders with both a qualification and an experience; aligns to Te Pūkenga frameworks; meets the requirements and conditions of NZQA and TEC, and ultimately upholds the reputation of Te Pūkenga.

Te Pūkenga

PROGRAMME PROPOSAL

Title:	New Zealand Certificate in Scaffolding (General) (Level 3)		
Level:	3	Credits	120
Reviewer Details	Harry Leder		

PROGRAMME SUMMARY DATA

Criteria	Confirm	Comments
The programme details table is complete and accurate	☒	
The credits, level and total learning hours are clearly defined and meet the [requirements of the NZQF](#)	☒	
The title of the programme is an accurate representation of the qualification it leads to	☐	
The EFTS, credits and total hours align and are appropriate for a programme that leads to the related qualification	☐	
The appropriate programme code has been assigned	☐	
The New Zealand Standard for Classification of Education (NZSCED) matches the qualification as listed	☐	
The teaching hours table is coherent, the total hours add up to the appropriate hours, and total course descriptor hours equal programme hours	☐	

2. NGĀ TAITARA, NGĀ WHĀINGA, NGĀ HUA O TE AKO ME TE WHAKAKAUPAPA|TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

Criteria	Confirm	Comments
The programme is clearly aligned to the qualification listed on the NZQF	☐	
The programme meets the relevant NZQA qualification definition and meets any conditions stipulated within the qualification	☐	
Any additional programme requirements (e.g. noho marae, work placements etc.) relate and contribute to the achievement of the graduate profile outcomes and do not unnecessarily hinder ākonga success	☐	
The structure of the programme meets the relevant qualification credit requirements	☐	
The programme is made up of components structured in a coherent way to achieve the qualification outcomes, and any assessment	☐	

Te Pūkenga

standards are appropriate to the programme and relevant to the qualification outcomes		

3. TE KAWENGA O TE HŌTAKA|PROGRAMME DELIVERY

Criteria	Confirm	Comments
The programme is structured to achieve qualification outcomes and any strands. It clearly shows how components are designed to form a coherent programme which demonstrates:	☒	Clarify requirements for award of qual
– progression and integration of learning and assessment throughout the programme to meet the strategic purpose statement, outcome statement, level and credit value of the qualification	☒	
– that programme length and components are clearly defined and appropriate for the level of learning and the qualification outcomes	☒	
– modes of learning are appropriate to the learning outcomes	☒	
– requirements and regulations detailing how ākonga are eligible to enter into and progress through a programme and be awarded the qualification (including the award of any strands or qualifiers)	☒	Clarify requirements for award of qual
Any required workplace and education provider-based learning is identified	☒	
There is a system, structure and role that manages any required placements or work experiences and it is clear, robust and appropriate	☒	
All practical, field-based or work-based components, including research, that are based away from the stated delivery site, have been identified, described and are appropriate	☒	

4. TE WHAKAAETANGA ME TE UIUITANGA|PROGRAMME ACCEPTABILITY AND CONSULTATION

Criteria	Confirm	Comments
External Stakeholders consulted in the development of the proposal have been clearly identified by role and reason for inclusion	☒	
The consultation summary clearly demonstrates the extent of the consultation	☒	
The consultation clearly summarises the views of the stakeholders and the consideration and responses to those views - This includes a rationale for any feedback not integrated into the design and delivery	☒	
There is evidence of when consultation occurred and at what stage of the process	☒	

There is evidence of consultation through documentation and records	☒	
There is evidence of consultation with each of the following groups: - Māori - Pacific - Disabled - Kaiako - Employer / Industry (WDC) - Professional Body (where appropriate) - Ākonga (current and/or prospective)	☐ ☐ ☐ ☐ ☐ ☐ ☐	

5. Waeture ā-Hōtaka|Programme Regulations

Criteria	Confirm	Comments
There are clear, relevant and appropriate regulations for: − Admission − Credit recognition and transfer − Programme length and structure	 ☒ ☒ ☒	
The Admission and Entry requirements are appropriate for the level of study	☒	
Any selection criteria are appropriate	☐	n/a
English language requirements are appropriate and aligned with NZQA rules (The Table)	☒	
The programme's course structure accurately reflects the differing pathways within the programme	☒	
If appropriate there are clear ākonga transition arrangements and no ākonga is being put at risk with the introduction of this proposed programme	☐	n/a

6. Aromatawai me te Whakataurite|Assessment and Moderation

Criteria	Confirm	Comments
There is an appropriate framework around assessment	☒	
Assessment methods should be appropriate for the programme, modes of delivery, the level of learning and the learning outcomes assessed in each case.	☒	
Assessment schedules need to be appropriate for the programme.	☒	
The moderation processes should be appropriate to the programme and its delivery.	☒	
A draft Moderation Plan is included	☒	

Te Pūkenga

7. Aromatawai-kiritahi, Aromātai me te Arotake|Self-assessment, Evaluation and Review

Criteria	Confirm	Comments
There are processes for assessing the currency and content of the programme	☒	
There are adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification	☒	
There are adequate and effective processes for monitoring the quality of outcomes for ākonga and other stakeholders, and for reviewing programme regulations and content	☒	
There is an effective system for ensuring that the views of ākonga and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.	☒	

Rauemi|Resources

Criteria	Confirm	Comments
Collectively, the kaiako involved in the course:		
- are adequate in number and appropriately qualified for the outcomes of the course to be met; and	☒	
- have experience and expertise in teaching, with regard to the proposed delivery modes	☒	
Additional kaiako needs are identified where necessary and, if required, detailed recruitment and/or kaiako development plans appropriate to the programme implementation timetable are in place	☒	
The range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, are clearly identified, and:	☒	
- the necessary teaching facilities and physical resources are in place, or	☒	
- detailed development and acquisition schedules appropriate to the programme implementation timetable have been established	☒	
There is a sufficient number of appropriately qualified and/or experienced support kaimahi for the outcomes of the programme to be met.	☒	
Adequate and appropriate programme information, guidance and support systems are provided for ākonga.	☒	

Te Pūkenga

	Confirm	Comments
The financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.	☒	

GRADUATE PROFILE

Criteria	Confirm	Comments
There is a matrix that clearly shows how course learning outcomes map to the qualification(s) graduate profile	☒	

AKORANGA|COURSES

Criteria	Confirm	Comments
The level of the courses is:		
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
- Appropriate to ākonga progression through the programme	☒	
The credits/EFTS of the courses are:		
- Aligned (i.e. credits equate to EFTS)	☒	
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
Assessment standards associated to the course are clearly identified	☒	
The Aim of the course is concise, clear, and explicit with what ākonga should expect to do and gain by completing this course	☐	
Modes of delivery:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☐	
Teaching Learning Methods:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☒	
Learning outcomes describe the specific knowledge, skills, understanding and application ākonga will achieve through each component of the programme.	☒	
– Learning outcomes must:		
| be consistent with and demonstrate how ākonga achieve programme aims and the qualification outcome statement	☐	
| be measurable and achievable, and integrated to provide a balanced and logical programme of learning	☒	

Te Pūkenga

| be presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills, understanding and application	☒	
| use level appropriate language consistent with Bloom's taxonomy	☒	
Any pre-requisites are appropriate, logical, and necessary for ākonga to be adequately prepared for the course	☒	
Content is appropriate to the aim, learning outcomes and level of the course	☒	
Assessment is clear, appropriate and valid for the ākonga group and learning content	☒	
The Criteria to Pass the course makes sense within the context of the assessment and ensures that all learning outcomes are achieved before a pass is awarded	☒	
Specific Teaching and Learning Resources are identified	☐	

- (p.3/57) correct typo "Infrastrucure"

- (p.3/57) Update Ed Pathway so qual doesn't lead to itself

- (p.4-5/57) summarize and shorten "Entry requirements" in data sheet (to ≤2000 chars, text only) [datasheet =/= Regulations]

- (p.8/57) subcontracting – red flag?

- (p.8/57) correct: QAC to 41 (not 36); ISCED Level to 3 (not 5)

- (p.10/57) correct typo "compliation"

- Update ALL references (and links) to TKM from [Te Kawa Maiorooro 2023] to [Te-Kawa-Maiorooro-2024]

- (p.12/57) correct typo "liases"

- (p.12/57) missing text under heading 4, "Programme Approval Criterion 5: Regulations"? Heading 6 has the same name as heading 4, "Regulations"

- (p.13/57) Regulations need greater clarity around requirement for the award of the qualification

- (p.14/57) correct repeated word "standards"

- (throughout) correct
  "Pukenga" ➔ "Pūkenga";
  "Earnlearn" ➔ "EarnLearn"
  "Scaffolding Trade (Level 4)" ➔ "Scaffolding (Trade) (Level 4)"
  us23244 ➔ us23224

Te Pūkenga

- (p.18/57) correct "competenc" to "competence."

- (p.19/57) correct u/s name "11551, *Quality assure assessment*" to "11551, *Moderate assessment*"

- Non-standard Course coding (?)

- Add u/s version numbers to u/s tables in CDs
  add missing word "heavy" in us1753 title

-

**Programme Approval
and
Accreditation Document**

Programme of Study:

New Zealand Certificate in Scaffolding (Trade) (Level 4)

[xxxxxx-1]

Leading to the award of:

New Zealand Certificate in Scaffolding (Trade) (Level 4)

[NZQCF Ref: 3710-2]

**EarnLearn, a division of
Te Pūkenga**

1

He Raraunga Matua ā-Tohu, ā-Hōtaka Ako | Key Data for Qualification and Programme

Whakamanatanga	Application details	
Type of application and approval sought	Approval & Accreditation
NZQA application number	TBA
Proposed earliest start date	April 2024
Summary of changes (if applicable)	N/A
Tertiary Education Organisation information	
Name(s) of TEO	Te Pūkenga (New Zealand Institute of Skills and Technology)
TEO reference number(s) (EDUMIS)	6683
Te Pūkenga Business Divisions offering this programme	
8103 Te Pūkenga New Zealand Institute of Skills and Technology trading as EarnLearn	
6044 Te Pūkenga New Zealand Institute of Skills and Technology Work-Based Learning	
**Taipitopito Tohu	Qualification Information**	
Te nama o te tohu mātauranga	Qualification number	3710
Taitara Ingarihi	Qualification English title	New Zealand Certificate in Scaffolding (Trade) (Level 4)
Te putunga	Version number	2
Te momo tohu	Qualification type	New Zealand Certificate
Te kaupae	Level	4
Ngā whiwhinga	Credit	195
Whakaraupapa	NZSCED numerical abbreviation	040329
Whakaraupapa	NZSCED broad>narrow>detailed	Architecture and Building>Building>Scaffolding and Rigging
Te kaihanga tohu	Qualification	Waihanga Ara Rau Construction and Infrastrucure

2

developer	Workforce Development Council
Te rā arotake|Next review	30 November 2026
Te rautaki o te tohu|Strategic Purpose statement	The purpose of this qualification is to provide New Zealand with people who have attained elementary scaffolding skills. Graduates of this qualification will be able to work in a team and lead a team.
Ngā hua o te tohu|Graduate profile	Graduates of this qualification will be able to: 1. Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights. 2. Lead a team to complete complex scaffolding works. 3. Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand. 4. Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
Ngā huarahi mātauranga|Education pathway	This qualification leads to the New Zealand Certificate in Scaffolding (Trade) (Level 4) [Ref: 3710].
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki|Employment, Cultural, Community Pathway	Graduates of this qualification, once they have been issued with the Scaffolding Certificates of Competence (Elementary and Intermediate), may be employed in roles such as scaffolders and leading hand scaffolders in the commercial and residential construction, event, and industrial sectors.
Qualification conditions	The programme meets the qualification conditions as follows: 1. Entry into the programme requires an ākonga to be working in the scaffolding industry. 2. The programme builds competency to meet the Intermdiate Scaffolding Certificate of Competence and includes attaining a first aid certificate.

Taipitopito hōtaka|Programme information	
Taitara Ingarihi|Programme English title	New Zealand Certificate in Scaffolding (Trade) (Level 4)
Waehere hōtaka|Programme code (NZQA)	xxxxxx

3

Te putunga|Version number	1
Credits - Directory of Assessment Standards (DAS)	205
Credits - Te Pūkenga credits	0
Credits - Programme Total	205
Programme Aim	The aim of this programme is to develop scaffolders who can work efficiently and safely in the scaffolding industry carrying out the building, inspecting and dismantling of a range of simple and complex scaffolding structures and are competent to operate as qualified scaffolding tradespeople.. Simple scaffolding is limited to two straight rows of vertical standards with returns but does not include spur, hanging, or cantilever scaffolds. It includes a variety of proprietary scaffolds and falsework, as well as tube and coupler. Complex scaffolding includes scaffolds with more than two rows of standards, inclined load-bearing members, and curved scaffolds. It includes proprietary scaffold systems, as well as tube and coupler. Complex scaffolds included in this programme are limited to birdcage, vessel scaffolds, spurred scaffolds, scaffolds which incorporate proprietary truss systems, mast climbers and hoists. It is targeted at people who work in the scaffolding industry. It will produce graduates who are capable of carrying out trade scaffolding workplace duties including safely working at height. It will produce graduates who are capable of working independently, planning the work and leading a team of scaffolders. Graduates of this programme of study will be able to apply for Certificates of Competency (CoC) (Elementary and Intermediate) and have the capability to progress to higher level learning.
Te kiko|Content Statement	Height safety, legislation and its application, calculations, proprietary scaffolding, tube and coupler scaffolding, scaffolding inspection, leadership, supervison and communication, catch fans, winches, mast climbers, rescue and safety planning, sloping platforms, trusses, vessels, birdcage, simple cantilevers, capstone assessments.
Tikanga mō te kuhu|Entry Requirements	All applicants must work in a scaffolding position where that role enables evidence gathering for the assessment tasks as detailed in the programme. Ākonga are required to have the support of their employer and the workplace must be able to support training for the

4

programme requirements.

This work-based programme is available to people that have the support of their employer and are in work in New Zealand. While the majority of ākonga will be NZ citizens or NZ residents, the programme is open to people who are not NZ citizens or NZ residents under the following conditions

1. They have a valid work visa for the duration of the programme.
2. The work visa permits them to work with the employer who is signing the tripartite agreement.

If the work visa lapses, the ākonga will be withdrawn.

Non-citizens/non-residents applicant information will be evaluated against current Immigration New Zealand and Tertiary Education Commission exemption requirements.

