

He Puka Whakaaetanga, Whakamana Hōtaka | Programme Approval and Accreditation Document

Programme of Study:

**New Zealand Certificate in Animal Management
(Level 4)**

Leading to the award of:

**2489 New Zealand Certificate in Animal
Management (Level 4) with strands in Canine
Behaviour and Training; Companion Animals; Fish,
Amphibians and Reptiles; Pet Grooming; and
Zookeeping**



Te Pūkenga

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

Whakamanatanga Application details	
Type of application and approval sought	Type 1 change
Internal Approval	Unitec Academic Approvals Committee 14/03/2025
NZQA application number	C56336
NZQA Approval Date	02/05/2023
Summary of changes (if applicable)	Correction of errors (changing 'healthcare environment' to 'facility' as this is not a clinically-based programme) and addition of specific indicative curriculum Adjustment of LO's after feedback from industry post-initial delivery Minor changes to course names for Pet Grooming strand
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 Units offering this programme	
6004	Te Pūkenga trading as Unitec New Zealand
6006	Te Pūkenga trading as Ara Institute of Canterbury
6009	Te Pūkenga trading as Universal College of Learning
6013	Te Pūkenga trading as Otago Polytechnic
6025	Te Pūkenga trading as Toi Ohomai Institute of Technology
Taipitopito Tohu Qualification Information	
Te nama o te tohu mātauranga Qualification number	2489
Taitara Ingarihi Qualification English title	New Zealand Certificate in Animal Management (Level 4) with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping
Te putunga Version number	3
Te momo tohu Qualification type	New Zealand Certificate
Te kaupae Level	4
Ngā whiwhinga Credit	120
Whakaraupapa NZSCED numerical abbreviation	061103
Whakaraupapa NZSCED broad>narrow>detailed	Health > Veterinary Studies > Veterinary Assisting
Te kaihangā tohu Qualification developer	Muka Tangata
Te rā arotake Next review	30/04/26
Te rautaki o te tohu Strategic Purpose statement	The purpose of this qualification is to provide individuals with the skills, knowledge and attributes to maintain and manage a positive welfare state for animals. This qualification is designed for people who intend to work in a role managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet

	<p>grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos.</p> <p>Graduates will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision, or guidance.</p> <p>This qualification is stranded to recognise the specialist skills required for managing care and husbandry within the contexts of companion animal; fish, amphibian and reptile; canine behaviour and training; pet grooming; and zookeeping facilities; and to promote a positive welfare state for animals.</p>
Ngā hua o te tohu Graduate profile	<p>Graduates of this qualification will be able to:</p> <ol style="list-style-type: none"> 1. Implement regulatory and compliance requirements for animal care and welfare. 2. Apply knowledge of anatomy and physiology to relevant aspects of animal management. 3. Manage interpersonal relationships and ethical behaviour in the provision of animal care. <p>Graduates of the Pet Grooming strand will also be able to:</p> <ol style="list-style-type: none"> 10. Maintain animal, human, and environmental safety in a pet grooming environment. 11. Maintain an optimal welfare state of pets in a pet grooming environment. 12. Manage variations to normal and abnormal health and behaviour of pets in a pet grooming environment. 13. Apply knowledge of pet breed and individual characteristics, coat and body type, handling techniques, and the use and maintenance of grooming equipment to groom pets.
Ngā huarahi mātauranga Education pathway	<p>This qualification may build on the National Certificate in Educational Achievement (Level 2) [Ref: 0973] with Vocational Pathways Primary Industry endorsement; or the New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine, and Rural Animals [Ref: 2487].</p>
Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki Employment, Cultural, Community Pathway	<p>Graduates will be able to work as supervisors or technicians involved with the day-to-day care, welfare and/or training of animals. This may be in roles such as: dog trainer, pet groomer, zookeeper, zoo educator, animal centre worker, animal sanctuary worker, supervisor of kennels, cattery or doggie day care, or animal laboratory technician; animal rehabilitation, breeding, or quarantine facility; depending on the strand completed.</p>
Taipitopito hōtaka Programme information	
Taitara Ingarihi Programme English title	New Zealand Certificate in Animal Management (Level 4)
Strands/Majors	Canine Behaviour and Training; Companion Animals; Pet Grooming; Zookeeping
Waehe hōtaka Programme code (NZQA)	127902
Te putunga Version number	2
Credits - Directory of Assessment Standards (DAS)	0
Credits - Te Pūkenga credits	120
Credits - Programme Total	120

Programme Aim	<p>The aim of this programme is to deliver a learning experience that meets the qualification strategic purpose, through learning outcomes that align with and cover the qualification graduate profile outcomes. The programme is aimed at ākonga who have an interest in managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, and zoos and who may progress directly from secondary school or from prior study in related fields. The programme is also designed for those who wish to return to education to develop new animal care and management related skills.</p> <p>Graduates of the programme will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision.</p>
Te kiko Content Statement	Regulatory and compliance requirements for animal care and welfare; Anatomy and physiology to relevant aspects of animal management; Interpersonal relationships and ethical behaviour in the provision of animal care; Health, welfare, husbandry, wellness, for strand specific species; Canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs; Interpersonal communication skills; Global zoo industry frameworks; Concepts of conservation; Animal, human, and environmental safety in a zookeeping environment; Animal welfare.
Tikanga mō te kuhu Entry Requirements	<p>40 credits at NCEA Level 1, including 10 Literacy credits and 10 Numeracy credits; or a recognised equivalent. International applicants are required to have an IELTS score of 5.5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules. International applicants are required to have an IELTS score of 5.5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules.</p> <p>In addition to meeting the requirements for admission all applicants must complete a health declaration and declaration of any criminal conviction to ensure fitness to practice prior to acceptance into the programme.</p>
	<p>*Convictions of any offence may not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of the delegated authority.</p> <p>Selection processes may apply where the number of applications exceed the number of available places.</p>
Entry requirements - Key Information for Ākonga (KIS) website	40 credits at NCEA Level 1, including 10 Literacy credits and 10 Numeracy credits; or a recognised equivalent.
Te rā arotake Next review	November 2026
Ngā Momo Kawenga Delivery Mode	Provider Based (Blended: Including Face to Face, online enhanced and/or work integrated learning); Provider Based (Extramural) (Distance only online)
Te Huarahi o te Kawenga Delivery Methods	Case-studies; Scenario-based learning; Collaborative learning; Engagement with technical and professional standards; Flipped classroom; Fono; Group critiques; Guest speakers/Industry professionals; HyFlex models; Individual learning and career planning; Interactive lectures/Large-group teaching; Investigative/Field trips; Kanohi ki te kanohi and other culturally responsive options; Laboratory sessions; Practical learning; Noho marae; Online learning; Project-based/Activity-based learning; Research project; Role play; Mahi-ā-ipurangi Self-directed learning; Studio/Workshop; Team/Peer-based learning; Tuākana – Teina; Tutorials/Small-group learning; Wānanga; Work-integrated learning.
Delivery pattern (for STEO Study Mode)	Full-time (Including Part-time)
Assessment Mode	Achievement-based and/or Competency-based.

Ngā Huarahi Aromatawai Assessment Methods	Assessment Portfolio including: Assignments; Case-studies; Examinations; Group/Collaborative assessments; Practical demonstrations; Presentations; Projects; Tests/Quizzes; Written reports; summaries; contextual documents; Work-integrated assessment.
Assessment Result key / Grade key	Achievement-based 11-point scheme and/or Competency-based 2-point scheme
Assessment Standards that will be awarded in this Programme	N/A
Ākonga type	Domestic & International
Source of Funding	SAC; Domestic Full Fee-Paying; International; Full Fee-Paying
Approved subcontracting arrangements	NIL
Tuhinga o Mua Hōtaka Programme Duration Details	
Minimum Duration of the Programme (Full-time)	1 year
Maximum Duration of Programme	6 years
Range of Tuition / Teaching (FTE) Weeks	30 - 36
Range of Vacation / Recess (holiday) weeks	6 - 8
Range of total gross weeks	36 - 44
Number of years	1
Range of learning hours per week (Provider based only)	32 - 40
Indicative % of tutor-directed hours	Canine & Companion - 60% Zookeeping and Pet Grooming - 60%
Indicative % of work integrated learning hours	Canine & Companion - 10% Zookeeping and Pet Grooming - 20%
Indicative % of self-directed learning hours	Canine & Companion - 30% Zookeeping and Pet Grooming - 20%
Total learning hours per year	1200
Programme total hours	1200
Whakaritenga Raraunga Tec Data Requirements	
Qualification type (e.g. national qualification)	New Zealand Certificate
Qualification Award Category	36
ISCED Level	4
ISCED Subsequent Destination	C: Designed to lead direct to the labour market (L1-4 only)
ISCED Category	64 (Veterinary)
Distance Learning Available (yes/no)	YES
Programme status (e.g. Approved/Pending)	Pending
EFTS-based funding sought	YES

Student allowances sought	YES
Student loans sought	YES
Teacher Registration Board approval	NO
EFTS value (= credits ÷ 120)	1
Contact Details	
Contact Details	e-mail: quality@tepukenga.ac.nz

1 New Zealand Certificate in Animal Management (Level 4)

This Type 2 change application seeks to add the Pet Grooming Strand to Te Pūkenga New Zealand Certificate in Animal Management programme. The new content relating to this change is noted below as marked-up text. There are also a small number of wording changes to maintain currency and consistency in this programme document.

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga (students) at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Pae Tawhiti](#), our Te Tiriti o Waitangi Excellence Framework, and [Te Rito](#), our Ākonga at the Centre research project and reports. This approach also fulfills the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our [Equity and Ākonga Success Strategy](#).

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three [Te Rito reports](#), focusing on Māori, Pacific and Disabled ākonga, respectively. [Te Rito](#) framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in [Te Rito Report Part One](#). In working to achieve this objective, we know it is

not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, [Te Rito Report Part Two](#) indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, [Te Rito Report Part Three](#) indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff). The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hāpori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand certificate in Animal Management (Level 4) qualification was updated with Version 3 published in October 2021. This qualification replaces the existing versions 1 and 2 of this qualification. The last date for assessments to take place for Version 2 of this qualification is 31 December 2024. Therefore, rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, one programme of study was developed to become the unified programme of study.

The programme of study presented here is based on a collaborative design process across the following Te Pūkenga Business Divisions:

- Te Pūkenga trading as ARA Institute of Canterbury
- Te Pūkenga trading as Otago Polytechnic
- Te Pūkenga trading as Toi Ohomai Institute of Technology
- Te Pūkenga trading as Unitec New Zealand

The collaborative design process was supported by two groups: (i) a Steering Group with representation from every relevant network partner, i.e., every network partner delivering programmes of study in the broad discipline area of animal healthcare; and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area

- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)
- steering programme unification work and providing advice and support to Working Groups

A working group of members from the above Te Pūkenga Business Divisions reviewed all current existing programmes being delivered by our network, and a reference group drawn from the network, selected the best from each of these to ensure the new unified programme met the new Graduate Profile Outcomes of the new qualification.

The programme selection criteria included the following:

- Version changes or accreditation/regulatory body changes have already been made.
- The programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- The programme was updated within the past three years.
- Minor updates to the programme will allow it to align with Te Pūkenga Charter.
- The programme already enables multiple modes of delivery.
- Te Tiriti o Waitangi is evident across the programme.
- The programme is ākonga-centred and allows a focus on under-served ākonga (Māori, Pacific, Disabled) and adult and second chance ākonga.
- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility.
- The programme addresses identified future needs of ākonga, industry and community.

The unified New Zealand Certificate in Animal Management (Level 4) has been designed to provide Aotearoa New Zealand with individuals with the skills, knowledge and attributes to maintain and manage a positive welfare state for animals in their day-to-day care, and in welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos.

1.2.1 Addition of Pet Grooming Strand

The Pet Grooming strand is specifically designed to provide Aotearoa with individuals with the skills, knowledge and attributes to maintain animal, human, and environmental safety in a pet grooming environment. To maintain an optimal welfare state of pets and manage variations to normal and abnormal health and behaviour of pets in a pet grooming environment. They will be able to apply knowledge of pet breed and individual characteristics, coat and body type, handling techniques, and the use and maintenance of grooming equipment to groom pets.

1.3 The Animal Management (Level 4) Programme

The aim of this programme is to deliver a learning experience that meets the qualification strategic purpose, through learning outcomes that align with and cover the qualification graduate profile outcomes. The programme is aimed at ākonga who have an interest in managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, and zoos, and who may progress directly from secondary school or from prior study in related fields. The programme is also designed for those who wish to return to education to develop new animal care and management related skills.

Graduates of the programme will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision.

This qualification is structured to recognise the specialist skills required for managing care and husbandry within the contexts of companion animal; fish, amphibian and reptile; canine behaviour and training; pet grooming; and zookeeping facilities; and to promote a positive welfare state for animals.

1.4 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of **transition** to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery are contextualised, and provide relevant pathways to meet the needs of those local communities.

It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspects of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme. A Mātauranga Māori snapshot tool will be applied to this unified programme to identify how contextualised Mātauranga Māori content is evident and what next steps are required to enhance or develop this further.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes and takes us a step towards addressing some of the inequities that exist for priority ākonga.

Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given network partner. To this end, each network partner currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

2 Te Hono o te Kahurangi | Qualification Details

NZQA Approval Criterion 1: Qualification to which the programme leads.

The programme detailed here meets the definition as listed in the [New Zealand Qualifications Framework \(NZQF\)](#) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF. Full qualification details can be found in the [Appendix](#) and on the [NZQA website](#).

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

NZQA Approval Criterion 2: Title, aims, learning outcomes and coherence

The aim of this programme is to enable graduates to be employed in/as supervisors or technicians involved with the day-to-day care, welfare and/or training of animals. This may be in roles such as: dog trainer, pet groomer, zookeeper, zoo educator, animal centre worker, animal sanctuary worker,

supervisor of kennels, cattery or doggie day care, or animal laboratory technician; animal rehabilitation, breeding, or quarantine facility; depending on the strand completed.

This programme is aimed at people who intend to work in a role managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos.

It will produce graduates with the knowledge, skills, and attributes to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision, or guidance.

Coherence is provided through the alignment of course titles, aims, and learning outcomes to the graduate outcomes, as set out in the graduate profile map ([see Appendix 3](#)).

4 Te Kawenga o te Hōtaka | Programme Delivery

NZQA Approval Criterion 3: Delivery modes and methods

4.1 Ngā Momo Kawenga | Delivery Modes

An individual ākonga's programme of study 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 and supports them to move seamlessly between different ways of learning.

The modes noted in the table below are based on guidance from the [Tertiary Education Commission](#) (TEC) and recognise the different cost structures involved in delivery. The modes of delivery have been designed as part of the TEC's Unified Funding System to

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers;
- support the quality, relevance and growth of work-based learning;
- meet ākonga, employer and community needs; and
- be simple and transparent.

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga health and wellbeing support.
Provider-based: extramural	Ākonga study mainly away from a campus setting but not in the workplace. Ākonga undertake supported self-directed learning and the provider is responsible for ākonga health and wellbeing support.
Work-based	Ākonga study mainly in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer. Providers are responsible for ākonga health and wellbeing support but this may be provided in conjunction with the employer.
Work-based: pathway to work	Ākonga have completed some study in the provider-based mode. Providers assist ākonga to find jobs with training agreements and support them to establish their learning in the workplace. All other work-based responsibilities are the same as the work-based mode. This rate will be limited to the transition period between study and work.

Assessment and verification	Ākonga receive training in the workplace. The employer has created or purchased a programme of study leading to a qualification and delivers this. Providers work with employers to match the programme to the New Zealand Qualifications Framework. Providers are responsible for the quality of assessment of the programme.
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In terms of delivery modes defined by NZQA, this programme is designed to allow the following:

- blended (face to face, work integrated learning and online distance engagement)

4.2 Te Huarahi o te Kawenga | Delivery Methods

4.2.1 Learning and teaching methods

This programme uses a range of learning and teaching methods, which support ākonga development toward meeting graduate profile outcomes. The range of strategies adopted will enable implementation of and support for the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework). The programme is designed to allow for minor variation between division sites for delivery and assessment activities. This is to accommodate varying class sizes, learner demographics, delivery modalities and regional and local requirements. The specifics for each site are based on established current delivery practices for the discipline.

The range of learning and teaching methods used within this programme will include those listed below. The list represents the range of methods that are currently employed around the network, as well as a range of methods used in similar programmes. The list was developed by the working groups and the methods represent those that are considered to be appropriate for learning and teaching for this programme in a range of delivery scenarios.

Each of these may be offered in physical, virtual and/or simulated approaches, including emerging technologies. Where appropriate, Māori, Pacific and Disabled people are invited to participate in the delivery of this programme, contributing on the basis of their own lived experience to ākonga learning.

Ākonga will be provided access to the relevant tools, equipment, applications and materials to support delivery. These will be outlined in programme and course delivery information provided to ākonga at the start of their programme. Minimum requirements for this information includes:

- Detailed course subject outlines (incl learning outcomes)
- Weekly topic schedule
- Prescribed and recommended text/s (if any)
- Resource requirements
- Assessment structure for all learning outcomes and topics (incl. assessment dates)

Kaiako teaching on courses in the programme from across the network are engaging in communities of practice to share teaching experiences and are collaborating with learning design partners to continue the development of network wide learning, teaching, and assessment resources where those may be appropriate.

<ul style="list-style-type: none"> • Case-studies • Scenario-based learning • Collaborative learning • Engagement with technical and professional standards • Flipped classroom 	<ul style="list-style-type: none"> • Laboratory sessions • Practical learning • Noho marae • Online learning • Project-based/Activity-based learning • Research project
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<ul style="list-style-type: none"> • Fono • Group critiques • Guest speakers/Industry professionals • HyFlex models • Individual learning and career planning • Interactive lectures/Large-group teaching • Investigative/Field trips • Kanohi ki te kanohi and other culturally responsive options 	<ul style="list-style-type: none"> • Role play • Mahi-ā-ipurangi Self-directed learning • Studio/Workshop • Team/Peer-based learning • Tuākana – Teina • Tutorials/Small-group learning • Wānanga • Work-integrated learning
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Detailed descriptions of each of the above are available in the [Appendix](#).

4.2.2 Practical and work-integrated learning

Practical and work-integrated learning in this programme will provide ākonga opportunities to apply learning to practice in a supported environment, either real or simulated. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Such practical and/or work-integrated learning also provides opportunities for observation by qualified practitioners. Work-integrated learning in this programme will include

- clinical/practice placements;
- practicum.

As a learning and teaching method, practical and work-integrated learning is an option for providing opportunities for learners to experience the application of their learning to practice. In the context of these programmes practical and work-integrated learning may be real experience of either guided placement or simply visiting a workplace or may involve a project that connects with a workplace for context or can also be a simulation.

The requirements for practical and work-integrated learning in this programme (e.g., skills to be acquired and assessed, simulated or real contexts to be experienced, number of hours to be observed) and related resources such as templates for Work-integrated Learning Agreements and workplace observation feedback will be supplied in course information. Work-integrated learning opportunities arise from time to time and may not always be employed.

The work-integrated learning agreement details the arrangements and responsibilities for securing a placement and the arrangements for assessment.

The programme meets the qualification practicum requirements, listed below:

For the Canine Behaviour and Training Strand

1. At least 120 hours.
2. Practicum must take place in a suitable canine training environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.
3. A suitable canine training practicum environment may include but is not limited to - preschool, group classes, one on one consultations, or any situation where the environment includes canine care in addition to training, or training and behaviour services.

For the Companion Animals Strand

1. At least 120 hours in at least two different companion animal care facilities that enable a balance of application of theoretical knowledge and practical skills acquisition required for the strand.

For the Pet Grooming Strand

1. At least 240 hours in at least two different pet grooming facilities that enable a balance of application of theoretical knowledge and practical skills acquisition required for the strand.
2. 240 hours to be made up of –
 - Preparation
 - Bathing, drying, and hygiene procedures
 - Clipping and scissoring, hand stripping, and deshedding.
3. Hygiene procedures include ear cleaning, manual teeth brushing, clipping claws, external anal gland expression.

For the Zookeeping Strand

1. At least 280 hours with 80 hours mammals; 40 hours birds; 40 hours reptiles and/or amphibians and/or fish. At least 16 hours from the total 280 must be allocated to working with any animal group that is considered dangerous to the extent that keepers only work in protected contact.
2. Practicum must take place in a commercial New Zealand zoo facility that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.

In this programme rural animal species includes cattle, sheep, deer, alpaca, llama, pigs, goats, or poultry.

Course pre-requisites ensure ākonga have the knowledge, skills and competencies to apply safe and ethical care.

To ensure ākonga meet safety requirements learning and assessment of health and safety, animal ethics, professional behaviour, and basic animal handling before work experience is undertaken, where relevant.

4.3 Te Mana Akoranga | Academic Integrity

Academic integrity relates to meeting moral and ethical principles in education and training settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work and society.

Te Pūkenga is committed to the highest standards of integrity, respect and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards and require ākonga to be honest and act with integrity in their learning and assessments. We are committed to providing the resources necessary to support their success as both ākonga and citizens.

The Academic Integrity policy and procedure form part of [Te Kawa Maiororo | Educational Regulatory Framework](#). Business division policies and procedures form part of Te Kawa Maiororo.

5 Waeture ā-Hōtaka | Programme Regulations

NZQA Approval Criterion 5: Regulations

Programme regulations outline the requirements for entry into, progress through and completion of the programme, and are aimed at assisting ākonga to understand these requirements. The Programme Regulations for this programme are given in the [Appendix](#), and are to be read in conjunction with [Te Kawa Maiororo | Educational Regulatory Framework](#). Te Pūkenga aims to

enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled, and other equity groups.

6 Aromatawai me te Whakataurite | Assessment and Moderation

NZQA Approval Criterion 6 and Accreditation Criterion 1: Assessment and moderation

6.1 Aromatawai | Assessment

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 teaching. 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;
- reflect and simulate work-based environments;
- provide ākonga with feedback regarding their own learning and for developmental purposes; and
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pūkenga has a commitment to supporting ākonga to achieve 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 teaching.** 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 teaching therefore assessment provides useful information to ākonga and kaiako.
- **Provide evidence of programme quality.** Assessment results serve as a measure of the institute's success and ability to meet accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.1.1 Ngā Tukanga Aromatawai | Assessment Procedures

Course assessment	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless indicated otherwise in programme delivery documentation.
Assessment in te reo Māori	Ākonga have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is governed by Te Kawa Maiororo Educational Regulatory Framework .

Affected performance	Where ākonga performance in an assessment is negatively affected by a circumstance or situation which they could not have reasonably prevented, ākonga may apply for special consideration, as set out in Te Kawa Maiooro Educational Regulatory Framework . Business division policies and procedures form part of Te Kawa Maiooro.
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6.1.2 Principles of assessment

The key principles below underpin assessment in this programme.

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
Authenticity	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and inclusivity	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
Manageability	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
Transparency	Each assessment should clearly set out what is expected of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.
Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

6.1.3 Assessment methods

This programme uses a range of assessment methods, which support ākonga to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes. The three main types of assessment are as below.