- If they meet the Immigration New Zealand and Tertiary Education Commission exemption requirements, they may be enrolled as domestic ākonga.
- If they do not meet the exemption requirements they may be enrolled as International ākonga.
    a. International ākonga will pay international fees, notified before enrolment
    b. International ākonga will be required to evidence their English language capabilities for NZQCF Level 3 qualifications via one of the NZQA approved means.
    Example IELTS General or Academic score of 5 with no band score lower than 5.
    https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/approval-recognition-and-accreditation/#e10518_heading1:
    - *22: English language requirements for international students*
    - *Appendix: Internationally Recognised English Proficiency Outcomes for International Students*

Other English language requirements

For domestic ākonga for whom English, te Reo Māori, or NZ Sign language is not their first language, we recommend ākonga evidence their English language in the same way as International ākonga.

If an ākonga has functional English but has not met the evidence requirements, this requirement may be waived. If issues arise, a support plan will be developed and implemented.

| Entry requirements - Key | Must work in a scaffolding position where that role enables |

5

Information for Ākonga (KIS) website	evidence gathering for the assessment tasks as detailed in the programme.
Te rā arotake|Next review	March 2028
Ngā Momo Kawenga|Delivery Mode	Work-based Blended/Mixed Mode Principally Work-based supplemented by Provider-based
Te Huarahi o te Kawenga|Delivery Methods	Delivery methods will respond to ākonga and workplace needs. Examples include: Supported self-directed learning in the workplace; Engagement with technical and professional standards; Practical learning; Project-based/Activity-based learning, Onsite classroom/campus based, Project-based/Activity-based learning; Mahi-ā-ipurangi | Self-directed learning; Workshop sessions.
Assessment Mode	Competency-based
Ngā Huarahi Aromatawai|Assessment Methods	Assessment Portfolio including: Work-integrated, project-based assessment; Practical demonstrations; Written reports; summaries; contextual documents.
Assessment Result key / Grade key	Competency-based 2-point scheme

Assessment Standards that will be awarded in this Programme	Std no.	Title
	1753	Load and unload a goods vehicle
	6400	Manage first aid in an emergency situation
	6401	Provide first aid
	6402	Provide basic life support
	15757	Use, install and disestablish temporary proprietary height safety systems when working at height
	19620	Interpret and apply health and safety legislative requirements to scaffolding work
	19621	Interpret and apply legislative requirements in the design of scaffolding works
	19622	Use and maintain scaffolding hand and portable power tools
	19623	Use tube and coupler in standing proprietary scaffolds

6

20856	Plan and prepare for the erection of scaffolding	
20858	Base out tube and coupler scaffolding	
20859	Base out proprietary frame scaffolding	
20860	Base out individual component proprietary scaffolding	
20861	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding	
23223	Base out returns for tube and coupler scaffolding	
23225	Erect and dismantle mobile scaffolding	
23226	Erect and dismantle proprietary falsework	
23227	Erect and dismantle standing proprietary scaffolding	
23228	Complete a scaffolding inspection compliance report	
23229	Use safety harness system when working at height	
23231	Prepare and review a safety plan when fall prevention controls are required for individuals working at height	
23232	Prepare an emergency rescue plan and perform a rescue to recover a suspended individual after a fall in a work context	
23244	Erect and dismantle standing tube and coupler scaffolding	
23715	Design, erect, and dismantle scaffolding ties	
23716	Erect and dismantle vessel scaffolding	
23717	Erect and dismantle birdcage scaffolding	
23718	Erect and dismantle catch fans	

7

	23719	Erect, operate, and dismantle proprietary winches
	23720	Erect, operate, and dismantle mast climbers
	23721	Erect and dismantle sloping platforms
	23722	Supervise the erection and dismantlement of scaffolding
	26606	Erect and dismantle simple cantilevers from an existing scaffold
	30264	Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation.
	30266	Demonstrate knowledge of workplace health and safety culture and practices
	30628	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite
	30692	Perform basic calculations used in a given trade situation
	32877	Design, erect, and dismantle proprietary trusses
		The following optional standard may be awarded as part of this programme
	4249	Describe obligations as an employee
Delivery location(s)/site(s)	Te Pūkenga – Earnlearn (8103) For mixed mode Provider-Based Delivery - Te Pūkenga – Tai Poutini Polytechnic approved sites - Te Pūkenga – WITT approved sites	
Ākonga type	Domestic and International	
Approved subcontracting arrangements	First Aid providers see EarnLearn approved sub-contractors	

Tuhinga o Mua Hōtaka | Programme Duration Details

8

Programme Duration	20 – 33 months
Maximum Duration	5 years
Range of On-job Learning Weeks	71 - 143
Range of Vacation / Recess (holiday) weeks	0 - 15
Range of total gross weeks (=teaching+vacation)	86 - 143
Total range of learning hours per week	12.5 - 23
Indicative months for ITR funding	20 – 33 months
Number of years	2.75
Total learning hours per year	750
Programme total hours	2050
Whakaritenga Raraunga|Tec Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate
Qualification Award Category	36
ISCED Level	5
ISCED Subsequent Destination	B: more occupationally oriented - designed to lead to direct labour market access
ISCED Category	
Programme status (e.g., Approved/Pending)	Pending
EFTS value (= credits ÷ 120)	1.7
Contact Details	
Contact Details 1	Deborah Young Kaikōkiri Director Quality, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz

Application details

9

Applicant and programme owner:	Earnlearn, a division of Te Pūkenga
EDUMIS No:	6683 (approval record with 6044)
Application scope:	☐ Approval only ☒ Approval and accreditation
Te Pūkenga division(s) delivering this programme:	☐ MITO Division ☐ Competenz Division ☐ Connexis Division ☐ Service IQ Division ☐ HITO Division ☐ BCITO Division ☐ PrimaryITO Division ☐ Careerforce Division ☒ EarnLearn Division
Contact details 1:	Deb Young Kaikōkiri Director Quality, Academic Centre and Learning Systems Te Pūkenga, P. O. Box 19400, Hamilton 3244, New Zealand e-mail: quality@tepukenga.ac.nz
Contact details 2:	Kharen Hope Principal Advisor – Programmes M 027 466 3589 E kharen.hope@earnlearn-tepukenga.ac.nz

1. Programme components

The programme structure includes eight courses: Course 1. Operate safely in the Scaffolding Industry Course 2. Legislation for Scaffolding Course 3. Proprietary Scaffolding Course 4. Tube and Coupler Scaffolding Course 5. Operate with Commercial Competence in General Scaffolding Course 6. Catch fans, winches, mast climbers and rescue Course 7. Sloping platforms, trusses, safety and supervision Course 8. Vessel, birdcage and simple cantilevers - Intermediate competence Each course relates to sets of unit standards that are used for assessment in the programme

10

2. Component descriptors

Course descriptors provide an overview of the content of each course in the programme (refer Appendix 1).

Unit standards are aligned with qualification graduate profile outcomes (refer Appendix 2).

3. Delivery method

Programme Approval Criterion 3: Delivery methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. As delivery is blended, the programme of study for an individual ākonga may be made up of one or more delivery modes. This will enable ākonga to access learning opportunities in a way that works best for them alongside their employer, and supports them to move seamlessly between different ways of learning.

Delivery modes:

Workplace learning – ākonga train primarily in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer.

Directed – off-job Te Pukenga provider-led for specific topics and/or when required by individual ākonga learning plans.

Self-directed – self-study of theory modules via LMS or paper-based options, supported by workplace documentation.

Assessment – work-integrated practical assessment, provider-based practical assessment, theory assessment via LMS or paper-based, compilation of a portfolio of evidence.

How the suitability of the workplace and its staff is determined to ensure the ākonga is provided with appropriate opportunities to meet the programme learning outcomes and graduate profile outcomes of the qualification

Te Pūkenga work-based kaimahi undertake training capacity evaluations to establish the capability of a workplace to provide opportunities for ākonga to meet the relevant programme learning outcomes and qualification graduate profile outcomes.

Work-based ākonga in the programme enter into a formal training agreement with an employer and Te Pūkenga - EarnLearn. This tripartite agreement outlines the responsibilities of each party to the work-based-learning arrangement.

Employers are required to:

1. Support the 'on-job' work-based learning by providing appropriate practical work-integrated learning opportunities.
2. Provide staff that hold the relevant skills and /or qualification(s) that are able to support their employees on the job and verify workplace activity in accordance with the requirements of the programme. Employers agree to release ākonga from work to attend Te Pūkenga off-job training courses.
3. Ensure their workplace complies with the requirements of the Health and Safety at Work Act (2015).

Refer supporting documentation folder and links:

1. EarnLearn Quality Management System (QMS) Section 6.1
2. EarnLearn Training Agreement

11

2023 Te Pūkenga Quality Management System

Te Kawa Maiorooro 2023 Sections 2A-2B

Supporting documents:

☒ Example a copy of the tripartite agreement outlining the roles and responsibilities of each party, service agreements with potential employers (only new agreements, if previously submitted), training capacity evaluations

☒ Relevant sections of the QMS

Explain how learning needs are assessed at the time of enrolment to determine appropriate delivery arrangements?

Work-based learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment. This acknowledges that learning arises through ākonga engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work carried out in the workplace.

At the time of enrolment ākonga are supported by a dedicated network of Te Pūkenga work-based kaimahi who provide pastoral care. Te Pūkenga work-based kaimahi actively look to understand ākonga needs (such as literacy and numeracy support and access to technology) and areas of support required at the time of enrolment and these are evaluated during the learning journey (may include increased pastoral care visits and employer support where required).

A literacy and numeracy assessment will be completed in the early stages of the programme. Should any support needs be identified at this stage, a support plan will be developed and implemented if required.

Te Pūkenga work-based divisions and ākonga develop individual learning plans that enable success. The learning plan reflects the delivery mode and needs of ākonga and is supported by a tripartite training agreement that requires the support of the employer. The learning plan is reviewed and revised during pastoral care visits and ākonga achievement goals linked to their learning plan may be adjusted depending on their needs.

Refer supporting documentation folder and links:

4. Te Kawa Maiorooro 2023 Sections 2A and 6
5. EarnLearn Individual Learning Plan Template

Supporting documents:

☒ Example, individual learning plan template, training capacity evaluation template and/or ākonga interviews template

☒ An indicative delivery schedule for a ākonga based on the learning needs (this might be part of the individual learning plan) or indicative delivery schedule of each course (see component exemplar)

How the workplace will be informed about the component learning outcomes, learning activities and programme-specific requirements

The employer has specific requirements under the tripartite training agreement that are understood before the employer signs the agreement. At the commencement of the programme the requirements of the programme are covered off including who is involved, what the learning

12

components are, how the learning will be delivered, what can be expected during assessment, how progress is measured and where this is tracked.

The dedicated network of Te Pūkenga work-based kaimahi undertake visits and establishes working relationships with both ākonga and their employer. Ākonga and employer will be introduced to Te Pukenga - EarnLearn systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the learning and assessment resources to get the best learning possible to assist in completion of their programme. Off-job training requirements will be explained and the employer and ākonga will gain a complete understanding of any programme-specific requirements.

Te Pūkenga work-based kaimahi will keep a record of the induction after both employer and ākonga reach a satisfactory level of understanding of how the programme will be delivered, programme specific requirements and the requirements of each party in the training agreement.

Ākonga will use their own workplace as the context of the programme, and assessment will be conducted in light of this. Workplace supervisors need to ensure that ākonga are exposed to the practical experience required to fulfil the workplace tasks. This is supported by the goals set by Te Pūkenga kaimahi.

Te Pukenga - EarnLearn registered Workplace verifiers sign a verification that is submitted by ākonga with their assessment. This verifies authenticity and competency of the workplace tasks.

Te Pukenga - EarnLearn registered assessors determine whether the direct and/or indirect evidence shows that ākonga have met the requirements of the unit standards and provide feedback to ākonga on their assessment results. The assessor also arranges a reassessment opportunity for ākonga if required, liases with employers where appropriate, records assessment results and reports them to Te Pukenga - EarnLearn. Ākonga and their employers receive reports/information regarding their completed assessments. If there is further evidence required they are advised what sections need re-submission. When assessments are passed, results are imported into the CRM system. Training plan progress is updated for ākonga and employer.

Te Pūkenga work-based kaimahi connect with ākonga and their employers regularly as required to discuss progress and set goals. Goals are emailed to both ākonga and employers after each workplace meeting. Ākonga and their employers will also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.2
2. EarnLearn Training Agreement
5. Individual Learning Plan Template
6. EarnLearn Workplace Assessment and Verification
7. Te Pūkenga Assessor Guidelines
8. Te Pūkenga Assessor Registration Application Form
9. Te Pūkenga Guide to Verification
10. Te Pūkenga Authorised Verifier Application Form

Supporting documents:

☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party

☒ Examples of information provided to ākonga

☒ Relevant sections of the QMS

4. Acceptability of the programme and consultation

13

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Programme Approval Criterion 4: Acceptability of the programme and consultation

Provider Accreditation Criterion 3: Support for delivery

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Consultation summary

Consultation was undertaken on the programme design with a range of relevant communities of employers and industry stakeholders and ākonga. The key areas of programme design are:

- Flexible modes and sequencing, and multiple methods of delivery are enabled (or able to be enabled with minor updates in the future)
- Programme content is reflective and responsive to industry needs.

This approach is informed by Te Pūkenga Charter and aligns with our approach to being responsive to and meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities. Feedback gained from consultation was received and discussed among the working groups and amendments were made where appropriate.

Refer supporting documentation folder:

11. Consultation log summary
12. Attestation forms

Supporting documents:

☒ Consultation

☐ TEO academic approval/minutes

☐ Endorsement from a Workforce Development Council (WDC)

5. Regulations

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Programme Approval Criterion 5: Regulations

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Entry requirements

Ākonga are required to have the support of their employer and the workplace must meet approved training capacity requirements which includes enabling evidence gathering for the practical assessment tasks as detailed in the programme. Enrolment is also covered in Te Kawa Maiorooro 2023 Sections 2A-2B

This work-based programme is available to people that have the support of their employer and are in work in New Zealand. While the majority of ākonga will be NZ citizens or NZ residents, the programme is open to people who are not NZ citizens or NZ residents under the following conditions

3. They have a valid work visa for the duration of the programme.
4. The work visa permits them to work with the employer who is signing the tripartite agreement.