- **Diagnostic** is preliminary assessment to find out where ākonga are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet ākonga needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga on progress towards a

learning outcome. It can also provide information to inform the next steps in teaching and learning.

- **Summative** is assessment that provides evidence that an ākonga has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākonga will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākonga, learning and teaching, and includes formats that are oral, written, visual and practice based.

6.1.4 Assessment portfolios

Assessment in this programme is collated into Assessment Portfolios, which are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an Assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

An Assessment Portfolio is used for accountability and provides evidence of what ākonga have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes. Ākonga are required to submit work for each assessment item/activity within the portfolio. Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed. The portfolio can provide a record of all assessment completed within a course.

Evidence within the Assessment Portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports, etc. The evidence selected to be included in a portfolio will be authentic and relevant. In the Assessment Portfolio, ākonga must submit all specified assessment items, and obtain at least 50% overall score in order to pass the course.

Theory and practical assessment in this programme will be in line with the qualification requirements.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. The list of available assessment methods presented below represents the range of current methods employed around the network for the programme, as well as a range of methods used in similar programme contexts that are considered to be appropriate for improving approaches to assessment for the programme in a range of delivery scenarios. This list was developed by the working groups and the methods align with what will be utilised.

Kaiako teaching on courses in the programme from across the network are establishing communities of practice to share teaching experiences and are collaborating with learning design partners to continue the development of network wide learning, teaching, and assessment resources where those may be appropriate.

Collaborative moderation processes are currently being established for all programmes in Te Pūkenga. These processes are designed to ensure that assessment element variability will not compromise the achievement of assessment standards for learning outcomes. Each method identified may be utilised to assess theory and/or practical applications. Assessment activities in this programme will include:

- | | |
|--|--|
| <ul style="list-style-type: none">• Assignments• Case-studies | <ul style="list-style-type: none">• Projects• Tests/Quizzes |
|--|--|

<ul style="list-style-type: none"> • Examinations • Group/Collaborative assessments • Practical demonstrations • Presentations 	<ul style="list-style-type: none"> • Visual development records • Written reports, summaries, contextual documents • Work-based/Work-integrated assessment
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Detailed descriptions of each of the above are available in the [Appendix](#).

6.1.5 Assessment feedback

Ākonga are provided with regular feedback on progress and reporting on final achievements. Kaiako contributing to the programme, aim to provide constructive feedback in a timely fashion on ākonga progress. Typically, such feedback is provided on individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

6.1.6 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may entail spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a given learning location, or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (e.g., assessment schedules).

6.2 Te Whakataurite Aromatawai | Moderation of Assessment

Te Pūkenga has a networked moderation system to ensure the integrity and quality of summative assessment, and to assure Te Pūkenga-wide comparability in assessment outcomes for the programme. All assessments in this programme will be moderated pre- and post-assessment for the first delivery of each course. Thereafter, moderation will occur according to an annual moderation plan.

External moderation will be carried out as specified in an agreed Te Pūkenga moderation plan. (See an indicative Moderation Plan in the [Appendix](#).) The Programme Committee is responsible for ensuring that the requirements of the approved programme moderation plan are met. This will include post-assessment moderation, as well as ensuring assessments are appropriate for the relevant level, learning outcomes and graduate profile outcomes.

The key components of the networked moderation system are as follows:

Type	Pre-assessment moderation	Post-assessment moderation
Local	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of assessors' marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency and ease of understanding.
External	External moderation will be carried out as specified in a network moderation plan. The primary objective of external moderation processes is to ensure that consistent assessment judgements are made at a consistent network standard.	

Te Pūkenga moderation practices are based on the firm foundation of processes and practice from the range of established practice by network partners. The key difference is the collaborative networked approach that will be employed within discipline teaching groups. The outcomes of moderation are reported and discussed in a variety of fora and used to seek improvement in practice across the network.

6.2.1 Collaboration for programme moderation

Kaiako teams will collaborate to collectively and separately provide processes ensuring assessment activities are fair, impartial and consistently applied between years and across learning sites delivering the same courses. Collaborative discipline moderation rōpū will have an overview of the programme moderation and will work with the co-ordinator, and/or a specific moderation team, to provide processes to ensure that the learning outcomes achieved are substantially equivalent across delivery locations and sites. Moderation will be conducted by suitably qualified practising academics/assessors and moderators appointed from industry.

6.2.2 Local moderation

Kaiako recognised as having expertise in assessment within the discipline area of the relevant course collectively hold responsibility for local moderation within delivery sites, which will be undertaken by collegial teams. Industry partners may be invited to collective (cluster) moderation events to provide external input. Clear feedback for improvement and any requirements for corrective action will be provided for each course.

Internal pre/post moderation will employ standardised evaluation tools and forms. National benchmarking of the results of pre/post internal moderation will be undertaken by the designated national programme committee with recommendations for improvement made to any specific delivery site.

6.2.3 External moderation

Courses are subject to regular external moderation as per the Moderation Plan.

External moderation will be undertaken by National Moderation Panels consisting of moderation experts from another programme or discipline and with an industry partner to provide an external expert view of the content and to represent the view of ākonga. Te Pūkenga will engage in any such external moderation activities as may be required by WDCs or other relevant SSBs.

The moderation process is intended to encourage a culture of continuous improvement. It is not intended to be solely a compliance exercise. To this end, constructive engagement between local teaching teams and the moderation panel is to be encouraged.

All moderation outcomes will be reported to the national programme committee and reviewed by programme regional/local moderation groups. Quality teams provide monitoring and oversight of moderation activities and report up through Ohu Whakahaere as needed.

External Moderation will evaluate each course for quality and consistency of outcomes using standardised evaluation tools. The resulting individual course moderation reports will provide feedback which may include a statement of any corrective action considered necessary to take collectively, or at any specific delivery site. Kaiako will be required to report on the corrective actions undertaken to ensure the national standard is achieved the next time this course is offered.

7 Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

NZQA Approval Criterion 4: Acceptability of the programme and consultation

7.1 Te Whakapānga mā roto i te Whanake Hōtaka | Socialisation during Programme Development

Kaiako at each Te Pūkenga network partner currently teaching on this programme or intending to do so were consulted during the process of programme development. This socialisation phase ensured that internal teaching teams had an early opportunity to view the draft programme and consider how it compared to their current programmes. This phase of engagement with kaiako was an important part of the consultation and programme acceptability process. Kaiako were invited to provide feedback on critical aspects using an online survey from Monday 25th May to Monday 8th August 2022. Feedback was requested on the draft curriculum regarding the following:

- any gaps or omissions in the alignment of the programme with the qualification requirements
- any unnecessary duplication
- the alignment between course learning outcomes and graduate profile outcomes
- whether the programme provides scope for regionalisation

Feedback was received, collated and discussed among the programme Working Group and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

The Workforce Development Council relevant to the programme was engaged with during the development process through their input at the Steering Group. In addition, informal feedback was invited on the draft curriculum during the socialisation phase. Feedback was discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

7.2 Te Uiuinga i te Hunga Whaipānga | Partner and Stakeholder Consultation

Following revisions based on the above socialisation, wider consultation was undertaken. Steering Group members were requested to share links to draft programme documentation and an online survey with their partners as appropriate, including ākonga, kaiako and wider kaimahi across Te Pūkenga network, and from community and industry stakeholders, including Māori, Pacific and Disabled partners, via their established relationships. Responses from these parties were invited by the use of an online survey from Thursday 17th August to Wednesday 14th September 2022. Feedback was requested regarding the following:

- strengths of the proposed programme
- gaps/omissions in the proposed programme needing to be addressed to ensure it aligns with qualification requirements
- how the proposed programme allows for regional flexibility
- any further feedback

Feedback was received, collated and discussed among the working groups and amendments were made where appropriate, as detailed in the Consultation Summary Log in the [Appendix](#).

7.3 Mana whenua

Mana whenua were invited to engage in the consultation process by each business division, which has local and regional relationships.

Mana whenua will be invited to input into evaluation and review, as Industry Advisory Committee's (IAC) are established at a local level and established at regional and national level to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review. Mana whenua representation is specified in the membership of each committee at each level.

Frameworks and/or policies for stakeholder engagement (ākonga, industry and Māori) are being developed in co-design with the relevant stakeholders and are anticipated to be in place by mid-2023. In the interim, Te Pūkenga Grandparenting Policy enables business division to continue using their current policies until a national policy is in place. Engagement with mana whenua, is guided by mana whenua and will look different by location and/or region. A high-level Te Tiriti o Waitangi Partnership Framework will provide high level commitments to guide such engagements.

In the interim and until national frameworks and policies are in place, the National Implementation Lead working with the Tiriti Outcomes team (nationally and regionally) and local Discipline Leads will be responsible for oversight of engagement with mana whenua and other stakeholders across the delivery sites.

7.4 Need for the programme

Te Pūkenga has engaged with and consulted with its delivery sites who currently offer qualifications in this discipline area and who have confirmed a desire to deliver a programme that leads to this qualification. This is based on their annual evaluation of their portfolio, enrolment data and their individual industry and community engagement.

This programme is designed as a unified programme to replace existing local programmes and to meet the changes made to the qualification. It is a transition to a new single programme to replace existing stand-alone programmes.

Continued delivery of the programme at any specific site will be subject to Te For a review from time to time by the emerging national governance structure that is currently under development as part of the operational model.

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

Approval Criterion 7 and Accreditation Criterion 4: Self-assessment, evaluation and review

8.1 Kawa Whakahaere Kounga ā Hōtaka | Programme Academic Quality Management

This programme will be located in an assigned Ako Network that will be responsible for maintaining ongoing programme and academic quality management systems and processes. The network will also be responsible for maintaining the capacity to support sustained delivery of the programme at the range of delivery sites, and in the range of delivery modes.

8.2 Aromātai me te Arotake | Evaluation and Review

All Te Pūkenga programmes are subject to ongoing evaluation of individual courses, as well as the programme as a whole. Evaluation involves a range of programme stakeholders, including ākonga, appropriate external professionals and organisations, and members of the academic community.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga. Thus, all programmes and courses that lead to qualifications on the NZQF are approved and accredited by NZQA and undergo ongoing self-assessment and review as part of Te Pūkenga quality assurance framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga is held accountable to their ākonga, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation, which includes the key processes described below.

8.2.1 Programme evaluation

8.2.1.1 Course evaluation

Course evaluations are completed by individual kaiako for each delivery cycle to highlight and analyse any issues that occurred and to provide suggestions for improvements as required. They provide kaiako an opportunity to reflect on course outcomes and to plan improvements to their courses and to their own development.

All kaiako who are responsible for courses and outcomes are involved in course evaluation. Evidence is gathered from a wide range of internal and external inputs and evaluated by kaiako as the course progresses. Course evaluations are employed locally at delivery sites to inform improvement and are collated from across the network to provide programme leaders with rich information about the individual delivery of courses which form part of their programmes.

8.2.1.2 Programme evaluation

Annual Programme Evaluation Reporting is completed for all programmes in the network to manage and record evaluative and improvement process. Evaluation reports are structured around six Key Evaluation Questions, which emphasise the core activities of performance, evaluation, planning, execution and review.

Programme reports are assessed as evidence of capability in self-assessment. Evaluations are discussed both locally in teaching teams, and nationally in the Programme Committee and in various other fora including the Ako Network, which has responsibility for close scrutiny of programmes where the standard of performance is at risk or unacceptable.

The first evaluation report for any new programme will be completed immediately following the first tranche of delivery, and for each tranche thereafter. This includes data and information regarding ākonga success, evaluation of the programme, and input from relevant stakeholders, including a discipline focussed industry advisory network.