If the work visa lapses, the ākonga will be withdrawn.

Non-citizens/non-residents applicant information will be evaluated against current Immigration New Zealand and Tertiary Education Commission exemption requirements.

- If they meet the Immigration New Zealand and Tertiary Education Commission exemption requirements, they may be enrolled as domestic ākonga.
- If they do not meet the exemption requirements they may be enrolled as International ākonga.

14

a. International ākonga will pay international fees, notified before enrolment
b. International ākonga will be required to evidence their English language capabilities for NZQCF Level 3 qualifications via one of the NZQA approved means.

Example IELTS General or Academic score of 5 with no band score lower than 5. https://www2.nzqa.govt.nz/about-us/rules-fees-policies/nzqa-rules/approval-recognition-and-accreditation/#e10518_heading1:

- *22: English language requirements for international students*
- *Appendix: Internationally Recognised English Proficiency Outcomes for International Students*

Other English language requirements

For domestic ākonga for whom English, te Reo Māori, or NZ Sign language is not their first language, we recommend ākonga evidence their English language in the same way as International ākonga.

If an ākonga has functional English but has not met the evidence requirements, this requirement may be waived. If issues arise, a support plan will be developed and implemented.

Refer supporting documentation folder and links:

1. EarnLearn QMS Section 7.1
3. Te Pūkenga QMS Sections 6 and 7
4. Te Kawa Maiorooro

Credit recognition and transfer/Recognition of prior learning

> **Commented [KH1]:** To do

Ākonga who have previously completed a New Zealand Scaffolding qualification at Level 3 on the NZQCF or the NZQF will be granted credit transfer, and will be only be required to complete courses 6, 7 and 8 to complete this programme and be awarded the qualification.

Ākonga who have previously completed unit standard(s) in this programme will be granted credit transfer.

Exemptions

For this programme, people who have gained credit for older or expired unit standards standards are exempt from the requirement to gain credit for the programme unit standards as per the table below:

Credit for	Exempt from
5228 and 8489	30692
30072	1753
3789	1753
497 and 1277 and 19620 and 20856 and 20861 and 20862	30264, 30266, 30628
497 and 3789	30264

15

497 and 3789	30266
1277 and 20857	30628

Any other previous accredited learning can be applied for following Te Kawa Maiorooro 2023 Part 3: Recognising prior knowledge and skills. A comparison of learning outcomes against unit standard competencies will be carried out by a qualified assessor and credit awarded where the competencies are met.

Previous informal learning will be awarded via the recognition of prior learning assessment procedure. Ākonga will compile/demonstrate evidence of previous learning for consideration by a qualified and experienced assessor. Credit will be awarded where the competencies are evidenced and met.

Refer supporting documentation folder:

4. Te Kawa Maiorooro

25. Exemption explanation Scaffolding L4 3710-2

Supporting documents:

☒ Relevant policies and procedures from the QMS

How ākonga will be informed about programme requirements

Te Pukenga - EarnLearn marketing material provides a realistic picture of the likely ākonga experience, including how the programme will be delivered, the expected workload, assessment approaches and information on available ākonga support and guidance

Te Pukenga - EarnLearn provides information for the ākonga on training packages, on-job training, practical assessments, off-job training, resources, supporting literacy and numeracy in the workplace, the educational pathway relevant to the programme, tracking progress and programme support.

Ākonga have specific requirements under the tripartite training agreement that must be understood before ākonga sign the agreement. Programme information documents will be detailed prior to signing of the agreement and they will be available for the ākonga to review.

Te Pūkenga kaimahi establish working relationships with ākonga and employers. Ākonga and their employers will be inducted into Te Pukenga - EarnLearn systems such as employer and ākonga portals where progress can be tracked against learning components. Ākonga will be guided through how they can utilise the learning and assessment resources to get the best learning possible to assist in completion of their programme.

Ākonga receive reports regarding their completed assessments. If there is further evidence required they are advised what sections need resubmission. When assessments are passed results are imported into the Student Information Management System. Training plan progress is updated for ākonga and employer.

Te Pūkenga kaimahi connect with ākonga and their employers at least quarterly to discuss progress and set goals. Ākonga and supervisors also have access to a portal where they can access real-time progress reports at any time.

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.2
2. EarnLearn Training Agreement

16

| 3. Te Pūkenga QMS Section 7 |
| 5. Individual Learning Plan Template |

Supporting documents:

☒ Ākonga information

Normal progression within the programme

| Enrolment can commence at a time suitable for both ākonga and employer. Regardless of delivery mode, ākonga are in employment and supported in their learning by Te Pukenga - EarnLearn. |
| First aid training courses with sub-contracted training providers are available for booking at a time suitable for ākonga and employer, and this will generally occur early in the programme. |
| Other off-job training courses arranged within Te Pukenga offer complementary learning and assessment to support progression in the workplace. |
| All ākonga will have the opportunity to repeat learning where mutually agreed by the employer, ākonga and Te Pukenga - EarnLearn. Ākonga will in most cases follow the normal progression of learning with adjustments made for any recognition of prior learning, this may be adjusted when mutually agreed by ākonga, employer and Te Pukenga - EarnLearn. Ākonga progression is monitored through Te Pukenga - EarnLearn pastoral care and where required, additional support is given by Te Pūkenga kaimahi. |
| When ākonga are not successful in assessment, they have the ability to resubmit assessments that contain additional evidence of competency. Ākonga will be supported and receive constructive feedback to assist their learning journey during this time. |
| The programme consists of eight courses, all of which lead to the award of unit standards, with an optional unit standard. The inclusion of the optional unit standard for each ākonga will be based on the needs of the ākonga and the employer. The order of courses and assessment selection will depend on workplace variations. There is no mandatory sequence in terms of course completion for the programme. |
| Refer supporting documentation folder: |
| 2. EarnLearn Training Agreement |
| 3. Te Pūkenga QMS Sections 6 and 7 |
| 4. Te Kawa Maiorooro |

Supporting documents:

☒ Relevant QMS policies and procedures

6. Assessment

| Programme Approval Criterion 6: Assessment and moderation |
| Provider Accreditation Criterion 1: Assessment and moderation |

| Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and training. Assessment provides evidence of the achievement of learning outcomes and contributes to the development of competencies identified in graduate profile outcomes. |
| The assessment process is designed to: |
| • evaluate the achievement of the programme aims and objectives |

17

- assess ākonga capabilities in a fair, valid, and reliable manner
- stimulate and enhance learning
- provide ākonga with feedback regarding their own learning for developmental purposes
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pukenga - Earnlearn has a commitment to supporting ākonga in achieving to their full potential through quality assessment, which should:

- **Foster ākonga learning.** Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.
- **Assess ākonga achievement and quality of learning and training.** Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and training therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of Te Pukenga – Earnlearn's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving

All assessment in this programme is based on unit standards. Assessment material will be pre-assessment moderated by the relevant standard setting body before it is used to assess ākonga competency. This material may be hard copy or on an LMS. All relevant sections of the SSB's *Consent and Moderation Requirements (CMR)* for the unit standards (such as assessors holding unit standard 4098) will be met.

Where evidence is gathered from the workplace, the Te Pukenga – EarnLearn registered workplace verifier for the ākonga will be required to verify the authenticity of the evidence prior to assessment submission. To ensure authenticity of theory evidence gathered online, ākonga may also be required to answer verbal questions by an assessor. In both cases, the assessment structure will be at the level and complexity appropriate to the unit standard(s) as determined by pre-assessment moderation by the relevant standard setting body. All assessment will be conducted by Te Pukenga - EarnLearn registered assessors, or Te Pukenga Campus-based Divisions. Te Pukenga - EarnLearn registered assessors are registered through a formal application and approval process. Te Pukenga Campus-based Divisions must hold accreditation for the unit standards they assess, and maintain that accreditation status.

Assessors will hold the relevant qualifications and experience as detailed within the CMR. Assessors will use evidence guides/model answer guides to assess ākonga submissions as approved for use by the SSB during the pre-assessment moderation.

The assessor determines whether the evidence shows that ākonga have met the requirements of the unit standard and provides feedback to ākonga on their assessment results. Where the assessor decision is 'Achieved', assessment results are recorded and reported to Te Pukenga - EarnLearn. In the case of a 'Not Achieved' result, the assessor will provide ākonga constructive feedback and advice on what learning or additional evidence is required to determine competenc

Refer supporting documentation folder:

6. EarnLearn Workplace Assessment and Verification
7. Te Pūkenga Assessor Guidelines
8. Te Pūkenga Assessor Registration Application Form
9. Te Pūkenga Guide to Verification
13. Te Pūkenga Assessment Policy

18

14. Aromatawai and the Principles of Assessment
15. NZQA CMR 0003

Supporting documents:

☐ Sample assessment and marking guide

☒ Assessor application forms to demonstrate assessor compliance with CMR

Assessment procedures

All assessment in this programme is based on unit standards (assessment of competency) and will meet the SSB's CMR.

Competency based assessment will be graded as:

- A – Achieved
- NA – Not Achieved

When ākonga receive a Not Achieved result, they will be provided constructive feedback and given the chance to gather further evidence for resubmission. Results are reported back to ākonga within 15 working days of submission. Credit achieved will then be registered with NZQA by Te Pukenga or the approved subcontracted training provider.

Ākonga have the right to appeal an assessment decision following the procedures contained within the assessment material. The appeal must be in writing and lodged within 20 days of assessment. Ākonga will receive an appeal decision from Te Pukenga - EarnLearn within 10 working days.

Ākonga have the right to submit assessments in te reo. Te Pukenga - EarnLearn will either use an accredited translator or in-house expertise where there is resource capability to assist in the assessment process.

Refer supporting documentation folder and links:

1. EarnLearn QMS
3. Te Pūkenga QMS Section 6
6. Workplace Assessment and Verification
4. Te Kawa Maiorooro
13. Te Pūkenga Assessment Policy
16. Te Pūkenga Ākonga Appeals Policy
17. Assessment Appeal Form
18. Ākonga Concerns and Complaints Policy

Supporting documents:

☒ Assessment policies and procedures from the QMS

☒ Student or Programme handbook outlining assessment procedures

7. Moderation

The purpose of Te Pukenga - EarnLearn moderation systems is to ensure that assessment is consistent with the National Standard, fair and valid, and that assessors are making consistent judgements about ākonga performance. Moderation is an assessment quality management tool.

- Moderation is a sampling exercise to determine the degree of assessment variance from the National Standard.
- Moderation involves both pre-assessment moderation (of assessment tools) and

19

- post-assessment moderation of the assessor decision, and the assessment material (if required).
- Pre-assessment moderation is based on moderating whether the assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of the outcome(s)/unit standard they are being assessed against and will be undertaken by the SSB .
- Post-assessment moderation is based on moderating whether the:
  - assessment tool provides adequate opportunity for the ākonga to demonstrate evidence of skill and knowledge sufficient to meet the requirements of outcomes of the unit standard they are being assessed against
  - assessment decisions are consistent with the National Standard.
- The moderation process is a tool that can be used to up-skill and educate assessors and organisations.
- The moderation process is based on trust between the submitting organisation/Registered Assessor and Te Pukenga.
- Moderation is an ongoing process of feedback between assessors/organisations and Te Pukenga about assessment process and assessment tools.
- Moderation staff must have obtained credit for Assessment of Learning: Unit standard 11551, *Quality assure assessment*, or are able to demonstrate equivalent knowledge and skills
- The SSB's external moderation requirements as detailed in the relevant CMR will be complied with including any requests for post-assessment moderation and associated deadlines

Each year, Te Pukenga will analyse information from registered assessors, the Te Pukenga network and Te Pukenga staff as to whether assessment against any particular unit standards would benefit from moderation.

Using the information received, Te Pukenga will determine whether there is a need for any unit standards to be the focus of moderation for the year. If so, the unit standards will be selected as 'focus unit standards' and moderation during the year will be concentrated on them.

The following is considered when selecting focus unit standards:

- The risk of inconsistent interpretation of the standard's requirements
- The risk of variance in quality of evidence for award of credit (i.e. a particular quality of workmanship must be met for credit to be awarded)
- The risk to health and safety
- Industry assessment of risk unit standards
- Unit standard usage (unit standards with the highest usage and/or unit standards not previously assessed may be selected as priorities)
- How new the unit standards or those included in new programmes or qualifications are
- Concerns with individual unit standards arising from previous moderation periods
- Unit standard levels (higher-level unit standards present higher risk).

Focus unit standards will not preclude moderation of alternative unit standards taking place if it is considered necessary to facilitate consistency with the National Standard.

Moderation Plan

Course	Internal		External	
Applicable	Pre-assessment	Post-assessment	Pre-assessment	Post-assessment

20

to all courses	Prior to first delivery; thereafter following significant change	Following first delivery; thereafter according to annual plan	Prior to first delivery; thereafter following significant change	As called for by the standard setting body

Refer supporting documentation folder:

1. EarnLearn QMS
3. Te Pūkenga QMS Section 6
15. NZQA CMR 0003
19. Te Pūkenga Moderation Policy

Supporting documents:

☒ Indicative internal and external annual moderation plan

☒ Student or Programme handbook outlining assessment procedures

8. Staffing and Resources

Provider Accreditation Criterion 2: Resources

Te Pūkenga WBL Kaimahi (Training Advisors/Account Managers/Customer Service Account Managers) establish working relationships with ākonga and their employers (including workplace supervisors and workplace assessors). This begins with ākonga enrolment into a particular programme through to their completion of that programme.

Extract from Te Pūkenga EarnLearn Account Manager Position Description

Account managers are responsible for building strong and loyal relationships with clients and working closely with them to ensure high quality solutions for their workforce learning and development needs are provided, business development opportunities are maximised, and client expectations are met.