8.2.2 Stakeholder engagement and feedback

Periodically, Te Pūkenga conducts surveys of ākonga, graduates, stakeholders (including Māori, iwi, hapū and employers) and kaiako to gather feedback on specific issues. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through an annual programme report. Programme-specific engagement with external stakeholders will be supported by ensuring learning experiences are embedded in contemporary work-based practice.

8.2.2.1 Ākonga surveys and feedback

Ākonga feedback is a critical component of their coherent educational experience and is a part of Te Pūkenga evaluative questioning processes. At the start of a course, ākonga are told which courses

will be surveyed, how surveying will be carried out, relevant time frames, and the reporting back process.

Once a survey has occurred, feedback is analysed and evaluated, potential response actions are identified, and this data is communicated back to ākonga within an agreed timeframe. Evaluation results and proposed actions are incorporated in annual programme evaluation reporting.

8.2.2.2 Stakeholder and Industry advisory

Each major discipline group will establish a Stakeholder and Industry Advisory Network to support consultation and ongoing development processes. Stakeholder and industry advisory committees are already established at a local level will be established at regional and national level to provide an interface between the programmes and appropriate external stakeholders. Networks will be comprised of a number of stakeholder representatives, with specific focus on Māori and Pacific stakeholders and organisations, based on current existing provider networks. These have a key role in ensuring the programme continues to meet the needs of all stakeholder groups with a particular focus on regional responsiveness.

- Local Stakeholder and Industry Advisory Committee's build on existing structures at current delivery locations and may include a number of programmes that are generally related to a high level discipline (such as Business, Health, etc.)
- Regional Stakeholder and Industry Advisory Committee's will be established within each Ako Network to focus more closely on specific disciplines (such as Accounting, Nursing, Social Work, etc.) with regard to wider regional issues and may include representation from regionally focussed industry groups and other stakeholders such as RSLG's, etc.
- National Stakeholder and Industry Advisory Committee's will be established within each Ako Network to provide a strategic national perspective for issues related to a nominated disciplines (such as Accounting, Nursing, Social Work, etc.). National Stakeholder and Industry Advisory Committee's may include representation from national industry groups and other relevant stakeholders such as WDC's, Professional Bodies, etc.

Local, regional and national Stakeholder and Industry Advisory Committee's will ensure that specific interests are represented to the national Programme Committee and Ako Leadership for the programmes. Industry advisory networks will discuss and provide input into programme development and improvement. Each network will focus on the following key tasks:

- ensuring the programmes meet the current and future needs of employers
- ensuring the programmes meet the needs of each region and the needs of its ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities giving a stakeholder perspective on programme developments and reviews
- providing an opportunity for kaiako and stakeholders to share best practice and research findings.

8.2.2.3 Engagement with mana whenua

Formal engagement with mana whenua ensures that their voices and interests are appropriately represented in the on-going delivery and review of the programme. Frameworks and/or policies for stakeholder engagement (ākonga, industry and Māori) are being developed in co-design with the relevant stakeholders and are anticipated to be in place by mid-2023. In the interim, Te Pūkenga Grandparenting Policy enables business division to continue using their current policies until a national policy is in place. Engagement with mana whenua, is guided by mana whenua and will look different by location and/or region. A high-level Te Tiriti o Waitangi Partnership Framework will provide high level commitments to guide such engagements.

In the interim and until national frameworks and policies are in place, the National Implementation Lead working with the Tiriti Outcomes team (nationally and regionally) and local Discipline Leads will

be responsible for oversight of engagement with mana whenua and other stakeholders across the delivery sites.

Mana whenua stakeholders will input via Stakeholder and Industry Advisory Committee's (IAC - working title) which are already established at a local level and will be shortly established at regional and national level to provide an interface between the programmes and appropriate external stakeholders for the purposes of on-going evaluation and review. Māori and Pacific representation is specified in the membership of each committee at each level.

8.2.3 Consistency arrangements and review

Consistency review involves reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for the focus of the external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement and areas for improvement.

Standard evidence for programme consistency will include

- assessment information leading to the achievement of the graduate outcomes;
- a portfolio of ākonga work relating to the qualification and the annual review focus requirements;
- graduate and/or stakeholder/end-user feedback on outcome achievement;
- moderation outcomes, which may include moderation/benchmarking across common programmes;
- relevant External Evaluation and Review (EER) data; and may include
- notes from Industry Advisory Group meetings.

8.2.4 Programme review

All programmes are subject to an independent review every three to five years or when directed by Te Pūkenga or relevant regulatory or professional body. New programmes, including the programme proposed here, undergo an initial review following the graduation of the first cohort.

Reviews are designed to be collaborative and aim to

- identify areas for development;
- identify areas for improvement; and
- ensure the programme maintains relevance for stakeholders.

Thus, reviews add value to ongoing stakeholder interactions of Te Pūkenga by fostering new, and strengthening existing, relationships. Reviews focus primarily on the following three Key Evaluative Questions (KEQs):

- KEQ 2: What is the value of the outcomes for key stakeholders, including ākonga?
- KEQ 3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?
- KEQ 4: How effectively are students supported and involved in their learning?

Programme review is an important component of the self-assessment, evaluation and improvement process and recognises that stakeholders are critical to the success of Te Pūkenga graduates and programmes.

8.2.5 Audits and reviews by standard-setting/professional bodies

Te Pūkenga maintains an effective system for the regular monitoring, evaluation and review of programmes to ensure that the requirements of standard setting or professional accreditation bodies continue to be met. Te Pūkenga will partner with the standard setting body in any audits or reviews.

8.3 Ngā Panonihanga ā-Hōtaka | Programme Changes

Programme changes and improvements may result from the above evaluation and review, from changes in the industry or sector, or from Workforce Development Council qualification reviews. Approval for any changes are considered and approved nationally for unified programmes and will follow NZQA process guidelines based on the following:

- stakeholder support for change
- considerations of the impact on
 - ākonga and their whānau
 - kaiako
 - delivery across the network
 - relationships with other programmes
 - broader Te Pūkenga practices
 - responsibilities to external agencies

9 Rauemi | Resources

Programme Accreditation Criterion 2: Resources

9.1 Ngā kaimahi | Programme staffing

Academic staff teaching on this programme are appropriately qualified to teach within the discipline. Kaiako are deployed across the network in teaching teams to ensure that each delivery site and mode of delivery is adequately resourced. In addition, each teaching team is supported by support staff comprised of work-place supervisors, tutors, and administrative/support personnel.

Te Pūkenga as an organisation is focused on utilising teaching staff skills across regional and national structures which are not bound by current concepts of ‘delivery sites’. The collective knowledge and experience of network kaiako are employed to deliver high-quality learning across the motu, for all ākonga. Discipline experts, such as those included in this application, will be utilised across the network, regardless of specific site location to ensure that delivery of the programme is consistent for all learners. Delivery will be built around regional operating structures that report to regional leaders. Te Pūkenga regions will ensure clear and coherent accountability for delivery of learning, training, campus and facilities management and learner services in a geographical area.

In order to ensure that all sites are resourced the designated national Implementation Lead, in collaboration with local site discipline leadership, is responsible for undertaking the following:

- Redistribute workload between sites (or modes) using network teams to fill gaps
- Recruit new teaching staff where required
- Plan staff capability development as required in partnership across the network

An overview of kaiako who teach on this programme across the network, which presents a summary of their qualifications and experience, appears in the [Appendix](#).

9.1.1 Support kaimahi

In addition to the academic staff, there are teams of technical and administrative staff supporting the delivery of this programme at each delivery site and for each mode of delivery.

9.1.2 Kaimahi development

Te Pūkenga is committed to continually expanding the knowledge and skills of all kaimahi. Te Pūkenga aims to continue to build organisational capability through the development of employees and ensure that Te Pūkenga is a learning organisation.

Te Pūkenga is committed to providing appropriate learning and development opportunities to all kaimahi in order to support high performance in their current role and prepare them for future opportunities. Learning and development may be focused on the specific technical requirements of an employee's role (e.g., kaiako teaching and research capability) or developmental needs (e.g., cultural capability or leadership skills). This will either be on the job, through informal coaching and instruction, or through formal courses and events with external providers.

9.2 Ngā wāhi kawē akoranga | Delivery sites

Te Pūkenga maintains a network of delivery sites and ensures that all sites (including all off-site learning) remain safe and adequate for the programme of study provided, its staff, the number of ākonga enrolled, and for meeting ākonga-specific needs. Details of the delivery sites for this programme are given in the [Appendix](#).

9.2.1 Teaching facilities and physical resources

Teaching facilities and physical resources at each designated delivery site are designed to support the implementation and sustained delivery of the programme, in all relevant modes of delivery. These resources are built on those currently in place for the delivery of a similar programme at each location.

9.2.2 Library services

Ākonga have access to physical and online libraries across Te Pūkenga network, which support the teaching, learning and research needs of the learning community, through its collection and resources, and its librarians, including dedicated postgraduate librarians. These resources are built on those currently in place for similar programmes at each location.

9.2.3 Information management systems

A wide range of information technology services are employed across Te Pūkenga network to support delivery of programmes. Information Technology (IT) offers a range of technology services and support to all kaimahi and ākonga of Te Pūkenga. The delivery of course content across Te Pūkenga network is currently via a range of dedicated Learning Management Systems and other specialist systems and software applications.

9.2.4 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, etc., built on the foundation of existing services across the network. Each delivery site will collaborate to ensure that resources and services are available for all ākonga. These include

- ākonga support services;
- support for ākonga Māori;
- support for Pacific ākonga;
- support for ākonga with disabilities; and
- support for international ākonga.

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

9.3 Te Tukanga Whakahaere Kōunga | Quality Management System

Te Pūkenga Quality Management System (QMS) aims to convey how quality is assured and how quality is encouraged through divergent and dynamic processes and contexts. The primary purpose of quality management is to ensure that Te Pūkenga meets the highest standards of learning, teaching and research outcomes. The outcomes intended to be achieved through the establishment of the principles and systems in this QMS are

- ākonga who successfully complete their studies, and achieve Qualifications relevant to their career aspirations;
- relevant qualifications that maintain currency;
- programmes that are academically robust and vocationally relevant;
- research that adds value to ākonga, kaiako, employers and other stakeholders; and
- rigorous evidence-based self-assessment that is used to inform development and improvement.

Quality management ensures that there are comprehensive and coherent policies and processes that enable effective governance and management of all aspects of operations that impact learning, staff, research and academic services, such as the following:

- Academic Development and Approvals
- Assessment, Moderation and Grades
- Programme Completion and Awards
- Conduct of Research
- Academic Evaluation, Review and Improvements
- Ākonga Guidance, Achievement and Support
- Staff Engagement and Professional Development
- Resource Provision

9.3.1 Programme management

Programmes will be collectively managed nationally, regionally and locally. Programme management will utilise kaimahi from across the network to form groups who will be responsible for the development, operation and on-going improvement of the programme to ensure the outcomes are consistently met. Their focus will include

- deciding on the structure of the programme components, ensuring flexibility in courses across the programme to meet variable requirements of industry and regional needs;
- ensuring the graduate profile and learning outcomes are consistent and are achieved;
- liaising with relevant stakeholders about the acceptability of the programme for their respective needs, and being flexible in responding to any changing stakeholder requirements of graduates;
- sharing internal and external reports to continuously improve the relevance of the learning outcomes with respect to the graduate profile;
- enabling each delivery site to manage the parts of the programme they deliver according to their local regional requirements;
- facilitating and embedding a research culture and research-informed teaching across the group;
- reviewing and responding to government initiatives and priorities, e.g., monitoring under-represented demographic groups in the programme;
- identifying and coordinating opportunities for collaborative resource development and delivery;
- developing and implementing continuous improvement plans such as a schedule for resource development with goals and targets; and
- sharing best practice in learning and teaching.

9.3.2 Programme leadership

Tā tātou huarahi | Our pathway: Te Pūkenga organisational direction and design operational model is currently under development to establish Local, National and Regional functional and governance structures and approach to leadership for programmes.

Until such time as the permanent structure is confirmed, a national Implementation Lead will be appointed for each unified programme to provide national oversight of implementation and delivery of this programme. All delivery sites will maintain a local Discipline Lead who has overall responsibility for delivery and delivery teams at their site.

The national lead will work with the local Discipline Leads (who may be known as Academic/Programme Leaders/Managers or Team Managers or similar) who will work collaboratively as a Community of Practice to share best practice, collectively identify solutions to issues, and to ensure consistency across delivery of the programme.

9.3.3 Quality assurance

A National Programme Committee will be established for this programme (or connected suite of programmes). They will be responsible for the academic quality and the governance aspects of programme quality assurance, with the aim of continuous improvement. Their focus will be to

- monitor and safeguard the fair treatment and wellbeing of ākonga, including their progress through the programme;
- ensure quality assurance for all academic provision is undertaken in accordance with relevant policies and procedures;
- ensure equity of academic provision among the network delivery sites;
- evaluate outcomes of academic provision, and promote and monitor actions to improve teaching, assessment and the outcomes for ākonga;
- engage in the ongoing evaluation and review of academic provision; and
- ensure that the curriculum continues to meet the needs of ākonga and internal and external stakeholders.

The National Programme Committee will maintain relationships and interactions with other committees within the Ako Networks and the wider Te Pūkenga network to ensure information is shared and accountabilities are maintained. The committee employs evidence-based action planning and execution to deliver continuous improvement and maintains records of its own level academic decision making.

Appendix 1: Te Hono o te Kahurangi | Qualification Details

<i>The programme</i>		NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Animal Management (Level 4)		2489	3	120	4
with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping					
NZSCED	061103 Health>Veterinary Studies>Veterinary Assisting				
Qualification developer	Muka Tangata – People, Food and Fibre Workforce Development Council				
Next review	30/04/2026				
Next planned consistency review	April 2026				

Strategic purpose

The purpose of this qualification is to provide individuals with the skills, knowledge and attributes to maintain and manage a positive welfare state for animals.

This qualification is designed for people who intend to work in a role managing the day-to-day care, welfare and/or training of animals in settings such as breeding facilities, quarantine facilities, rehabilitation facilities, animal rescue centres, pet grooming facilities, boarding facilities, commercial pet shops, public aquariums, and zoos.

Graduates will have the technical knowledge and skills to manage the day-to-day animal care and husbandry operations in an animal facility, under broad supervision, or guidance.

This qualification is stranded to recognise the specialist skills required for managing care and husbandry within the contexts of companion animal; fish, amphibian and reptile; canine behaviour and training; pet grooming; and zookeeping facilities; and to promote a positive welfare state for animals.

Graduate profile outcomes

Graduates of this qualification will be able to:

1. Implement regulatory and compliance requirements for animal care and welfare.
2. Apply knowledge of anatomy and physiology to relevant aspects of animal management.
3. Manage interpersonal relationships and ethical behaviour in the provision of animal care.

Graduates of the Canine Behaviour and Training strand will also be able to:

4. Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.
5. Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.
6. Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.
7. Manage variations to normal and abnormal, canine health and behaviour in a training environment.

Graduates of the Companion Animals strand will also be able to:

8. Apply knowledge of health, welfare, husbandry, wellness, and housing design to manage the optimal care, and transport of companion animals.
9. Manage variations to normal and abnormal companion animal health and behaviour.

Graduates of the Fish, Amphibians and Reptiles strand will also be able to:

10. Apply knowledge of fish, reptiles and amphibian health, welfare, husbandry, and housing design to manage their optimal care and transport.
11. Manage variations to normal and abnormal health and behaviour in fish, reptiles, and amphibians.

Graduates of the Pet Grooming strand will also be able to:

12. Maintain animal, human, and environmental safety in a pet grooming environment.
13. Maintain an optimal welfare state of pets in a pet grooming environment.
14. Manage variations to normal and abnormal health and behaviour of pets in a pet grooming environment.
15. Apply knowledge of pet breed and individual characteristics, coat and body type, handling techniques, and the use and maintenance of grooming equipment to groom pets.

Graduates of the Zookeeping strand will also be able to:

16. Apply global zoo industry frameworks and concepts of conservation and objectives to all aspects of zookeeping.
17. Maintain animal, human, and environmental safety in a zookeeping environment or facility.
18. Maintain an optimal welfare state for animals in a zookeeping environment or facility.
19. Manage variations to normal and abnormal animal health and behaviour in a zookeeping environment or facility.

Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled, and other equity groups.

Whakatapoko | Admission

General admission	To be admitted to this programme applicants must hold one of the following: 40 credits at NCEA Level 1, including 10 Literacy credits and 10 Numeracy credits; or a recognised equivalent; OR a relevant qualification at NZQF Level 2 or above; OR a recognised equivalent
Special admission	Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme.
Discretionary admission	Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant’s level of preparedness for their intended programme.
Additional requirements	In addition to meeting the requirements for admission all applicants must complete a Health declaration and declaration of any criminal conviction to ensure fitness to practice prior to acceptance into the programme. *Convictions of any offence may not necessarily exclude applicants from enrolment. Any decision is made on a case-by-case basis at the discretion of the delegated authority.
English language requirements	All applicants (international and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme. International applicants are required to have an IELTS score of 5.5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules .

Selection Processes

Limits on enrolment may be applied due to health and safety reasons and/or availability of work experience placements. Should limits be placed on enrolment, the following selection criteria will apply:

- Where the number of applications for a programme exceeds the number of available places, ākonga are offered the opportunity to be placed on a waitlist.

- Programme selection prioritisation is the order in which the applications are received.

Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in [Te Kawa Maiororo | Educational Regulatory Framework](#).

Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the New Zealand Certificate in Animal Management (Level 4) , ākonga must achieve a minimum of 120 credits in the pattern set out in Table 1 from the courses set out in Table 2 below.			
	Table 1: Credit Requirements			
	Level	Compulsory credits	Elective credits	Total credits
	4	120		120
	Total credits			120
	Table 2: Schedule of Courses			
	Course code	Course title	Credits	Pre-requisites
	Level 4 – Companion Animals Strand			
	ANML4002	Anatomy and Physiology	15	
	ANML4122	Companion Animal Husbandry A	15	
ANML4123	Companion Animal Husbandry B	15		
ANML4124	Companion Animal Healthcare	15		
ANML4125	Companion Animal Behaviour	15		
ANML4126	Companion Animal Welfare	15		
ANML4127	Companion Animal Practicum A	15		
ANML4128	Companion Animal Practicum B	15	ANML4127	
Total compulsory credits at Level 4			120 credits	
Level 4 – Canine Behaviour and Training Strand				
ANML4002	Anatomy and Physiology	15		
ANML4502	Canine Training	30		
ANML4504	The Science of Learning	15		
ANML4505	Canine Health and Husbandry	15		
ANML4506	Canine Development and Behaviour	15		
ANML4507	Canine Behaviour and Training Practicum A	15		
ANML4508	Canine Behaviour and Training Practicum B	15	ANML4507	
Total compulsory credits at Level 4			120 credits	
Level 4 – Pet Grooming Strand				
ANML4002	Anatomy and Physiology	15		
ANML4602	Introduction to Professional Skills and Competencies in a Pet Grooming Facility	15		
ANML4603	Animal Behaviour and Welfare	15		
ANML4604	Pet Grooming Hygiene, Bathing & Drying	15		

	ANML4605	Grooming Equipment & Procedures	15	
	ANML4606	Integrated Pet Grooming	15	
	ANML4607	Practicum 1	15	
	ANML4608	Practicum 2	15	ANML4607
	Total compulsory credits at Level 4			120 credits
	Level 4 – Zookeeping Strand			
	ANML4002	Anatomy and Physiology	15	
	ANML4902	Biodiversity and Conservation	30	
	ANML4903	Zoo Animal Husbandry	15	
	ANML4904	Zoo Animal Welfare and Behaviour	15	
	ANML4905	The Zookeeping Profession	15	
	ANML4906	Introduction to Professional Skills and Competencies	15	
	ANML4907	Zookeeping Industry Practicum	15	
	Total compulsory credits at Level 4			120 credits
Programme completion	<p>The minimum time to complete this programme is one year (full-time study) or two years (part-time study). The maximum time to complete is eight years.</p> <p>The delegated authority may approve an alternative maximum completion time.</p>			
Strand Practicum Requirements	<p>Canine Behaviour and Training</p> <ol style="list-style-type: none"> At least 120 hours distributed among practicum courses. Practicum must take place in a suitable canine training environment that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand. A suitable canine training practicum environment may include but is not limited to - preschool, group classes, one on one consultations, or any situation where the environment includes canine care in addition to training, or training and behaviour services. <p>Companion Animals</p> <ol style="list-style-type: none"> At least 120 hours distributed among practicum courses in at least two different companion animal care facilities that enable a balance of application of theoretical knowledge and practical skills acquisition required for the strand. <p>Pet Grooming</p> <ol style="list-style-type: none"> At least 240 hours in at least two different pet grooming facilities that enable a balance of application of theoretical knowledge and practical skills acquisition required for the strand. 240 hours to be made up of – · Preparation · Bathing, drying, and hygiene procedures · Clipping and scissoring, hand stripping, and deshedding. Hygiene procedures include ear cleaning, manual teeth brushing, clipping claws, external anal gland expression. <p>Zookeeping</p> <ol style="list-style-type: none"> At least 280 hours in the practicum course with 80 hours mammals; 40 hours birds; 40 hours reptiles and/or amphibians and/or fish. At least 16 			

	<p>hours from the total 280 must be allocated to working with any animal group that is considered dangerous to the extent that keepers only work in protected contact.</p> <p>2. Practicum must take place in a commercial New Zealand Zoo facility that enables a balance of application of theoretical knowledge and practical skills acquisition required for the strand.</p>
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Waeture Aromatawai | Assessment Regulations

Grading	<p>Assessment in this programme is both achievement-based and competency based</p> <p>Grading follows the guidelines in Te Kawa Maiooro Educational Regulatory Framework.</p> <p>Specific assessment and/or course pass requirements are detailed in programme delivery documentation.</p>
Assessment submission and additional opportunities	<p>Requirements and processes for</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines <p>are outlined in programme delivery documentation provided to ākonga at the start of their course.</p>