Key result areas include:

- *Manage, maintain and build excellentrelationships, and support the Te Pūkenga WBL provision of workplace training.*
- *Develop and execute account plans andregularly meet with clients to promote the learning and development tools, qualifications and workplace programmes.*
- *Prepare and present professional and compelling solution proposals to strengthen customer engagement.*
- *Maintain accurate and up to date account data.*
- *Work closely with the Business Development Managers to support new opportunities.*
- *Respond to and resolve issues and queries from clients in a timely manner.*
- *Ensure internal and external relationships are developed and that clients feel valued.*
- *Promote work-based learning across the Te Pūkenga network and wider community to encourage collaboration as an integrated public network of provision.*
     Represent Te Pūkenga at industry and sector events as appropriate

Industry Assessors
Industry experts who have relevant New Zealand experience, are contracted as assessors for on-

21

job assessments to ensure and maintain high standards. Assessors need to meet the relevant CMR for the unit standards including having a qualification at least one level higher, have achieved unit standard 4098 Use standards to assess candidate performance and ideally have experience in adult education but are not required to have the New Zealand Certificate in Adult and Tertiary Teaching (Level 5). Assessors are either workplace assessor who assess ākonga in their own workplace or contracted assessors who are external to the ākonga workplace. Assessors are kept up to date via assessor forums, training opportunities and regular updates.

Industry verifiers

To support work-based learning, verifiers are identified within the ākonga workplace. Verifiers are used because of their subject matter knowledge, and they are frequently in contact with ākonga on the job. The purpose of the verifier is to decide if ākonga is completing the required practical tasks to the level required for the assessment. They provide feedback to the assessor to allow the assessor to be confident the ākonga has reached the proficiency level required of the unit standard. For scaffolding programmes, EarnLearn registered each workplace verifier to ensure they have the relevant Certificate of Competence.

Ākonga resources

Ākonga will receive Te Pūkenga or the sub-contracting provider's workbooks, learning guides /notes and assessments. These may be online or hard copy depending on the delivery mode. Employers will make any relevant materials such as workplace policies and procedures available to ensure ākonga can provide the evidence required for the assessments.

Refer supporting documentation folder:

2. EarnLearn Training Agreement
6. EarnLearn Workplace Assessment and Verification
20. WBL Account Manager - Position Description

Support services

22

Te Pūkenga work-based learning divisions ensure ākonga receive appropriate pastoral and educational support that is responsive to their needs.

Literacy and Numeracy

The TEC Embedded Literacy and Numeracy (ELN) assessment tool provides an indication of ākonga current abilities and acts as a guide for the WBL Division as to the support ākonga may require. This occurs at the time of enrolment. If it is identified that ākonga will benefit from support with literacy and numeracy, all parties must be in agreement and committed to completing the agreed support plan which may include the use of specialised providers.

Ākonga Support Mentors

Mentors may be used where intensive additional support is required for individual ākonga. Support includes mentoring ākonga to develop the skills and confidence to operate their programmes independently. Mentors also have an understanding of adult learning methodologies such as experiential, self-directed, collaborative, problem-based, and transformative learning.

Ākonga Mental Health Support

Ākonga can access confidential counselling free of charge through Vitae. This can be accessed at no cost to the ākonga and for help with any issues they are experiencing with their studies or personal life.

Refer supporting documentation folder:
21. EarnLearn Vitae Flyer

Supporting documents:

☒ Ākonga/Programme handbook

Provision of pastoral care

Pastoral Care

Te Pūkenga work-based business divisions and subcontracted providers ensure ākonga receive pastoral care in accordance with their needs to ensure they have support for their wellbeing, educational success and their own personal development as required by the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Engagement with supervisors and workplace assessors as applicable is ongoing through workplace visits, ākonga progress reporting and any additional support required. Employers have access to portals to track learner progress where available.

Visits to the workplace are generally scheduled so ākonga and supervisors can be prepared in advance. The purpose of the regular visits is to check in with ākonga on how their study is progressing and if they require any support for any barriers that have come up. These visits are also an opportunity for reviewing the goals set in the individualised learning plan and reset if required. If ākonga have been identified as needing literacy or numeracy support, they can be referred to an organisation that provides literacy and/or numeracy support tailored to the individual's learning needs. Ākonga have access to Vitae counsellors for any outside support they require.

Support is also provided to ākonga by their wider network including their employer, verifier and assessor. The employer provides ākonga opportunities for on-job training and support them to gain the skills required for the assessment. Mentors within the workplace, who may also be the

23

ākonga verifier and/or assessor, are able to support ākonga to adopt industry best practice into their work and help them overcome any barriers that ākonga may come up against in their work.

Ākonga guidance and support

Te Pūkenga provides a wide range of guidance, support systems and facilities for ākonga across the network. These include support systems and staffing for ākonga enrolment, pastoral care built on the foundation of existing services across the network. Te Pūkenga will ensure that resources and services are available for all work-based ākonga. These include

- ākonga support services
- support for ākonga Māori
- support for Pacific ākonga
- support for ākonga with disabilities

All teaching and support teams adhere to the Tertiary and International Learners Code of Practice.

Refer supporting documentation folder:

1. EarnLearn QMS Section 7.3
2. EarnLearn Training Agreement
23. Te Pūkenga Ākonga Pastoral Code Framework
24. Te Pūkenga National Pastoral Care Policy

Supporting documents:

☒ Relevant policies and procedures from the QMS

☒ Provide a copy of the tripartite agreement outlining the roles and responsibilities of each party

Site-specific delivery

To be accepted into this programme, ākonga must be employed, as the predominance of learning and practical evidence for assessment comes from the experience and knowledge gained in the workplace.

Programme delivery therefore is site-specific to the workplace with some variation dependent on ākonga and employer modes of delivery needs.

9. Programme review

Programme Approval Criterion 7: Programme review
Provider Accreditation Criterion 4: Programme review

Processes and procedures to review programme performance and monitor improvements following reviews

Te Pūkenga - EarnLearn programmes are subject to ongoing evaluation of individual courses as well as the entire programme. Evaluations include programme stakeholders such as ākonga, employers, training advisors, providers and other industry stakeholders.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga - EarnLearn. Therefore, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga - MITO's quality assurance

24

framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga - MITO is held accountable to its ākonga, employers, funding bodies, quality assurance bodies and other interested parties through internal and external evaluation processes which include some or all of the following:

- Ākonga generated course evaluation
- Programme evaluation and annual reporting
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry advisory group engagement

Refer supporting documentation folder:

1. EarnLearn QMS Section 5.3
3. Te Pūkenga QMS Section 5.3

Supporting documents:

☒ Relevant policies and procedures from the QMS

☒ Evidence of quality assurance approval of the programme assessments

10. Consistency of Graduate Outcomes

Policies and procedures in place to assure and participate in the monitoring of consistency of qualification achievement by ākonga

Te Pūkenga work-based learning business divisions will participate in the monitoring of consistency of graduates in line with the qualifications graduate profile outcomes (GPO). Consistency review evidence will comprise programme reviews, quality assurance activities, destination data, graduate and employer feedback, and where appropriate for the programme high level industry feedback/endorsement.

Feedback from graduates and employers will be obtained through tools such as surveys that are based on the GPOs. This feedback will be analysed to ensure the requirements of the GPOs are being met. Graduate destination data is collected, reviewed and analysed to gain an understanding of the graduate destination and how ākonga are benefited through completion of the programme.

Refer supporting documentation folder:

1. EarnLearn QMS Section 5.3

Supporting documents:

☒ Relevant policies and procedures from the QMS

25

Appendix 1 - Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

OPERATE SAFELY IN THE SCAFFOLDING INDUSTRY					
Course code	ST301	Level	3	Credits	19
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		190			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to operate safely as an ākonga and an employee in the scaffolding industry.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Manage first aid in an emergency situation *5 credits*	• Provide basic life support • Manage a foreign body airway obstruction • Manage first aid for life-threatening bleeding • Provide first aid management for a person in shock • Provide first aid • Manage first aid in an emergency situation for a minimum of two people.	Learning outcome will be assessed against US 6400, 6401 and 6402
2. Use safety harness system when working at height in a scaffolding context *4 credits*	Scaffolding context • Overview of the structure of scaffolding organisations in New Zealand (such as SARNZ) • Typical break times and hours of work in the scaffolding industry • Study skills, understanding how you learn and ways to make learning happen beyond the classroom. Safety harness systems	Learning outcome will be assessed against US 23229

26

	• Hazards associated with wearing a safety harness and associated equipment • Different fall hazards and the relevant terminology, including - fall restraint, fall arrest, free fall, suspension intolerance, working at height and unprotected edges • Potential faults and non-compliance of personal equipment including, non-registered equipment and damage to harnesses, lanyards, shock absorbers, type one fall arrestor, type two fall arrestor and connectors • Primary hazards associated with the use of a safety harness and associated equipment and associated control strategies, such as - suspension intolerance, fall restraint and work positioning versus fall arrest, pendulum effect and fall clearance • Different safety harness system/s and the heights they are designed to be utilised at. Such as different characteristics, advantages and limitations of various systems; job requirements; work environment mobility; number of workers; access and egress • Different equipment associated with safety harness systems/s in terms of the height work to be undertaken. Including fixed and adjustable length lanyards, retracting and twin tail lanyards, karabiners, slings, and ropes • Testing and certification requirements for safety harnesses and associated height safety equipment • Compliance requirements of safety harnesses and associated equipment in terms of recording requirements • Confirm a rescue plan with work supervisor

27

	• The different roles of individuals involved in the rescue plan • Checking and fitting safety harness systems • Identification of parts of a safety harness and checking for faults, wear and functionality • Check and confirm the lanyard as appropriate for the task in accordance with manufacturer's specifications and industry procedures • Fit and use a safety harness system • Choose and confirm the safety of possible hook-on points and optimum hook-on points • Attach lanyard in a safe manner to, and detached from, anchor points during movement at height • Minimising the risks to others while using a safety harness system during movement at height.	
3. Use, install and disestablish temporary proprietary height safety systems when working at height in a scaffolding context *4 credits*	Scaffolding context • Principles of working in a team and the expectations of employers • Time management, importance of punctuality and what personal activities are acceptable in the workplace • Care of organisation equipment and reputation. Height Safety Systems • Potential anchor points and preparation for installing a temporary proprietary height safety system • Identifying and confirming safe proprietary fall arrest system anchor points from written plans and/or with the work supervisor • Ratings, direction of loading and anchor point limitations • Accessing anchor points progressively and checking for condition and currency	Learning outcome will be assessed against US 15757

28

	- Selecting and checking equipment - Installing horizontal and vertical temporary proprietary height safety systems - Hazards associated with system installation and developing a suitable work method to ensure safety, including restricted access, safe working distance from edges, security of footing, potential fall hazards - Selecting and rigging slings and compatible hardware - Application of slinging - Installing proprietary fall arrest systems - Appropriate use of temporary proprietary height safety systems such as for work positioning system, fall arrest system in restraint mode, proprietary horizontal or vertical safety system, temporary horizontal or vertical safety system, personal fall arrest rope grab system, inertia reel system, inertia reel systems with a handle or winch for retrieval - Assess and take steps to control hazards associated with the system, such as - system access, fall clearance, connection to system, pendulum effect - Demonstrate under supervision, the actions required of a user in retrieval of a worker trapped within the height safety system - Utilise and detach the temporary proprietary fall arrest system - Disestablish temporary proprietary height safety systems - Assess hazards and develop a suitable work method to ensure safety	

29

	• Unload the system in accordance with workplace procedures • Access anchor points progressively and check for condition • Disestablish the temporary proprietary fall arrest system • Disestablish, check for flaws, log and store equipment in accordance with workplace procedures • Report flaws in equipment and anchors to the work supervisor in accordance with workplace procedures.	
4. Load and unload a scaffolding vehicle *4 credits*	• Planning loading of scaffolding equipment – characteristics of scaffolding as a load, equipment, sequence, types of load restraints, documentation • Mathematics to calculate weight and dimensions • Follow a load plan to load a scaffolding vehicle • Legal requirements when transporting scaffolding equipment • Establishing loading requirements of the vehicle • Stack and prepare different scaffolding equipment ready for transport • Options for securing scaffolding equipment on the on the vehicle and how to • Options for lifting equipment and their advantages and disadvantages • Establishing suitability and load levels of slings and other equipment for lifting • Types of ropes, slings, shackles and lifting equipment • Different knots and practical tying of ropes • Prechecks of lifting equipment • Secure stacks appropriately prior to lifting • Securing slings and chains ready for lifting	Learning outcome will be assessed against US 1753

30

	• Lifting items onto a vehicle and appropriately restraining and securing on the vehicle • Unloading of vehicles.	
5. Use and maintain scaffolding hand and portable power tools *2 credits*	• Identifying, selecting and safe use of hand tools for scaffolding • Potential safety hazards in using hand tools and power tools and methods for minimising risk • Importance of SOPs and manufacturers guidelines • Maintenance, care of, storage and correct use of hand tools, including identification of faulty • Select, carry out pre sue checks and use portable power tools for scaffolding • Maintenance, cleaning, storage and care of power tools used in scaffolding • Use of hand and power tools • Electrical safeguard and processes, such as tagging, guarding, residual current devices, isolating transformers, monitored earth circuits and double insulated tools.	Learning outcome will be assessed against US 19622

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

31

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
6400	Manage first aid in an emergency situation	2	3
6401	Provide first aid	1	2
6402	Provide basic life support	2	2
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	4	3
23229	Use safety harness system when working at height	4	3
1753	Load and unload a goods vehicle	4	3
19622	Use and maintain scaffolding hand and portable power tools	2	3

The following standard is optional and may be included depending on ākonga, employer and regional needs. Successful completion of the optional standard is not required for course completion.

Std no.	Title	Credits	Level
4249	Describe obligations as an employee	3	1

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

32

LEGISLATION FOR SCAFFOLDING					
Course code	ST302	Level	3	Credits	15
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		150			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills, and attributes to understand and apply legislative and health and safety principles relating to operating as a safe and effective scaffolder.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation *3 credits*	• The importance of health and safety in the workplace • The difference between a hazard and a risk • An introduction to relevant health and safety legislation in New Zealand • The purpose of the Health and Safety at Work Act 2015 • Documentation that supports health and safety in the workplace such as, approved codes of practice, good practice guides, industry rules and standards, standard operating procedures, permits to work, manufacturers' guidelines, and safe work instruments • The role of the health and safety regulator • The role of the workplace health and safety workplace representative • What different organisation staff ''are' and their duties. Including PCBU, officers and workers	Learning outcome will be assessed against US 30264

33

	• How the above people support health and safety in the scaffolding workplace • How the duties can be applied in practical scaffolding • Ways that individual people can keep themselves safe in the workplace, including PPE, training etc • The role of workplace health and safety committees.	
2. Demonstrate knowledge of workplace health and safety culture and practices *6 credits*	• Different types of workplace health and safety practices, there purpose and when they are used, such as - permits to work, industry guidelines, manufacturer's specifications, standard operating procedures, job safety analysis, the selection and use of personal protective equipment, signage, inductions and training. Including both Heath examples and Safety examples • The process for health and safety reporting in a workplace. (Including incidents, accidents, personal pain, defective equipment identification of new hazards etc) • What constitutes notifiable work and notifiable events, and the process for reporting these to the New Zealand health and safety regulator • Principles of effective communication • Communicating effectively in the workplace including effective receiving of information • The importance of and methods for effective communication mediums and methods with peers, management and site visitors and others in relation to health and safety work practices	Learning outcome will be assessed against US 30266

34

	• Methods of participation and consultation in the workplace. Such as decision making in health and safety matters, health and safety representatives, health and safety committees, team meetings, emails, development and review processes for health and safety • Barriers to communication that can impact health and safety in the workplace • Strategies to reduce the impact of communication barriers. Such as establish and maintaining report, avoiding offence, acknowledging peers, conversation flow, non-verbal cues, giving and seeking information, awareness of language barriers, checking of understanding • What a positive workplace culture looks like and why it is important • Factors that can negatively impact a workplace health and safety culture • How workers and management can positively influence the workplace health and safety culture.	
3. Interpret and apply health and safety legislative requirements to scaffolding work *3 credits*	• The responsibilities of scaffolders under the Health and Safety at Work Act 2015 • Hazard management procedures for scaffolding such as working near powerlines • Training and competency requirements for scaffolders in New Zealand • The requirements of and completion of the scaffolding industry health and safety risk management documentation	Learning outcome will be assessed against US 19620

35

	• PPE for the scaffolding industry, different options, strengths and weaknesses. Including hard-hats, boots, clothing, eye protection, hearing protection, safety lines, belts and harness • Inspection and maintenance of PPE • Methods of protecting the public when near scaffolding and legislative requirements that relate to public protection in the scaffolding industry • Importance of structure compliance and what to look for, including completing an inspection.	

4. Interpret and apply legislative requirements in the design of scaffolding works
3 credits
	• Identification of guidelines for carrying out inspections and following of best practice in inspection processes
	• Complete and process scaffolding industry inspection documentation.
	• Complete and process scaffold hand-over certificates
	• Legislative requirements that relate to
	    o scaffold design.
	    o duty loadings in scaffold design and critical dimensions. Including – structure to scaffold, guard rails, deck heights and deck widths
	    o scaffold foundations including for flat and sloping ground
	    o scaffold bracing including longitudinal bracing, transverse bracing and plan bracing. Including the uses and limitations of base jacks, rakers, and outriggers in terms of their practical application to the scaffolding industry.
		Learning outcome will be assessed against US 19621

36

	o design of scaffolding tie systems.
	o access routes.
	o different scaffolding types. Including mobile scaffolding
	o cantilevered scaffolds and their practical application
	o hanging scaffolds and their practical application
	o suspended scaffolds and their practical application
	• Legislative requirements and manufacturer instructions for
	  o scaffolding and practical application for scaffolding
	  o tube and coupler scaffolding and their practical application in the New Zealand scaffolding industry
	• Legislative requirements relating to proprietary scaffolding systems built outside of manufacturer instructions
	• Legislative requirements for
	  o roof edge protection and their practical application
	  o scaffolds over other structures such as - verandas, gantries and rooves, and scaffolding accessories and their practical application
	  o lifting appliances and the practical implications and application
	  o ginny wheels
	  o the inspection of scaffolding equipment such as planks, fittings and other components	

37

		o	other scaffolding industry equipment inspection and how this is applied.	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes . This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
30264	Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation.	3	3
30266	Demonstrate knowledge of workplace health and safety culture and practices	6	3
19620	Interpret and apply health and safety legislative requirements to scaffolding work	3	3
19621	Interpret and apply legislative requirements in the design of scaffolding works	3	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change

38

138

0.1	NZQA		New course

39

PROPRIETARY SCAFFOLDING					
Course code	ST303	Level	3	Credits	22
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		220			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively prepare to build, build, inspect, dismantle and prepare for transport, proprietary scaffolds, including mobile scaffolds.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Perform basic calculations used in scaffolding *2 credits*	- The importance of mathematics for scaffolding - Revising of addition, subtraction, multiplication and division - Converting fractions to decimals and percentages and vice versa - Using different calculator functions - Rounding of numbers – what is acceptable for scaffolding - Estimating and measuring length and height - Calculating area and volume - Converting metric units for scaffolding including metres to mm and vice versa - Convert kilograms to tonnes and vice versa - Interpret tables such as from manufactures guidelines - Interpret scaffolding related graphs	Learning outcome will be assessed against US 30692

40

2. Base out proprietary frame scaffolding *4 credits*	• Position and stand frames for multiple-bay for proprietary frame scaffolds • Install and identify situations for the bracing of proprietary frame scaffolds • Install working platforms for proprietary frame scaffolds • Check that the structure is compliant.	Learning outcome will be assessed against US 20859
3. Base out individual component proprietary scaffolding *6 credits*	• Position and stand standards for individual component proprietary scaffolding • Position and attach ledgers, transoms, and braces for individual component proprietary scaffolding • Fit and secure platform components for individual component proprietary scaffolding • Check that the structure is compliant	Learning outcome will be assessed against US 20860
4. Erect and dismantle standing proprietary scaffolding *6 credits*	• Install working platforms • Follow operational procedures while erecting subsequent components • Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Dismantle proprietary scaffolding • Safely carry out scaffolding tasks including while working at heights.	Learning outcome will be assessed against US 23227
5. Erect and dismantle mobile scaffolding *4 credits*	• Check the stability of mobile scaffolding • Establish a safe area on the next working lift • Build the working lift • Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Ready the lift above • Dismantle mobile scaffolding • Safely carry out scaffolding tasks including while working at heights.	Learning outcome will be assessed against US 23225

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

41

140

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
30692	Perform basic calculations used in a given trade situation	2	2
20859	Base out proprietary frame scaffolding	4	3
20860	Base out individual component proprietary scaffolding	6	3
23227	Erect and dismantle standing proprietary scaffolding	6	3
23225	Erect and dismantle mobile scaffolding	4	3

Ngā Rauemi Ako | Learning Resources

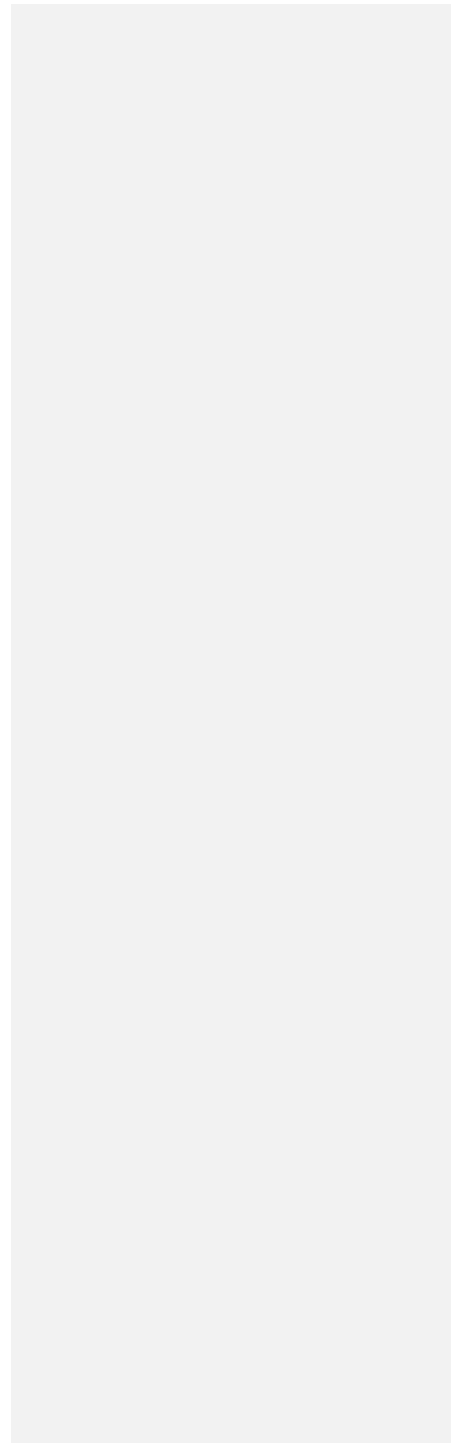All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			

42

142

43

TUBE AND COUPLER SCAFFOLDING					
Course code	ST304	Level	3	Credits	45
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		450			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect, dismantle and prepare for transport, tube and coupler scaffolds.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Base out tube and coupler scaffolding *10 credits*	• Position and stand standards for tube and coupler scaffolding • Position and attach ledgers, braces, transoms and putlogs for tube and coupler scaffolding • Fit planks for tube and coupler scaffolding • Check that the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report	Learning outcome will be assessed against US 20858
2. Base out returns for tube and coupler scaffolding *8 credits*	• Position and stand standards for tube and coupler scaffolding • Position and attach ledgers, braces, transoms and putlogs for tube and coupler scaffolding • Fit planks for tube and coupler scaffolding • Check that the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report	Learning outcome will be assessed against US 23223
3. Erect and dismantle standing tube and coupler scaffolding *10 credits*	• Establish a safe area on the next working lift • Build the working lift	Learning outcome will be assessed against US 23224

44

	• Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Ready the lift above • Dismantle tube and coupler scaffolding • Safely carry out scaffolding tasks including while working at heights	
4. Use tube and coupler in standing proprietary scaffolds *6 credits*	• Use tube and coupler to create ties in standing proprietary scaffolds • Calculating loads for different scenarios and actual structures • Selecting the type of ties and equipment and fittings to be used in different situations • Identify situations when an engineer's certificate may be required when tying to structure • Use tube and coupler to create rakers in standing proprietary scaffolds • Calculate the angle and length of each raker • Identify and use correct application process for check fittings • Managing different ground conditions and any packing needed under raker • Use tube and coupler appropriately to create guardrails and midrails in standing proprietary scaffolds • Making safe and appropriate platforms to work form • Principles of and use of tube and coupler to link towers in standing proprietary scaffolds • Use of tube and coupler to provide additional bracing in standing proprietary scaffolds	Learning outcome will be assessed against US 19623
5. Design, erect, and dismantle scaffolding ties *6 credits*	• Types of scaffolding ties and their use including rigid ties, box ties, lip/opening ties, reveal ties • The advantages and disadvantages of different ties	Learning outcome will be assessed against US 23715

45

	- Maximum recommended tie spacing and where a situation means the maximum recommended tie spacing cannot be complied with. (Plan bracing at the level of the tie, additional transverse bracing, increasing the base width of the scaffold, raker tubes and/or raker bays - Bracing options such as - plan bracing at the level of the tie, additional transverse bracing, increasing the base width of the scaffold - Design ties as part of scaffold plans including rigid ties, box ties, lip/opening ties, reveal ties. - Ascertaining the nature and integrity of the supporting structure - Designing the optimum type/s of ties to be used - Design and justify the optimum placement of ties. Such as the type of tie/s used, recommended spacing, the nature of the scaffold and any additional attachments, the nature and integrity of the supporting structure, optimum attachment points and their condition, the length and strength of fixing components, the nature and placement of additional bracing. - Draw scaffold plans incorporating ties - Erect ties and complete Good Practice Guidelines (GPG)inspection reports. Including, rigid ties, box ties, lip and/or opening ties, reveal ties. - Erect and fit ties to scaffolds and check ties for compliance in relation to the Good Practice Guidelines (GPG) inspection report, the scaffold plan and, where applicable, engineer's requirements.	

46

	• Test anchors used for ties in accordance with the good practice guidelines (GPG) and complete inspection reports • Make changes where structure is not compliant ensure compliance and amend the Good Practice Guidelines (GPG) inspection report accordingly • Dismantle scaffolding ties and repair attachment points	
6. Plan and prepare for the erection of scaffolding *5 credits*	• Confirming the purpose of different scaffolding to be built • Determine the duty load for the scaffold (light, medium, heavy, special duty) • Confirm the parameters of scaffolding to be erected on site (Length, height, width) • Identify on-site hazards associated with the erection of the proposed scaffold and completion of the required safety documentation • Scaffold design protocols including drawing to scale • Sketching of plans for the erection of the proposed scaffold and scheduling of the transport of equipment necessary for the erection of the scaffold • Sketch plans for the erection of proposed scaffold for specific sites • Establishing the height of the required working platforms from the top down, and • record the findings on the scaffolding plan • Establishing the height of the required base lift and record the information on the scaffolding plan • Establish the intermediate lift heights and record the information on the scaffolding plan • Assess and develop a schedule for the transport of equipment necessary for the erection of the scaffold.	Learning outcome will be assessed against US 20856

47

	• Compile a loading priority list for the erection of the scaffold. • Schedule transport for the moving of equipment to the scaffold site	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
20858	Base out tube and coupler scaffolding	10	3
23223	Base out returns for tube and coupler scaffolding	8	3
23244	Erect and dismantle standing tube and coupler scaffolding	10	3
19623	Use tube and coupler in standing proprietary scaffolds	6	3
23715	Design, erect, and dismantle scaffolding ties	6	4
20856	Plan and prepare for the erection of scaffolding	5	3

Ngā Rauemi Ako | Learning Resources

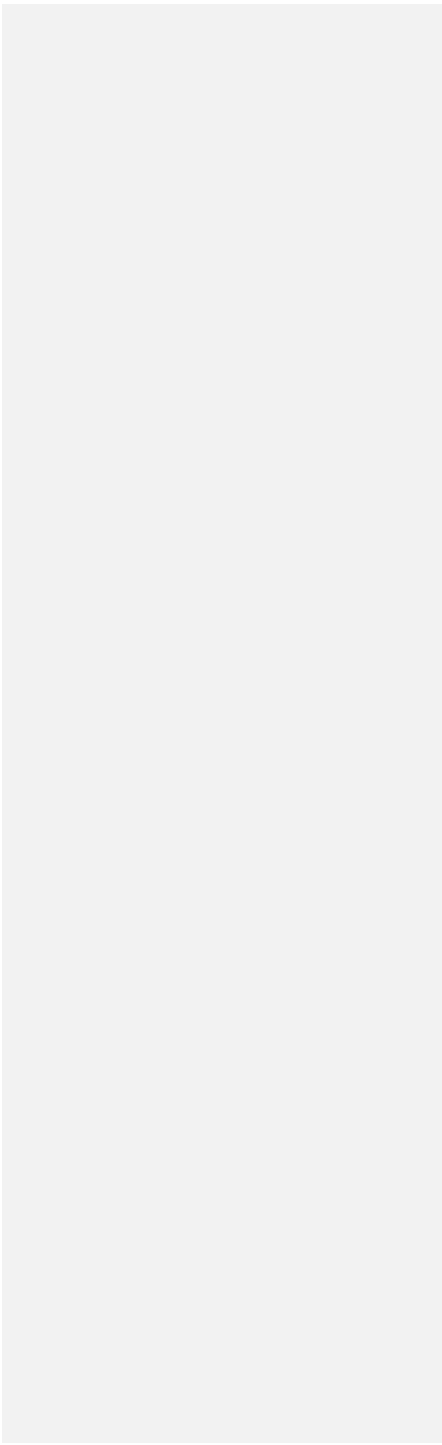All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change

48

0.1			

49

OPERATE WITH COMMERCIAL COMPETENCE IN GENERAL SCAFFOLDING					
Course code	ST305	Level	3	Credits	19
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding General (Level 3) and New Zealand Certificate in Scaffolding Trade (Level 4)				
Total learning hours		190			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Provider: Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills, and attributes to enable them to lead a commercially competent team of scaffolders and be eligible to apply for their Elementary Certificate of Competence in Scaffolding.