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

Companion Animal Strand

Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 8	GPO 9
ANML4002	Anatomy and Physiology (All strands)	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare						
		LO1	Describe basic anatomy of animals.	All LOs:		✓			
		LO2	Explain basic physiology of animals.	Assessment portfolio (100%)		✓			
ANML4122	Companion Animal Husbandry A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, transportation, and housing to ensure optimum welfare, health and safety of companion animals.						
		LO1	Explain husbandry needs for companion animal species/breeds.	All LOs:				✓	
		LO2	Describe safe companion animal transport.	Assessment portfolio (100%)				✓	
		LO3	Explain principles of responsible pet care.					✓	
ANML4123	Companion Animal Husbandry B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to husbandry, enrichment, breeding and first aid to ensure optimum welfare, health and safety of companion animals.						
		LO1	Explain husbandry management in temporary housing of companion animals.	All LOs:				✓	
		LO2	Complete an environmental enrichment programme for companion animals.	Assessment portfolio (100%)				✓	✓
		LO3	Explain breeding management practices in companion animals.					✓	
		LO4	Perform basic first aid on a companion animal.					✓	✓
ANML4124	Companion Animal Healthcare	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to companion animal health and preventative health care and treatment.						
		LO1	Describe healthcare including preventative healthcare measures in companion animals.	All LOs:				✓	✓
		LO2	Perform a basic animal health check on a companion animal.	Assessment portfolio (100%)				✓	
		LO3	Examine common and zoonotic diseases for a range of companion animals.					✓	✓
		LO4	Describe safe low stress animal handling techniques for different companion animals and situations.					✓	✓
ANML4125	Companion Animal Behaviour	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to animal behaviour to ensure the health, safety and welfare of people and animals.						
		LO1	Describe factors that influence companion animal behaviour in an animal care context.	All LOs:					✓
		LO2	Interpret companion animal behaviour to ensure the health, safety and welfare of people and animals in an animal care context.	Assessment portfolio (100%)					✓
		LO3	Discuss principles of learning and training including management of behaviour in a companion animal care context.						✓
		LO4	Explain the difference between abnormal and problem behaviour in a companion animal care context.						✓
ANML4126	Companion Animal Welfare	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to animal welfare and legislation.						
		LO1	Discuss animal welfare and legislation relevant to companion animals in an animal care context.	All LOs:				✓	
		LO2	Evaluate the welfare status of companion animals against the Five Domains framework in an animal care context.	Assessment portfolio (100%)				✓	
ANML4127	Companion Animal Practicum A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.						
		LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for companion animals.	All LOs:	✓	✓	✓	✓	✓
		LO2	Communicate effectively to develop interpersonal relationships in a companion animal care context.	Assessment portfolio (100%)			✓		
		LO3	Identify strategies to support wellbeing in the workplace in a companion animal care context.				✓		
ANML4128	Companion Animal Practicum B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.						
		LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals in a companion animal care context.	All LOs:	✓		✓	✓	✓
		LO2	Describe ethical behaviour in a companion animal facility.	Assessment portfolio (100%)	✓		✓		
		LO3	Reflect on own development of interpersonal relationships within a team in a companion animal care context.				✓		

Canine Behaviour and Training Strand

					Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care	Apply knowledge of canine health, welfare, husbandry, wellness, and housing design to manage their care in a training environment, and transport.	Apply knowledge of canine development, learning theory, animal communication, behaviour, and basic principles of behavioural modification, to handle and train dogs.	Apply knowledge of interpersonal communication skills and canine learning theory, behaviour, and behavioural modification to provide instruction to clients on dog handling and training.	Manage variations to normal and abnormal, canine health and behaviour in a training environment.
Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7
ANML4002	Anatomy and Physiology (All strands)	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare								
		LO1	Describe basic anatomy of animals.	All LOs: Assessment portfolio (100%)		√					
		LO2	Explain basic physiology of animals.			√					
ANML4502	Canine Training	Aim:	The aim of this course is to plan and apply practical canine training skills through effective communication while maintaining optimum animal welfare.								
		LO1	Demonstrate effective and humane training skills with canines in an animal care context.	All LOs: Assessment portfolio (100%)					√		√
		LO2	Complete a canine training programme informed by learning theory in an animal care context.						√		√
		LO3	Demonstrate effective coaching skills when working with canine handlers in an animal care context.							√	
ANML4504	The Science of Learning	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to humane behavioural modification and management in canines.								
		LO1	Explain the principles and processes of canine learning in an animal care context.	All LOs: Assessment portfolio (100%)					√		
		LO2	Describe humane behavioural modification and management practices for problematic canine behaviour in an animal care context.						√	√	√
ANML4505	Canine Health and Husbandry	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to husbandry and handling to ensure optimum welfare, health and safety.								
		LO1	Explain husbandry needs for canines including basic health care measures in an animal care context.	All LOs: Assessment portfolio (100%)				√			
		LO2	Perform a health check on a canine using low stress handling techniques in an animal care context.					√			
		LO3	Discuss safe transport and housing design to ensure canine welfare in an animal care context.		√			√			
ANML4506	Canine Development and Behaviour	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to canine behaviour and the canine-human relationship.								
		LO1	Examine the relationship between humans and canines in an animal care context.	All LOs: Assessment portfolio (100%)					√	√	
		LO2	Describe the factors that influence canine behaviour in an animal care context.						√		
		LO3	Interpret canine behaviour in an animal care context.						√		√
ANML4507	Canine Behaviour and Training Practicum A	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to communicate effectively and provide day-to-day care in animal facilities.								
		LO1	Demonstrate safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals in a canine training context.	All LOs: Assessment portfolio (100%)	√	√		√	√		√
		LO2	Communicate effectively to develop interpersonal relationships in an animal care context.				√				
		LO3	Identify strategies to support wellbeing in the workplace in an animal care context.				√				
ANML4508	Canine Behaviour and Training Practicum B	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to provide ethical day-to-day care as a team member in an animal facility.								
		LO1	Reflect on safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals in a canine training context.	All LOs: Assessment portfolio (100%)	√			√	√		√
		LO2	Describe ethical behaviour in an animal facility.		√		√				
		LO3	Reflect on own development of interpersonal relationships within a team in an animal care context.				√				

Pet Grooming Strand

					Implement regulatory and compliance requirements for animal care and welfare.	Apply knowledge of anatomy and physiology to relevant aspects of animal management.	Manage interpersonal relationships and ethical behaviour in the provision of animal care	Maintain animal, human, and environmental safety in a pet grooming environment.	Maintain an optimal welfare state of pets in a pet grooming environment.	Manage variations to normal and abnormal health and behaviour of pets in a pet grooming environment.	Apply knowledge of pet breed and individual characteristics, coat and body type, handling techniques, and the use and maintenance of grooming equipment to groom pets.		
Course Code & Title		Course Aim & Outcomes			Assessment	GPO 1	GPO 2	GPO 3	GPO 12	GPO 13	GPO 14	GPO 15	
ANML4002	Anatomy and Physiology (All strands)	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare										
		LO1	Describe basic anatomy of animals.	All LOs: Assessment portfolio (100%)				✓					
		LO2	Explain basic physiology of animals.					✓					
ANML4602	Introduction to professional skills and competencies in a Pet Grooming Facility	Aim	The aim of this course is to develop the knowledge, skills and attributes to manage personal wellbeing and professional development in the pet grooming workplace.										
		LO1	Discuss animal welfare and legislation relevant to companion animals in a pet grooming context	All LOs: Assessment portfolio (100%)			✓						
		LO2	Reflect on personal and professional skills and attributes required for working in a team in a pet grooming workplace.				✓		✓				
		LO3	Discuss strategies to support wellbeing in a pet grooming workplace.						✓				
ANML4603	Animal Behaviour and Welfare	Aim	The aim of this course is to develop the knowledge, skills and attributes relevant to animal behaviour and animal welfare in a pet grooming context.										
		LO1	Explain first aid for companion animals in a pet grooming context.	All LOs: Assessment portfolio (100%)								✓	
		LO2	Interpret animal behaviour to ensure the health, safety and welfare of people and animals in a pet grooming context.				✓				✓		✓
		LO3	Describe safe low stress animal handling techniques and consent testing for different animals and situations in a pet grooming context.							✓			✓
ANML4604	Pet Grooming Hygiene, Bathing & Drying	Aim	The aim of this course is to develop the knowledge, skills and attributes relevant to husbandry, hygiene, pre-grooming health assessment, bathing and drying animals in a pet grooming context.										
		LO1	Apply husbandry and hygiene management in a pet grooming context.	All LOs: Assessment portfolio (100%)							✓		
		LO2	Explain a pre-grooming health assessment and its importance in a pet grooming context.								✓	✓	
		LO3	Identify a range of bathing and drying techniques for different coat types of dogs and cats in a pet grooming context.										✓
ANML4605	Grooming Equipment & Procedures	Aim	The aim of this course is to develop the knowledge, skills and attributes relevant to equipment, coat types and their specific grooming requirements in a pet grooming context.										
		LO1	Interpret a range of equipment and its safe and appropriate use and maintenance in a pet grooming context.	All LOs: Assessment portfolio (100%)									✓
		LO2	Describe a range of common pet coat types and their specific grooming requirements in a pet grooming context										✓
		LO3	Identify pre-work procedures for companion animals in a pet grooming context.								✓		✓
ANML4606	Integrated Pet Grooming	Aim	The aim of this course is to develop the knowledge, skills and attributes relevant to non-coat related preventative health care techniques, integrative pet health care and the grooming process in a pet grooming context.										
		LO1	Explain the impact of animal husbandry on the skin and coat of pets in a grooming context.	All LOs: Assessment portfolio (100%)							✓		✓
		LO2	Explain an integrative approach to working with other healthcare professionals to support the health and wellbeing of animals in a pet grooming context.						✓		✓	✓	✓
		LO3	Describe the grooming process from booking the appointment through to discharging the pet in a pet grooming context.				✓		✓	✓	✓	✓	✓
ANML4607	Practicum 1	Aim	The aim of this course is to develop the knowledge, skills, and attributes to communicate effectively and provide day-to-day care in pet grooming facilities.										
		LO1	Demonstrate skills related to animal handling, bathing and hygiene while ensuring optimal welfare for animals in a pet grooming facility.	All LOs: Assessment portfolio (100%)			✓	✓	✓	✓	✓	✓	✓
		LO2	Communicate effectively within a team in a pet grooming facility.				✓		✓	✓	✓	✓	✓
ANML4608	Practicum 2	Aim	The aim of this course is to develop the knowledge, skills, and attributes to provide ethical day-to-day care as a team member in pet grooming facilities.										
		LO1	Demonstrate skills related to grooming practices while ensuring optimal welfare for animals in a pet grooming facility.	All LOs: Assessment portfolio (100%)			✓		✓	✓	✓	✓	✓
		LO2	Contribute to shared goals within in a pet grooming team.				✓		✓	✓	✓	✓	✓

Zookeeping Strand

Course Code & Title			Course Aim & Outcomes	Assessment	GPO 1	GPO 2	GPO 3	GPO 16	GPO 17	GPO 18	GPO 19	
ANML4002	Anatomy and Physiology (All strands)	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare									
		LO1	Describe basic anatomy of animals.	All LOs:		✓						
		LO2	Explain basic physiology of animals.	Portfolio of evidence (100%)		✓						
ANML4902	Biodiversity and Conservation	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to biodiversity management and conservation within a zoo industry context.									
		LO1	Describe biodiversity and the loss of biodiversity in a local and global context.	All LOs:				✓				
		LO2	Explore approaches to species and ecosystem conservation to prevent biodiversity loss in a zookeeping context.					✓				
ANML4903	Zoo Animal Husbandry	Aim:	The aim of this course is to develop the knowledge, skills, and competencies relevant to animal management, transportation, and housing to ensure optimum outcomes for animals, staff and visitors.									
		LO1	Explain monitoring and maintenance of animal health relevant to zookeeping.	All LOs:					✓			
		LO2	Describe safe and hygienic enclosure design and maintenance in a zookeeping context.	Portfolio of evidence (100%)					✓			
		LO3	Discuss safe capture, restraint and transport of zoo animals in a zookeeping context.						✓			
		LO4	Explain nutrition and feeding management of animals in a zookeeping context.								✓	
ANML4904	Zoo Animal Welfare and Behaviour	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the welfare and behaviour of zoo animals.									
		LO1	Identify the behavioural needs of zoo animals to optimise animal welfare in a zookeeping context.	All LOs:							✓	
		LO2	Assess animal welfare against the five domains in a zookeeping context.	Portfolio of evidence (100%)						✓		
		LO3	Evaluate the use of enrichment and training to optimise welfare for animals in a zookeeping context.								✓	
ANML4905	The Zookeeping Profession	Aim:	The aim of this course is to develop the knowledge, skills and competencies relevant to the operational requirements of zoos and the education of zoo visitors.									
		LO1	Explain the evolution of zoos and zookeepers in a national and global context.	All LOs:				✓				
		LO2	Discuss ethical and global influences on practices in a zookeeping environment.	Portfolio of evidence (100%)				✓				
		LO3	Examine the organisational and regulatory requirements for zoo operations.		✓			✓				
ANML4906	Introduction to Professional Skills and Competencies	Aim:	The aim of this course is to develop the knowledge, skills and competencies to manage personal wellbeing and professional development in the workplace.									
		LO1	Discuss the application of health and safety policies and procedures in a zookeeping environment.	All LOs:	✓							
		LO2	Reflect on personal and professional skills and competencies required for working in a team in a zookeeping environment.	Portfolio of evidence (100%)	✓		✓					
		LO3	Discuss strategies to support wellbeing in the workplace in a zookeeping environment.				✓					
ANML4907	Zookeeping Industry Work Experience	Aim:	The aim of this course is to develop the knowledge, skills, and competencies to work professionally in a safe and sustainable manner, whilst providing optimal day-to-day care to animals in a zoo facility.									
		LO1	Provide safe and sustainable day-to-day care to maintain and manage an optimal welfare state for animals in a zookeeping environment.	All LOs:		✓			✓		✓	
		LO2	Demonstrate interpersonal relationships and developing leadership within a team in a zookeeping environment.	Portfolio of evidence (100%)			✓				✓	

Appendix 4: Akoranga | 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.