Ngā Hua o te Ako	Learning Outcomes	Ngā Tūtohu o te Kiko	Indicative Content	Assessment
1. Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding *8 credits*	• Checking and confirming scaffold structure, platforms, and edge protection are fit for purpose and completed according to erection and dismantling method to be used • Checking the stability of scaffolding, minimum base dimension and if tie/support to existing structures prior to accessing the lift above is required • Completion of required stability/support work • Identification of a safe access point to the lift above • Manage the risk of falling objects and establish an exclusion zone • Planning a safe method for erection and dismantling of the next lift. Such as tunnelling method, progressive erection and advance guardrails. • Use a safety harness for the erection and dismantling of scaffold	Learning outcome will be assessed against US 20861

50

	• Identify situations where a safety harness must be attached
	• Identify the correct points of attachment on the scaffold in preferential order
	• Prepare components on a lift for passing to the lift above or below, including by lifting bag, handline, ginwheel and handballing
	• Establish a safe zone for the passing of components to the lift above or below
	• Establish the sequence for the passing of components to the next Safely access the lift above or below
	• Different methods of access to the next lift in preferential order
	• Identify the preferred method of access to the next lift and make any modifications necessary to accommodate this method.
	• Access the next lift above or below safely
	• Use proprietary advance guardrails for erecting and dismantling of scaffolds.
	• Install full edge protection progressively before moving advance guardrails.
	• Install guardrails progressively from working platform lift below finished working platform.
	• Identify methods of installing guardrails from lift below or above, such as dummy lift, scaffolders step, hop up brackets with single deck.
	• Demonstrate progressive erection and dismantling
	• Install decks to lift above and secure for erecting.
	• Install kickboards and secure for erecting.
	• For dismantling, keep kickboards in place until all stacked items are lowered for dismantling

51

	• Install edge protection using tunnelling or scaffold safe zone including - erect initial guardrail, erect stop end, erect mid-rails and kickboards, dismantling the mid-rails, kickboards, stop ends and guardrails to ensure minimal exposure to falls.	
2. Complete a scaffolding inspection compliance report *4 credits*	• Principles of and practical confirmation of the stability of scaffold • Importance of and principles of inspecting scaffolding • Inspect standing scaffolding • Complete an inspection compliance report for tube and coupler, and proprietary scaffolding • Follow up from completing an inspection including identification, recording, and recommending remedial action to any non-compliant aspects of an inspected scaffold	Learning outcome will be assessed against US 23228
3. Erect and dismantle proprietary falsework *4 credits*	• The purpose and types of falsework • Practical building of false work • Identify the load to be supported in accordance with the manufacturer specifications or falsework design. Including dead loads, live loads, environmental loads and safe working loads (SWL) • Confirm the load capacity of proprietary falsework system to ensure the structure will not be overloaded • Confirm ground load bearing capacity and manufacturer instructions • Base out false work appropriately • Ready proprietary falsework for the next lift • Install temporary platform and edge protection. • Access the lift above internally, or via an external ladder and gate. • Fit and brace proprietary falsework.	Learning outcome will be assessed against US 23226

52

	• Fit U head jacks and header beams as required by the falsework plan. • Brace the structure. Check the structure is compliant and complete the Good Practice Guidelines (GPG) inspection report • Make changes where structure is not compliant to ensure compliance and amend the GPG inspection report accordingly. • Appropriately dismantle proprietary falsework in a progressive manner	
4. Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite *3 credits*	• Core principles of leadership and leading others • Different leadership styles and strategies to help effective leadership • The role of a scaffolding team leader such as – job organisation, job safety, documentation, accountability, issuing instructions, production, work performance, quality control, on-job training • The role of a scaffolding team leader in terms of on-site authority • Employer expectation of scaffolding team leader's performance around productivity, safety, personal image, company image, and good housekeeping • Workforce expectation of scaffolding team leader's performance in terms of clear instructions, fair treatment, encouragement, delegation, setting an example and feedback • Practical leading of a team • Utilising different communication techniques for different scaffolding staff (Including oral and written) • Consideration of different cultures and their communication styles • Regional Tikanga and how this relates to the scaffolding industry	Learning outcome will be assessed against US 30628

53

	• How to encourage and motivate staff
	• The importance of and ways to maintain positive workplace relationships.
	
	Sustainability issues of relevance that
	
	• the ākonga may be aware of
	• their company may be addressing
	• the industry is addressing and how
	    o example: SARNZ and plastic recycling
	    o appropriate sourcing of scaffolding equipment
	• consideration of fleet emissions.	

5. Complete the capstone assessment	• Design, build, and inspect allocated scaffolds (within the Elementary Certificate of Competence permissions) to meet the design brief and Good Practice Guidelines (GPG) requirements within commercially competent timeframes.	Learning outcome will be assessed against Certificate of Competence requirements

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level

54

Te Ohu Whakahaere Approvals - 14 February 2024 - New programme approval and accreditation, 3710-2 New Zealand Certificate in Scaffolding ...

154

20861	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding	8	3
23228	Complete a scaffolding inspection compliance report	4	3
23226	Erect and dismantle proprietary falsework	4	3
30628	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite	3	3

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

55

CATCH FANS, WINCHES, MAST CLIMBERS AND RESCUE					
Course code	ST401	Level	4	Credits	23
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding (Trade) (Level 4)				
Total learning hours		230			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, complex scaffolding including catch fans, winches, mast climbers, and to develop a rescue plan.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Prepare an emergency rescue plan and perform a rescue to recover a suspended individual after a fall in a work context	- Rescue plan purpose and content - Developing rescue plan for scaffolding activities - Implement and review a rescue plan - Evaluate retrieval possibilities from below and above - Influence on the rescue plan of the work environment, availability of equipment, probable deployment time of rescue strategies, skill level and risk exposure of those designated to perform a rescue - Evaluate the availability of medical help and the relevance to a rescue plan - Determining retrieval strategies in accordance with company requirements - Writing a plan, including retrieval strategies, roles and responsibilities of those involved, expectations of activity timing, specific locations, procedures for ensuring the safety of the rescuer and procedural checks	Learning outcome will be assessed against US 23232

56

	• Importance of getting plans approved • Determining resource requirements for the fall recovery rescue plan • Review and critiquing of rescue plans • Auditing of a rescue plans compliance considering changing workplace conditions and relevant documents • Simulated rescue and testing of rescue plans • Identifying, recording and adjusting deficiencies in a plan	
2. Erect and dismantle catch fans	• Plan and prepare for the erection of catch fans • Confirm and establishing catch fan requirements • Drawing of a catch fan scaffold plan including required resources • Erect spurs from the existing scaffold in accordance with the scaffold plan • Bracing of catch fan in accordance with the scaffold plan including using spurs from below, where necessary using spurs or wire rope from above • Brace supporting scaffold in accordance with the scaffold plan • Constructing of additional ties • Attaching covering material in accordance with the scaffold plan • Checking and confirming the stability of catch fan(s) and associated components with the scaffold plan • Checking of the entire structure for compliance and completion of GPG inspection reports • Dismantle catch fan scaffolding	Learning outcome will be assessed against US 23718
3. Erect, operate, and dismantle proprietary winches	• Types of winches a scaffolder may use, their lifting capabilities and the jobs they are best suited for • Checking of winches prior to use and safety processes while using a winch	Learning outcome will be assessed against US 23719

57

	• Planning and preparing for the erection of a winch on scaffolding considering the weight and nature of the load to be carried, start and end points of lift, placement on the scaffold, clearway, ties and bracing including tie points • Design and structure of the scaffold including fulcrum point, transverse bracing, or splicing of standard(s) and additional scaffolding such as platforms to support lifting operations and control functions and scaffolding to provide protection and access • Erect and dismantle a structure for winch us, including additional bracing and confirming the stability of the scaffold • Check the entire structure for compliance with the GPG inspection report and complete a GPG inspection report • Preparing of material for lifting by a winch and utilise the winch to lift items.	
4. Erect, operate, and dismantle mast climbers	• General types and uses of mast climbers • Principles of safe operation of a mast climber • Plan and prepare for the erection of a mast climber • Erect a mast climber • Check the structure is compliant and complete a GPG inspection report • Operate a mast climber and disassemble a mast climber.	Learning outcome will be assessed against US 23720

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical	100%	All

58

157

elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.		

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
23232	Prepare an emergency rescue plan and perform a rescue to recover a suspended individual after a fall in a work context	5	4
23718	Erect and dismantle catch fans	6	4
23719	Erect, operate, and dismantle proprietary winches	6	4
23720	Erect, operate, and dismantle mast climbers	6	4

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

59

SLOPING PLATFORMS, TRUSSES, SAFETY AND SUPERVISION					
Course code	ST402	Level	4	Credits	36
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding (Trade) (Level 4)				
Total learning hours		360			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, complex scaffolding including sloping platforms and proprietary trusses, to develop a safety plan and supervise scaffolding teams.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Prepare and review a safety plan when fall prevention controls are required for individuals working at height	• Assess the risks when work is to be undertaken at height and there is a fall potential. Including identification of fall hazards • Identification of and application of safety control measures such as elimination of non-essential height work, isolation of risks, use of elevated work platforms, • scaffolding, travel restraint mechanisms and safety equipment, • physical barriers, designation of optimum anchor points and static line systems • Prepare a safety plan, including required resources, to manage risk when fall prevention strategies are required • Approval, communication, and reviewing of a safety plan.	Learning outcome will be assessed against US 23231
2. Erect and dismantle sloping platforms	• Principles of sloping platform design • Plan and prepare for the erection of sloping platforms	Learning outcome will be assessed against US 23721

60

	• Confirm sloping platform requirements, including client requirements, the load to be carried or supported, area to be covered, points to be linked, angle from the horizontal, duration of use • Draw a scaffold plan in accordance with the GPG, including a sloping scaffold, including the load to be carried or supported, area to be covered, points to be linked, angle from the horizontal, optimum type of scaffolding available, placement of ledgers and transoms, consideration of guardrails, bracing and other safety components and optimum planking • Erect a sloping platform and barrow ramps • Attach components in accordance with the scaffold plan • Mark out and secure the angle from horizontal on vertical standards and transoms using double (right angle) couplers in accordance with the scaffold plan • Install and secure ledgers, putlogs, planks, guardrails, bracing and other components in accordance with the scaffold plan • Check and confirm the stability of the sloping platform(s) and associated components with the scaffold plan, and make adjustments as necessary • Check the entire structure for compliance with and complete the GPG inspection report • Make changes to the structure to ensure compliance and amend the GPG inspection report accordingly • Dismantle a sloping platform	
3. Supervise the erection and dismantlement of scaffolding	• Application and review of leadership techniques	Learning outcome will be assessed against US 23722

61

	- Components of appropriate supervision in the erection and dismantlement of scaffolding, including responsibilities and accountability, safety, task planning, task organisation, quality control, work performance, maintenance of standards and reporting - Different supervisory roles and the authority and typical duties they may have - Communicating expectations to a scaffold work team, including task allocation, safety, output, targets, budgets, equipment, resources, team morale, advice and warning of project - Issues and waste control - Allocating tasks for a scaffolding project to achieve flow of work in accordance - with scaffold plan(s), contract specifications, company requirements and safety considerations - Establishing objectives and managing the work programme - Measure efficient use of material in accordance with contract specifications and company requirements. - Monitor performance against work programme in accordance with scaffolding plan(s) and contract specifications. - Implement project quality control systems - Reporting of quality control documents such as an inspection compliance report - Non-conformance procedures.	
4. Design, erect and dismantle proprietary trusses	- Principles of truss design - Correct use of scaffolding trusses such as bridging, plan bracing, section bracing, lacing and use as a temporary roof - Design a proprietary truss system for bridging or roofs using manufacturers information and scaffolding principles	Learning outcome will be assessed against US 32877

62

	• Erect and dismantle proprietary truss system for bridging or roofs in accordance with the design plan and using a safe method of work • Check the structure is compliant and complete a GPG inspection report • Provide handover certificate to client, including duty loadings and any restrictions on the use of the scaffold.	

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
23231	Prepare and review a safety plan when fall prevention controls are required for individuals working at height	5	4
23721	Erect and dismantle sloping platforms	6	4
23722	Supervise the erection and dismantlement of scaffolding	10	4
32877	Design, erect, and dismantle proprietary trusses	15	4

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

63

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

64

VESSEL, BIRDCAGE AND SIMPLE CANTILEVERS - INTERMEDIATE COMPETENCE					
Course code	ST403	Level	4	Credits	26
Pre-requisites	NIL	Co-requisites		NIL	
Main programme	New Zealand Certificate in Scaffolding (Trade) (Level 4)				
Total learning hours		260			
Delivery modes:	Mixed mode: Provider: Campus-based and/or Extramural and/or Work-based				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, vessel scaffolding, birdcage scaffolding, and simple cantilevers, and be eligible to apply for their Intermediate Certificate of Competence in Scaffolding.

Ngā Hua o te Ako | Learning Outcomes	Ngā Tūtohu o te Kiko | Indicative Content	Assessment
1. Erect and dismantle vessel scaffolding	• Principles of vessel design • Design of a vessel scaffold plan • Plan and prepare for the erection of vessel scaffolding • Erect and dismantle the scaffold according to the scaffold plan and the GPG, including installing link bay/lap, butt planks, and rectangular vessel scaffolding • Check the structure is compliant and complete the GPG inspection report.	Learning outcome will be assessed against US 23716
2. Erect and dismantle birdcage scaffolding	• Principles of birdcage design • Plan and prepare for the erection of birdcage scaffolding • Develop a plan for management of the scaffold during its use to prevent overloading • Draw a scaffold plan taking into account the area to be covered, optimum type of scaffolding available, position of working lift(s), ground conditions, number of bays, bay width, bracing, guardrails and planking	Learning outcome will be assessed against US 23717

65

	• Erect and dismantle the birdcage scaffolding adhering to the plan and GPG guidelines • Manage risk in the erection of non-working lifts such as hooking on, installation of • guardrails, static line protection, fall arrest from above and temporary planking • Check the structure is compliant and complete the GPG inspection report.	
3. Erect and dismantle simple cantilevers from an existing scaffold	• Principles of cantilever design • Plan and prepare to erect simple cantilevers • Draw a scaffold plan including cantilevers and placement in relation to the scaffold, bracing points, engineering requirements, if necessary, additional tie and bracing requirements on the supporting scaffold • Erect simple cantilevers including positioning and attaching needles to the supporting scaffold in accordance with the scaffold plan • Support and brace needles in accordance with the scaffold plan including ways of 'getting out' • Construct additional ties between the scaffold and its supporting structure in accordance with the scaffold plan • Check the stability and compliance of the structure, and complete a GPG inspection report • Dismantle simple cantilevers including the clearing of the cantilevers of load from the extremities inward.	Learning outcome will be assessed against US 26606
4. Complete the capstone assessment	• Design, build, and inspect allocated scaffolds (within the Intermediate Certificate of Competence permissions) to meet the design brief and Good Practice Guidelines (GPG) requirements within commercially competent timeframes.	Learning outcome will be assessed against Certificate of Competence requirements

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

66

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Assessment portfolio will include theoretical questions and practical elements via delivery specific modes. This portfolio will include verification of practical naturally occurring evidence.	100%	All

Assessment in this course is competency-based. Ākonga must successfully complete all specified assessment items in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Wehenga | Standards

The following standards will be awarded upon successful completion of this course:

Std no.	Title	Credits	Level
23716	Erect and dismantle vessel scaffolding	10	4
23717	Erect and dismantle birdcage scaffolding	10	4
26606	Erect and dismantle simple cantilevers from an existing scaffold	6	4

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Where possible the application of tools and learning resources to accommodate a variety of learning styles and te reo Māori and Pasifika languages will be applied.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
0.1			New course

67

Appendix 2 - Unit standards aligned to GPOs:

Course Name	Course Aim & Outcomes		Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights	Lead a team to complete complex scaffolding works.	Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
			GPO 1	GPO 2	GPO 3	GPO 4
		Credits	40	15	120	20
		Assessment				
ST301 **Operate safely in the scaffolding industry** *19 Credits*	*The aim of this course is to develop ākonga knowledge, skills and attributes to operate safely as an ākonga and an employee in the scaffolding industry.*	All learning outcomes must be achieved to pass the course.				
	LO1 Manage first aid in an emergency situation	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standards 6400. Level 3, 2 credits; 6401. Level 2, 1 credit; 6402, Level 2, 2 credits	5			
	LO2 Use safety harness system when working at height in a scaffolding context	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23229, Level 3, 4 credits	4			
	LO3 Use, install and disestablish temporary proprietary height safety systems when working at height in a scaffolding context	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 15757, Level 3, 4 credits	4			
	LO4 Load and unload a scaffolding vehicle	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 1753, Level 3, 4 credits	4			
	LO5 Use and maintain scaffolding hand and portable power tools	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19622, Level 3, 2 credits	2			
ST302 **Legislation for scaffolding** *15 Credits*	*The aim of this course is to develop ākonga knowledge, skills, and attributes to understand and apply legislative and health and safety principles relating to operating as a safe and effective scaffolder.*	All learning outcomes must be achieved to pass the course.				
	LO1 Describe duties, rights, representation and the regulator in terms of New Zealand health and safety legislation	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30264, Level 3, 3 credits	3			
	LO2 Demonstrate knowledge of workplace health and safety culture and practices	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30266, Level 3, 6 credits	4	2		
	LO3 Interpret and apply health and safety legislative requirements to scaffolding work	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit	3			

68

167

				GPO 1	GPO 2	GPO 3	GPO 4
				Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights	Lead a team to complete complex scaffolding works.	Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
			Standard 19620, Level 3, 3 credits				
	LO4	Interpret and apply legislative requirements in the design of scaffolding works	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19621, Level 3, 3 credits				3
ST303 **Proprietary scaffolding** *22 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively prepare to build, build, inspect, dismantle and prepare for transport, proprietary scaffolds, including mobile scaffolds.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Perform basic calculations used in scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30692, Level 2, 2 credits	2			
	LO2	Base out proprietary frame scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20859, Level 3, 4 credits			4	
	LO3	Base out individual component proprietary scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20860, Level 3, 6 credits			6	
	LO4	Erect and dismantle standing proprietary scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23227, Level 3, 6 credits			6	
	LO5	Erect and dismantle mobile scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23225, Level 3, 4 credits			4	
ST304 **Tube and coupler scaffolding** *45 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect, dismantle and prepare for transport, tube and coupler scaffolds.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Base out tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20858, Level 3, 10 credits			10	
	LO2	Base out returns for tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23223, Level 3, 8 credits			8	
	LO3	Erect and dismantle standing tube and coupler scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit			10	

69

				GPO 1	GPO 2	GPO 3	GPO 4
				Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights	Lead a team to complete complex scaffolding works.	Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
			Standard 23224, Level 3, 10 credits				
	LO4	Use tube and coupler in standing proprietary scaffolds	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 19623, Level 3, 6 credits			6	
	LO5	Design, erect, and dismantle scaffolding ties	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23715, Level 4, 6 credits			4	2
	LO6	Plan and prepare for the erection of scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20856, Level 3, 5 credits	1			4
ST305 **Operate with commercial competence in general scaffolding** *19 Credits*		*The aim of this course is to develop ākonga knowledge, skills, and attributes to enable them to lead a commercially competent team of scaffolders and be eligible to apply for their Elementary Certificate of Competence in Scaffolding.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Demonstrate, at height, safety procedures for the erection and dismantling of scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 20861, Level 3, 8 credits	3		5	
	LO2	Complete a scaffolding inspection compliance report	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23228, Level 3, 4 credits			3	1
	LO3	Erect and dismantle proprietary falsework	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23226, Level 3, 4 credits			4	
	LO4	Demonstrate and apply knowledge of leadership skills and communicate instructions on a scaffolding worksite	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 30628, Level 3, 3 credits		3		
	LO5	Complete the capstone assessment	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of the Elementary Certificate of Competence	✓	✓	✓	✓
ST401 **Catch fans, winches, mast climbers and rescue** *23 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, complex scaffolding including catch fans, winches, mast climbers, and to develop a rescue plan.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Prepare an emergency rescue plan and perform a rescue to recover a suspended individual after a fall in a work context	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit	5			

70

				Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights	Lead a team to complete complex scaffolding works.	Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
				GPO 1	GPO 2	GPO 3	GPO 4
			Standard 23232, Level 4, 5 credits				
	LO2	Erect and dismantle catch fans	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23718, Level 4, 6 credits			5	1
	LO3	Erect, operate, and dismantle proprietary winches	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23719, Level 4, 6 credits			5	1
	LO4	Erect, operate, and dismantle mast climbers	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23720, Level 4, 6 credits			5	1
ST402 **Sloping platforms, trusses, safety and supervision** *36 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, complex scaffolding including sloping platforms and proprietary trusses, to develop a safety plan and supervise scaffolding teams.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Prepare and review a safety plan when fall prevention controls are required for individuals working at height	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23231, Level 4, 5 credits	5			
	LO2	Supervise the erection and dismantlement of scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23722, Level 4, 10 credits		10		
	LO3	Erect and dismantle sloping platforms	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23721, Level 4, 6 credits			5	1
	LO4	Design, erect and dismantle proprietary trusses	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 32877 Level 4, 15 credits			10	5
ST403 **Vessel, birdcage and simple cantilevers - intermediate competence** *26 Credits*		*The aim of this course is to develop ākonga knowledge, skills and attributes to safely and effectively design, prepare to build, build, inspect and dismantle, vessel scaffolding, birdcage scaffolding, and simple cantilevers, and be eligible to apply for their Intermediate Certificate of Competence in Scaffolding.*	*All learning outcomes must be achieved to pass the course.*				
	LO1	Erect and dismantle vessel scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23716, Level 4, 10 credits			8	2

71

				GPO 1	GPO 2	GPO 3	GPO 4
				Apply scaffolding industry technical knowledge to develop a safety plan and a rescue plan to manage risks when working at heights	Lead a team to complete complex scaffolding works.	Erect, alter, dismantle and inspect simple and complex scaffold structures, ensuring compliance with health and safety legislation and the Worksafe Good Practice Guidelines - Scaffolding in New Zealand.	Apply technical knowledge of loading and material properties to design simple and complex scaffold structures to meet client requirements.
	LO2	Erect and dismantle birdcage scaffolding	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 23717, Level 4, 10 credits			8	2
	LO3	Erect and dismantle simple cantilevers from an existing scaffold	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of Unit Standard 26606, Level 4, 6 credits			5	1
	LO4	Complete the capstone assessment	Assessment portfolio - Assessment elements within the portfolio are designed to provide evidence that meets the requirements of the Intermediate Certificate of Competence	✓		✓	✓
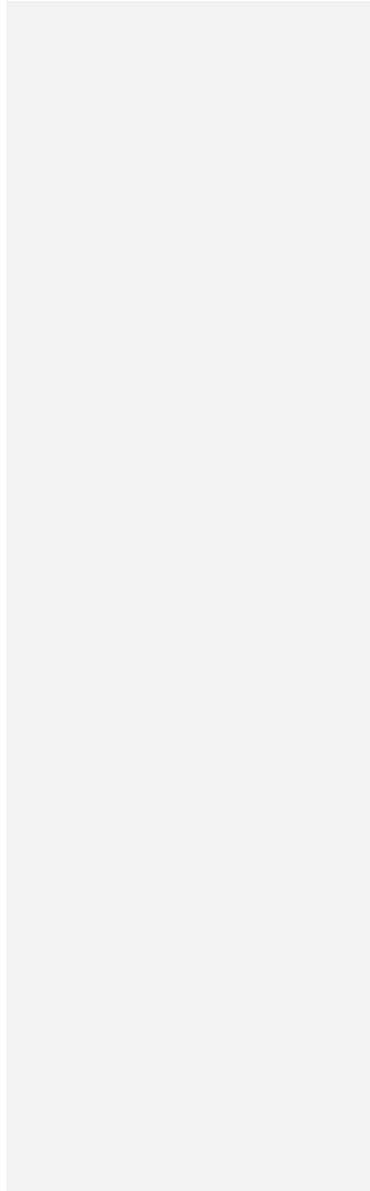
72

TE OHU WHAKAHAERE CRITIQUE OF PROPOSED LEVEL 1 – 6 PROGRAMME DEVELOPMENT

Te Pūkenga

Programme Proposal

Title:	3710-2 New Zealand Certificate in Scaffolding (Trade) (Level 4)		
Level:	4	Credits	205
QA reviewer		Ohu reviewer/s	

Each programme document includes a number of sections which are pre-formatted with the same wording for all programmes. Therefore it is recommended that Ohu Whakahaere-Approvals members spend minimum time reviewing these sections:

1. Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes
2. Te Hono o te Kahurangi | Qualification Details
4. Te Kawenga o te Hōtaka | Programme Delivery
6. Aromatawai me te Whakataurite | Assessment and Moderation
8. Aromatawai-kiritahi, Aromātai me te Arotake | Self-assessment, Evaluation and Review

The following sections should be checked by Ohu Whakahaere- Approvals members. For some sections the programme specific information is found in an appendix. Where indicated please refer to the relevant appendix.