Common Course – all strands

ANATOMY AND PHYSIOLOGY					
Course code:	ANML4002	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strands:	Companion Animals; Canine Behaviour and Training; Pet Grooming, Zookeeping			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and competencies relevant to the anatomy and physiology of animal health and welfare.

Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/ Professional Standards
LO1	Describe basic anatomy of animals.	GPO 2
LO2	Explain basic physiology of animals.	GPO 2

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Structure of cells and tissues including epithelial, connective, muscle and nervous tissues Structure of a range of systems, such as: <ul style="list-style-type: none"> • skeletal • integumentary • digestive • respiratory • cardiovascular and immune • reproductive • urinary • nervous • special senses • endocrine
LO2	Function of cells, including organelles:

	<ul style="list-style-type: none"> • Transport of substances into and out of cells <p>Fluids and fluid balance</p> <p>Function of tissues including:</p> <ul style="list-style-type: none"> • Epithelial • Connective • Muscle • Nervous tissues <p>Function of a range of systems, including:</p> <ul style="list-style-type: none"> • skeletal • integumentary • digestive • respiratory • cardiovascular and immune • reproductive • urinary • nervous • special senses • endocrine
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Learning and Teaching Activities

All learning and teaching activities described in the approved programme and delivery documents are enabled for this course unless specified.

Assessment

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement 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 learners.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall score in order to pass the course.

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

Ngā Rauemi Ako / Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	16/12/2022	New Course

Pet Grooming Strand Courses

INTRODUCTION TO PROFESSIONAL SKILLS AND COMPETENCIES IN A PET GROOMING FACILITY					
Course code:	ANML4602	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes to manage personal wellbeing and professional development in the pet grooming workplace.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Discuss animal welfare and legislation relevant to companion animals in a pet grooming context.	GPO 1
LO2	Reflect on personal and professional skills and attributes required for working in a team in a pet grooming workplace.	GPO 1, 3
LO3	Discuss strategies to support personal and team wellbeing in a pet grooming workplace.	GPO 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Health and Safety at Work Act Animal Welfare Act
LO2	Ethics and ethical behaviour Personal communication: <ul style="list-style-type: none"> • literacy • time management • listening • speaking • non-verbal • written • digital literacy • effective use of social media Care of self – physical and mental wellbeing in the animal healthcare sector Career skills: <ul style="list-style-type: none"> • representing yourself • resume

	<ul style="list-style-type: none"> • interview • lifelong learning • self-reflection <p>Professional communication skills:</p> <ul style="list-style-type: none"> • internal business communication • record keeping • networking • professional development • customer service • socio-cultural identities • marketing • pet ownership and education <p>Teamwork skills:</p> <ul style="list-style-type: none"> • trust and collaboration • communication competence • social and cultural awareness and responsiveness • relationship building • conflict management <p>Reflective skills:</p> <ul style="list-style-type: none"> • Sustainable practice <p>Treaty of Waitangi</p>
LO3	<p>Personal and team wellbeing</p> <p>Recognition and management of grief and compassion fatigue in self & others: Stages of grief</p> <p>Self-awareness and self-help</p> <p>Emotional response to euthanasia</p> <p>Resilience</p> <p>Support mechanisms/services (industry/local/national)</p> <p>Wellbeing frameworks (including Te Whare Tapa Whā)</p>

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
<p>Assessment portfolio</p> <p>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.</p>	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako / Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course

ANIMAL BEHAVIOUR AND WELFARE					
Course code:	ANML4603	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Course Specific Requirements

Content covers both dogs and cats.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to animal behaviour and animal welfare in a pet grooming context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Explain first aid for companion animals in a pet grooming context	GPO 14
LO2	Interpret animal behaviour to ensure the health, safety and welfare of people and animals in a pet grooming context.	GPO 1, 13, 15
LO3	Describe safe low stress animal handling techniques and consent testing for different animals and situations in a pet grooming context.	GPO 12, 15

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Principles of first aid Requirement for veterinary assistance Common injuries in pet grooming Emergencies in pet grooming Basic first aid techniques Communication and documentation for emergencies
LO2	Animal welfare (5 domains) Codes of welfare for animals Animal ethics Interpreting behaviour and body language: <ul style="list-style-type: none"> consent testing health and safety of people and animals
LO3	Techniques to minimise stress with grooming visits: <ul style="list-style-type: none"> cooperative care

	<ul style="list-style-type: none"> • low stress handling <p>Normal vs abnormal behaviours Factors that influence animal behaviour Stress in animals Principles of learning and training <u>Low stress handling/cooperative care</u> <u>Restraint aids</u> <u>Hand restraint</u> <u>Collar and leads</u> <u>Muzzles</u> <u>Table and bath restraint</u> <u>H-frames/bars</u> <u>Restraining arms</u> <u>Straps and slings</u> <u>Groomer's loop</u> <u>Introducing and desensitising puppies and dogs to grooming—positive reinforcement techniques</u> Includes cats and dogs</p>
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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 in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning outcomes
Assessment portfolio 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.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako / Learning Resources:

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

Version Tracking

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course
2	Unitec AAC	14/02/2025	Re-word LO1 for greater clarity and the GPO's it links to. Indicative content update.

PET GROOMING HYGIENE, BATHING & DRYING					
Course code:	ANML4604	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements

Content covers both dogs and cats.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to husbandry, hygiene, pre-grooming health assessment, bathing and drying animals in a pet grooming context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Apply husbandry and hygiene management in a pet grooming context.	GPO 13
LO2	Explain a pre-grooming health assessment and its importance in a pet grooming context.	GPO 13, 14
LO3	Identify a range of bathing and drying techniques for different coat types of dogs and cats in a pet grooming context.	GPO 15

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Hygiene: <ul style="list-style-type: none"> Disinfectants Temporary housing code for companion animals Temporary housing and transport for companion animals Preventing and recognising zoonotic/infectious diseases in companion animals Injury prevention Tables/workbenches, including lifting tables Parasites/parasite control Sustainable practice
LO2	Pre-grooming health assessment: <ul style="list-style-type: none"> Recognition of health and ill health
LO3	Bathing dogs

	Drying dogs Specifics of cat bathing Cat coat types Dog coat types Baths and wash tubs Dryers and drying equipment Selection and use of appropriate shampoos and coat conditioners Grooming product selection Sustainable practice
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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 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.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course
2	Unitec AAC	14/02/2025	Course name change for greater clarity.

GROOMING EQUIPMENT AND PROCEDURES					
Course code:	ANML4605	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements

Content covers both dogs and cats.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to equipment, coat types and their specific grooming requirements in a pet grooming context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Interpret a range of equipment and its safe and appropriate use and maintenance in a pet grooming context.	GPO 15
LO2	Describe a range of common pet coat types and their specific grooming requirements in a pet grooming context.	GPO 15
LO3	<u>Identify pre-work procedures for companion animals in a pet grooming context.</u>	<u>GPO 13, 15</u>

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Grooming techniques: <ul style="list-style-type: none"> • Injury prevention and management • Rakes and shedding tools • Rubber gloves, mitts and pads • Brushes (slicker, pin, bobble, bristle) and combs • Dematting tools • Stripping tools • Scissors • Clippers, clipper blades and clipper attachments • Nail clippers, grinders and files • Selection of equipment • Safe and appropriate use and maintenance of equipment • Emergency planning
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	<ul style="list-style-type: none"> • Animal First aid in the pet grooming context • Sustainable practice
LO2	Grooming puppies/juveniles, seniors: <ul style="list-style-type: none"> • Managing skin conditions • Removing undercoat • clipping • shearing/scissoring • trimming • clipping vs scissoring • creative styling • equipment safety (human and animal) • breed characteristics • Coat and body types • Dog coat types • Cat coat types
LO3	<u>Nail care (clipping, grinding, filing)</u> <u>Health ear care</u> <u>Foot pads</u> <u>Anal gland expression</u> <u>Eye care</u> <u>Dental care (tooth brushing)</u> <u>Deshedding</u>

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 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.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course

2	Unitec AAC	14/02/2025	Course name change for greater clarity. Add new LO3 and associated indicative content
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INTEGRATED PET GROOMING					
Course code:	ANML4606	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4) (Pet Grooming Strand)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements

Content covers both dogs and cats.

Whāinga/He Tauākī Akoranga/Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills and attributes relevant to non-coat related preventative health care techniques, integrative pet health care and the grooming process in a pet grooming context.

Ngā Hua o te Ako/Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Explain the impact of animal husbandry on the skin and coat of pets in a grooming context	GPO 13, 15
LO2	Explain an integrative approach to working with other healthcare professionals to support the health and wellbeing of animals in a pet grooming context.	GPO 3, 13, 14, 15
LO3	Describe the grooming process from booking the appointment through to discharging the pet in a pet grooming context.	GPO1, 3, 12, 13, 14, 15

Ngā Tūtohu o te Kiko/Indicative Content

LO1	Nutrition Parasitism and control Overall health condition Visual and functional changes to skin and coat
LO2	Grooming 'difficult' pets Grooming animals with special needs Partnerships (involving other health care professionals, e.g., vets, behaviourists)
LO3	The grooming process Client communications: Calgary-Cambridge Integrated application of all the learning Range of scenarios Sustainable practice

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 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.	100%	All

Assessment in this course is achievement-based. Ākonga must submit all specified assessment items and obtain at least 50% overall in order to pass this course.

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

Ngā Rauemi Ako | Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course
2	Unitec AAC	14/02/2025	Course name change for greater clarity. Modify LO1 and its indicative content for greater clarity

PET GROOMING PRACTICUM 1					
Course code:	ANML4607	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4) (Pet Grooming Strand)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Nil				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements

Ākonga are required to complete a minimum of 120 hours of work placement in at least one pet grooming facility that enables a balance of application of theoretical knowledge and practical skills. Work placement covers dogs and cats.

Camera/smart phone is required to capture evidence for the portfolio.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to communicate effectively and provide day-to-day care in pet grooming facilities.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Demonstrate skills related to animal handling, bathing and hygiene while ensuring optimal welfare for animals in a pet grooming facility.	GPO 1, 2, 3, 12, 13, 14, 15
LO2	Communicate effectively within a team in a pet grooming facility.	GPO 1, 3, 12, 13, 14, 15

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Cage hygiene Facility hygiene Bathing and drying dogs Low stress handling Attention to animal welfare
LO2	Reflection on development of: <ul style="list-style-type: none"> professional skills wellbeing strategies practical skills sustainable practices cultural practices

Ngā Mahi Ako me te Whakaako | Learning and 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 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.	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.