He Raraunga Matua ā-Tohu, ā-Hōtaka Ako | Key Data for Qualification and Programme

Criteria	QA	Ohu	Comments
The qualification credits, level and version are correct	☐	☐	
The programme credits and level match the qualification	☐	☐	
The title of the programme is an accurate representation of the qualification it leads to	☐	☐	
The Graduate Profile Outcomes match those in the qualification	☐	☐	
The New Zealand Standard for Classification of Education (NZSCED) matches the qualification as listed	☐	☐	

Te Pūkenga

3. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa|Title, Aims, Learning Outcomes and Coherence

Criteria	QA	Ohu	Comments
The programme is clearly aligned to the qualification listed on the NZQCF	☐	☐	
The programme meets the relevant NZQA qualification definition and meets any conditions stipulated within the qualification	☐	☐	

5. Waeture ā-Hōtaka|Programme Regulations (follow link to Appendix 2)

Criteria	QA	Ohu	Comments
There are clear, relevant and appropriate regulations for:			
— Admission	☐	☐	
— Credit recognition and transfer	☐	☐	
— Programme length and structure	☐	☐	
The Admission and Entry requirements are appropriate for the level of study	☐	☐	
Any selection criteria are appropriate	☐	☐	
English language requirements are appropriate and aligned with NZQA rules (The Table)	☐	☐	
The programme's course structure and credit requirements accurately reflect the qualification and any strands	☐	☐	
If appropriate there are clear ākonga transition arrangements and no ākonga is being put at risk with the introduction of this proposed programme	☐	☐	n/a

7. Te Whakaaetanga me te Uiuitanga|Programme Acceptability and Consultation (follow link to Appendix 7)

Criteria	QA	Ohu	Comments
External Stakeholders consulted in the development of the proposal have been clearly identified by role and reason for inclusion	☐	☐	
The consultation summary clearly demonstrates the extent of the consultation	☐	☐	
The consultation clearly summarises the views of the stakeholders and the consideration and responses to those views	☐	☐	

Te Pūkenga

Criteria	QA	Ohu	Comments
- This includes a rationale for any feedback not integrated into the design and delivery			
There is evidence of when consultation occurred and at what stage of the process	☐	☐	
There is evidence of consultation through documentation and records	☐	☐	
There is evidence of consultation with each of the following groups:			Not categorised
- Māori	☐	☐	
- Pacific	☐	☐	
- Disabled	☐	☐	
- Kaiako	☐	☐	
- Employer / Industry (WDC)	☐	☐	
- Professional Body (where appropriate)	☐	☐	
- Ākonga (current and/or prospective)	☐	☐	

9. RAUEMI|RESOURCES (FOLLOW LINK TO APPENDIX 8)

Criteria	QA	Ohu	Comments
Collectively, the kaiako involved in the course:			
- are adequate in number and appropriately qualified for the outcomes of the course to be met; and	☐	☐	
- have experience and expertise in teaching, with regard to the proposed delivery modes	☐	☐	

APPENDIX 3: NGĀ HUA O TE AKO ME TE HĀNGAI KI NGĀ PUTANGA AKO A TE TAUIRA | LEARNING OUTCOMES AND ASSESSMENT MAPPED TO GRADUATE PROFILE OUTCOMES

Criteria	QA	Ohu	Comments
There is a matrix that clearly shows how course learning outcomes map to the qualification(s) graduate profile	☐	☐	
Aim and learning outcomes match those in the corresponding course descriptor	☐	☐	
GPO's are mapped against appropriate learning outcomes and align with credit values	☐	☐	

APPENDIX 4: AKORANGA|COURSES

Criteria	QA	Ohu	Comments
The level of the courses is:			
- Appropriate to the level of study	☐	☐	
- Appropriate to the learning outcomes of the course	☐	☐	

Te Pūkenga

- Appropriate to ākonga progression through the programme	☐	☐	
The credits/EFTS of the courses are:			
- Appropriate to the level of study	☐	☐	
- Appropriate to the learning outcomes of the course	☐	☐	
Assessment standards associated to the course are clearly identified	☐	☐	
The Aim of the course is concise, clear, and explicit with what ākonga should expect to do and gain by completing this course	☐	☐	
Learning outcomes describe the specific knowledge, skills, understanding and application ākonga will achieve through each component of the programme.	☐	☐	
– Learning outcomes must:			
| be consistent with and demonstrate how ākonga achieve programme aims and the qualification outcome statement	☐	☐	
| be measurable and achievable, and integrated to provide a balanced and logical programme of learning	☐	☐	
| be presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills, understanding and application	☐	☐	
| use level appropriate language consistent with Bloom's taxonomy	☐	☐	
Any pre-requisites are appropriate, logical, and necessary for ākonga to be adequately prepared for the course	☐	☐	
Content is appropriate to the aim, learning outcomes and level of the course	☐	☐	

OTHER COMMENTS:

Te Pūkenga

INTERNAL CRITIQUE OF PROPOSED LEVEL 1 – 6 PROGRAMME DEVELOPMENT

Internal Critique of Proposed Level 1 – 6 Programme development

It is to give confidence to Te Ohu Whakahaere - Approvals

Te Ohu Whakahaere – Approvals is responsible for approving all applications that go to NZQA, TEC and external approval bodies on behalf of Te Poari Akoranga. There are a number of rules, requirements and conditions – both external and internal – that must be met within the design and development of the programme – and translated into the content of the curriculum document. If the responses are not robust and clear – then there will be delays to the approval process as the relevant approval body stops the assessment to request further information.

Te Ohu Whakahaere - Approvals requires appropriate experts to undertake a robust critique on their behalf to give confidence to Te Ohu Whakahaere - Approvals that the proposed programme: has academic integrity and quality, will provide ākonga and other stakeholders with both a qualification and an experience; aligns to Te Pūkenga frameworks; meets the requirements and conditions of NZQA and TEC, and ultimately upholds the reputation of Te Pūkenga.

Te Pūkenga

PROGRAMME PROPOSAL

Title:	New Zealand Certificate in Scaffolding (Trade) (Level 4)			
Level:	4	Credits	Q:195; P:205	
Reviewer Details	Harry Leder			

PROGRAMME SUMMARY DATA

Criteria	Confirm	Comments
The programme details table is complete and accurate	☒	
The credits, level and total learning hours are clearly defined and meet the [requirements of the NZQF](#)	☒	
The title of the programme is an accurate representation of the qualification it leads to	☐	
The EFTS, credits and total hours align and are appropriate for a programme that leads to the related qualification	☐	
The appropriate programme code has been assigned	☐	
The New Zealand Standard for Classification of Education (NZSCED) matches the qualification as listed	☐	
The teaching hours table is coherent, the total hours add up to the appropriate hours, and total course descriptor hours equal programme hours	☐	

2. NGĀ TAITARA, NGĀ WHĀINGA, NGĀ HUA O TE AKO ME TE WHAKAKAUPAPA|TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

Criteria	Confirm	Comments
The programme is clearly aligned to the qualification listed on the NZQF	☐	
The programme meets the relevant NZQA qualification definition and meets any conditions stipulated within the qualification	☐	
Any additional programme requirements (e.g. noho marae, work placements etc.) relate and contribute to the achievement of the graduate profile outcomes and do not unnecessarily hinder ākonga success	☐	
The structure of the programme meets the relevant qualification credit requirements	☐	
The programme is made up of components structured in a coherent way to achieve the qualification outcomes, and any assessment	☐	

Te Pūkenga

standards are appropriate to the programme and relevant to the qualification outcomes		

3. Te Kawenga o te Hōtaka|Programme Delivery

Criteria	Confirm	Comments
The programme is structured to achieve qualification outcomes and any strands. It clearly shows how components are designed to form a coherent programme which demonstrates:	⊠	Clarify requirements for award of qual
− progression and integration of learning and assessment throughout the programme to meet the strategic purpose statement, outcome statement, level and credit value of the qualification	⊠	
− that programme length and components are clearly defined and appropriate for the level of learning and the qualification outcomes	⊠	
− modes of learning are appropriate to the learning outcomes	⊠	
− requirements and regulations detailing how ākonga are eligible to enter into and progress through a programme and be awarded the qualification (including the award of any strands or qualifiers)	⊠	Clarify requirements for award of qual
Any required workplace and education provider-based learning is identified	⊠	
There is a system, structure and role that manages any required placements or work experiences and it is clear, robust and appropriate	⊠	
All practical, field-based or work-based components, including research, that are based away from the stated delivery site, have been identified, described and are appropriate	⊠	

4. Te Whakaaetanga me te Uiuitanga|Programme Acceptability and Consultation

Criteria	Confirm	Comments
External Stakeholders consulted in the development of the proposal have been clearly identified by role and reason for inclusion	⊠	
The consultation summary clearly demonstrates the extent of the consultation	⊠	
The consultation clearly summarises the views of the stakeholders and the consideration and responses to those views - This includes a rationale for any feedback not integrated into the design and delivery	⊠	
There is evidence of when consultation occurred and at what stage of the process	⊠	

Te Pūkenga

There is evidence of consultation through documentation and records	☒	
There is evidence of consultation with each of the following groups: - Māori - Pacific - Disabled - Kaiako - Employer / Industry (WDC) - Professional Body (where appropriate) - Ākonga (current and/or prospective)	☐ ☐ ☐ ☐ ☐ ☐ ☐	

5. Waeture ā-Hōtaka|Programme Regulations

Criteria	Confirm	Comments
There are clear, relevant and appropriate regulations for: − Admission − Credit recognition and transfer − Programme length and structure	 ☒ ☒ ☒	
The Admission and Entry requirements are appropriate for the level of study	☒	
Any selection criteria are appropriate	☐	n/a
English language requirements are appropriate and aligned with NZQA rules (The Table)	☒	
The programme's course structure accurately reflects the differing pathways within the programme	☒	
If appropriate there are clear ākonga transition arrangements and no ākonga is being put at risk with the introduction of this proposed programme	☐	n/a

6. Aromatawai me te Whakataurite|Assessment and Moderation

Criteria	Confirm	Comments
There is an appropriate framework around assessment	☒	
Assessment methods should be appropriate for the programme, modes of delivery, the level of learning and the learning outcomes assessed in each case.	☒	
Assessment schedules need to be appropriate for the programme.	☒	
The moderation processes should be appropriate to the programme and its delivery.	☒	
A draft Moderation Plan is included	☒	

On behalf of Te Ohu Whakahaere)   3

Te Pūkenga

7. AROMATAWAI-KIRITAHI, AROMĀTAI ME TE AROTAKE|SELF-ASSESSMENT, EVALUATION AND REVIEW

Criteria	Confirm	Comments
There are processes for assessing the currency and content of the programme	☒	
There are adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification	☒	
There are adequate and effective processes for monitoring the quality of outcomes for ākonga and other stakeholders, and for reviewing programme regulations and content	☒	
There is an effective system for ensuring that the views of ākonga and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account.	☒	

RAUEMI|RESOURCES

Criteria	Confirm	Comments
Collectively, the kaiako involved in the course:		
- are adequate in number and appropriately qualified for the outcomes of the course to be met; and	☒	
- have experience and expertise in teaching, with regard to the proposed delivery modes	☒	
Additional kaiako needs are identified where necessary and, if required, detailed recruitment and/or kaiako development plans appropriate to the programme implementation timetable are in place	☒	
The range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, are clearly identified, and:	☒	
- the necessary teaching facilities and physical resources are in place, or	☒	
- detailed development and acquisition schedules appropriate to the programme implementation timetable have been established	☒	
There is a sufficient number of appropriately qualified and/or experienced support kaimahi for the outcomes of the programme to be met.	☒	
Adequate and appropriate programme information, guidance and support systems are provided for ākonga.	☒	

Te Pūkenga

	Confirm	Comments
The financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.	☒	

GRADUATE PROFILE

Criteria	Confirm	Comments
There is a matrix that clearly shows how course learning outcomes map to the qualification(s) graduate profile	☒	

AKORANGA|COURSES

Criteria	Confirm	Comments
The level of the courses is:		
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
- Appropriate to ākonga progression through the programme	☒	
The credits/EFTS of the courses are:		
- Aligned (i.e. credits equate to EFTS)	☒	
- Appropriate to the level of study	☒	
- Appropriate to the learning outcomes of the course	☒	
Assessment standards associated to the course are clearly identified	☒	
The Aim of the course is concise, clear, and explicit with what ākonga should expect to do and gain by completing this course	☐	
Modes of delivery:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☐	
Teaching Learning Methods:		
- Are appropriate and relevant to the content of the course	☒	
- Are aligned to the programme delivery method principles	☒	
Learning outcomes describe the specific knowledge, skills, understanding and application ākonga will achieve through each component of the programme.	☒	
– Learning outcomes must:		
| be consistent with and demonstrate how ākonga achieve programme aims and the qualification outcome statement	☐	
| be measurable and achievable, and integrated to provide a balanced and logical programme of learning	☒	

Te Pūkenga

| be presented in a logical, progressive way that demonstrates ākonga development of knowledge, skills, understanding and application	☒	
| use level appropriate language consistent with Bloom's taxonomy	☒	
Any pre-requisites are appropriate, logical, and necessary for ākonga to be adequately prepared for the course	☒	
Content is appropriate to the aim, learning outcomes and level of the course	☒	
Assessment is clear, appropriate and valid for the ākonga group and learning content	☒	
The Criteria to Pass the course makes sense within the context of the assessment and ensures that all learning outcomes are achieved before a pass is awarded	☒	
Specific Teaching and Learning Resources are identified	☐	

- (p.3/72) correct typo "Infrastrucure"

- (p.3/72) Update Strategic Purpose statement for 3710 (not 3708)

- (p.3/72) Update Ed Pathway to match NZQA, so qual doesn't lead to itself

- (p.3/72) correct typo "Intermdiate"

- (p.3/72) Qualification conditions – not all are covered – cf. NZQA,

- (p.4/72) correct typo "supervison"

- (p.5/72) Correct IELTS requirement to "IELTS General or Academic score of 5.5 with no band score lower than 5."
  Also, summarize and shorten "Entry requirements" in data sheet (to ≤2000 chars, text only) [datasheet =/= Regulations]

- (p.8/72) correct ISCED Level to 4 (not 5)

- (p.9/72) give EFTS value to 4 decimals

- (p.10/72) duplicate Contact Details 1

- (p.11/72) programme structure is unclear as to elective components (if any); also, it INCLUDES all of NZ3708 (whereas the Ed Pathway in the qual says it BUILDS ON NZ3708) – this is a Russian Doll design...

- (p.10/72) correct typo "compliation"

- (p.13/72) correct typo "liases"

- (p.15/72) Correct IELTS requirement to "IELTS General or Academic score of 5.5 with no band score lower than 5."

- (p.17/72) Regulations need greater clarity around requirement for the award of the qualification

- (p.18/72) Assessment section does not, but should, address the 2 CoC Capstone Assessments required in the qual specs.

- (p.19/72) correct "competenc" to "competence."

- (p.20/72) correct u/s name "11551, *Quality assure assessment*" to "11551, *Moderate assessment*"

- Update ALL references (and links) to TKM from Te Kawa Maiorooro 2023 to Te-Kawa-Maiorooro-2024

- (p.15/72) correct repeated word "standards"

- (p.15/72) correct missing spaces between words (x2): *"excellentrelationships"* *"andregularly"*

- (throughout) correct
  "Pukenga" ➔ "Pūkenga";
  "Earnlearn" ➔ "EarnLearn"
  "Scaffolding Trade (Level 4)" ➔ "Scaffolding (Trade) (Level 4)"
  us23244 ➔ us23224

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- (p.18/72) correct "competenc" to "competence."

- Non-standard Course coding (?)

- Add u/s version numbers to u/s tables in CDs
  add missing word "heavy" in us1753 title

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Karakia whakakapi

Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi
Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
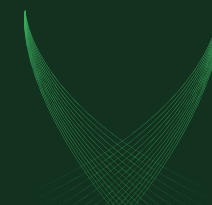**Tīna!** *(everybody)*
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving cloak of Rongo
the permanence of peace
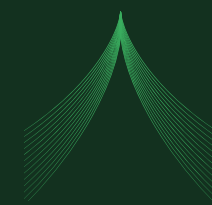and harmony
and bind it firmly,
Firmly!

Our values

Manawa nui
We reach out and welcome in

Manawa roa
We learn and achieve together

Manawa ora
We strengthen and grow the whole person