Ngā Rauemi Ako / Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course
2	Unitec AAC	14/02/2025	Course name change for greater clarity.

PET GROOMING PRACTICUM 2					
Course code:	ANML4608	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Animal Management (Level 4) (Pet Grooming Strand)				
Strand:	Pet Grooming			Compulsory	
Requisites:	Pre ANML4607 Pet Grooming Work Placement A				
Delivery modes:	Provider-based Provider-based (extramural)	Total learning hours: A detailed breakdown of the learning hours for this course is located in delivery course documents			150

Course Specific Requirements

Ākonga are required to complete a minimum of 120 hours of work placement and ensure by the end of this course that they have completed hours over the whole programme in at least 2 different pet grooming facilities that enable a balance of application of theoretical knowledge and practical skills. Work placement covers dogs and cats.

Camera/smart phone is required to capture evidence for the portfolio.

Whāinga/He Tauākī Akoranga/Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to provide ethical day-to-day care as a team member in pet grooming facilities.

Ngā Hua o te Ako/Learning Outcomes

At the successful completion of this course, learners will be able to:		Graduate Outcomes/Professional Standards
LO1	Demonstrate skills related to grooming practices while ensuring optimal welfare for animals in a pet grooming facility.	GPO 1, 3, 12, 13, 14, 15
LO2	Contribute to shared goals within in a pet grooming team.	GPO 1, 3, 12, 13, 14, 15

Ngā Tūtohu o te Kiko/Indicative Content

LO1	Equipment selection for groomer/specific dog Equipment maintenance Groom a range of dogs under supervision
LO2	Reflection on development of: <ul style="list-style-type: none"> professional skills wellbeing strategies practical skills sustainable practices cultural practices

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 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.	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.

Ngā Rauemi Ako / Learning Resources

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

Version Tracking:

Ver No.	Approved by	Date approved	Description of change
1	NZQA	04/05/2023	New course
2	Unitec AAC	14/02/2025	Course name change for greater clarity.

Appendix 5: Ngā Kawenga Ako | Learning and Teaching Methods

Case-studies / Scenario-based learning	Case-studies and/or scenario-based learning approaches are used to reinforce ākonga application of theory to practice. These methods are used in face-to-face, practical, and online contexts. These methods are used to support development of evaluation, analysis, problem-solving and critical-thinking skills. Their application also provides opportunities for developing soft skills related to practice.
Collaborative learning	<p>Collaborative learning requires working together toward a common goal and is often conducted using real world contexts. Ākonga are responsible for one another's learning as well as their own, and reaching their goal implies that ākonga have helped each other to understand and learn. The use of collaborative learning activities promotes interpersonal skills, respect and cultural awareness, which are fundamental to knowledge and skills in the functions that ākonga will be expected to demonstrate on the job as a graduate. Ethical behaviour, attitude, aptitude, personal accountability and the need to uphold industry standards are strong learning themes. Collaborative learning provides opportunities for kanohi ki te kanohi (face to face) activity and the development of intercultural understanding.</p> <p>Collaborative learning activities include brainstorming, discussion and debate. These enable ākonga to draw on existing and newly acquired knowledge and skills to collaboratively build and explore new ideas, concepts and solutions. These methods are used to build expertise, stimulate ideas, determine level of understanding, validate knowledge and consolidate learning.</p>
Engagement with technical and professional standards	Ākonga access technical and professional standards online and apply them to practical examples and case studies. Delivery methods focus on engaging ākonga with technical aspects of standards, enhancing their literacy capabilities and interpretation skills
Flipped classroom	Using the Learning Management System, ākonga are able to access resources that allow them to start to become familiar with and understand discipline-specific content. There is an expectation that ākonga will engage with such material before a related classroom session. In this way, classroom sessions will maximise face-to-face opportunities for discursive and interactive learning activities.
Fono	Fono means 'meeting', and includes large or small gatherings, which in the case of this programme includes meeting for teaching and learning purposes. Pacific cultural concepts are a central element in the content and/or purpose of learning.
Group critiques	Either small or large group learning that may involve more than one kaiako and possibly a guest participant from within or external to the teaching team. Typically, it is a forum where individual participants state their response to work presented for review and where the group discusses issues arising from such responses in a structured way. Creative practice is an activity which calls for a considerable degree of ongoing

	reflective self-critique as practical work proceeds, and group critiques are an excellent method for developing ākonga critical self-awareness.
Guest speakers / Industry professionals	Opportunities for a recognised leader in a specific field to share personal insight based on experiences obtained through a career of real-life engagement in a given field, or to provide specific knowledge about a specialised subject that is not normally part of the curriculum. These sessions may include a focus on career opportunities and development.
HyFlex models	<p>The Hyflex model utilises an online supported delivery, which provides flexibility for ākonga to fit learning into their individual schedules. Ākonga will be able to navigate and be supported within the programme both online and onsite equally. Content resource materials will primarily be delivered through structured yet self-directed learning activities to develop competency and graduate capabilities. Onsite kaiako-led activities will be developed to ensure equivalence with online delivery methods. A Learning Management System will be utilised to fully support facilitation of this learning.</p> <p>The HyFlex model will be structured to equally enable ākonga in employment as well as those seeking employment to complete their programme of choice. For those already in employment the flexibility to study courses in the order that best suits their individual learning plans.</p>
Individual learning & career planning	Individual learning and career development plans are created with ākonga to support their future focus on career aspirations and to plan milestones (markers) for successful achievement of their programme goals. This activity supports self-directed learning activities.
Interactive lectures / Large-group teaching	Lectures are used to present course- and/or topic-specific principles, theories and concepts. These sessions include a high-level of class interaction and participation; this supports the flipped-learning approach, while promoting independence, communication skills and attributes related to life-long learning skills. Interactive lectures provide a forum for supporting practice-based learning, via the use of case-studies. The use of guest kaiako from industry offers further opportunities to make theoretical content more meaningful for ākonga.
Investigative/Field trips	Field trips to various discipline specific and or content related locations will provide ākonga with opportunities to explore real environments for the purposes of investigation, research and experience of real-life contexts. Video capture and virtual field trips may be employed in simulated and online teaching environments.
Kanohi ki te kanohi and other culturally responsive options	Kanohi ki te kanohi or face-to-face communication is a facet of human behaviour. It is indeed a key principle of being and doing as Māori. It allows one not only to see who or what one is communicating with, but also to hear, feel and smell the relationship. Methods that acknowledge such culturally responsive approaches to learning and teaching are employed where and when appropriate throughout the programme.
Laboratory sessions	Laboratory sessions create the environment for ākonga to be physically engaged with concepts from the course through active experimentation or exploration related to real-world applications. Laboratory sessions can

	provide ākonga opportunities for exposition, inquiry and/or discovery, and may support their deeper understanding of concepts and their development of critical thinking and data analysis skills. Laboratory sessions also develop ākonga understanding of group work and research in the field.
Practical learning	Practical learning opportunities provide ākonga the chance to apply learning to practice in a supported environment. This approach teaches relevant practical skills, while facilitating development of communication, leadership, and team skills and competencies. Practical learning opportunities may involve handling skills, equipment manipulation, experimentation, observation, problem-solving, measurement and monitoring, and analysis and evaluation.
Noho marae	Noho marae literally means to stay/sleep on a marae. The phrase typically refers to a stay on a marae, with an educational/developmental purpose. Māori cultural concepts are a central element in the content and/or purpose of learning, e.g., experiencing how physical, spiritual and emotional aspects of culture can be applied to learning (process and purpose) as well as te reo Māori (content).
Online learning	Online or e-learning tools are an important resource, particularly in terms of supporting other modes of praxis. Our Learning Management Systems give ākonga access to relevant readings, multi-media resources, simulations (where appropriate) and supporting materials, such as assessment and course information. These resources are a key component of the flipped-learning approach, as ākonga are expected to access and use these before face-to-face learning experiences. Online forums facilitate ākonga (online) engagement with peers and staff, offering the opportunity to develop teamwork, communication and independent study skills.
Project-based/Activity-based learning	Project-based learning is used to highlight theory-to-practice, and to develop ākonga's skills in problem-solving, research, independent study, leadership, teamwork and communication skills. Projects give ākonga the opportunity to explore relevant areas of practice that may be of special interest to them, further strengthening their engagement with course material, while fostering an appreciation for life-long learning.
Research projects	A research project is an original investigation into a clearly specified problem individually formulated by ākonga. The research is driven by a hypothesis, idea or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment depending on the level of the programme and research course.
Role play	Role play learning utilises a hands-on approach where real world scenarios are simulated, whilst kaiako maintain the safety, integrity and wellbeing of all involved at all times. Learning is situational and depending on the topic at the time, it is designed to simulate ākonga understanding, representing and solving complex interdependent situations. The process requires ākonga to integrate theory and practice, apply skills learnt and then under the direction of their teacher, reflect on the interactions, the decisions made and their impact on the participants.

	<p>Role play enables ākonga to practice and experience verbal and non-verbal communication techniques. Role plays are used to simulate real world scenarios that involve working with clients and fellow employees. Role plays also provide opportunity to develop interview techniques.</p>
Mahi-ā-ipurangi Self-directed learning	<p>Primarily, ākonga engage in self-directed learning via review of course readings and other resources, research as preparation for assessments, projects, flipped-learning contexts, and participation in peer discussions. This learning fosters ākonga research skills, as well as competencies needed for life-long learning, critical-thinking and analysis, and communication/collaboration skills.</p>
Team/Peer-based learning	<p>This involves a structured approach to small-group work that goes much further than tutorials (see below), wherein ākonga prepare in advance of face-to-face interactions (e.g., by reading). In a typical class session, ākonga may complete a test individually, then repeat the same test in their groups where collaborative discussion among group members promotes a consensus answer. Team-based learning promotes reflection and teamwork, and taps into group strengths, as well as motivating team members to learn in competition with other groups.</p>
Tuākana-Teina	<p>This relationship provides a model for buddy systems. A more expert tuākana helps and guides a less expert teina. In a learning environment that recognises the value of ako, the Tuākana-Teina roles may be reversed at any time. Kaitiaki give ākonga the benefit of their knowledge and skills. This contributes to a culture of collaborative learning and teaching with the roles of ākonga and kaitiaki both valued and acknowledged. Tuākana-Teina contributes to the development of collaborative capabilities and the skills needed to work effectively as part of a team.</p>
Tutorials/Small-group learning	<p>Tutorials and/or small-group sessions allow ākonga to engage in activities designed to support learning completed in other modes (e.g., interactive lectures). These groups may be peer- or staff-led or -initiated; they provide a forum for in-depth discussion and exploration of theories, principles, and concepts introduced in other sessions. Tutorials and small-group learning provide a platform for development of skills around collaboration, leadership and communication, as well as further opportunities for applying theory to practice and for critical-thinking and analysis. Tutorials can support participation in simulated work-based scenarios and may take place in a face-to-face setting, or online.</p>
Wānanga	<p>Meaning to meet and discuss/deliberate something of importance, wānanga is the process of acquiring or arriving at highly evolved knowledge, and refers to the institution, forum and/or gathering; the content of tribal knowledge or learning; and finally, the expert that facilitates and oversees the process of acquiring highly evolved knowledge. Often taking place in the setting of a marae, wānanga is typically intensive and always reflective of a Māori cultural context, both in practice and in content. Principles of wānanga are also adopted for non-Māori content/context.</p>

<p>Work-integrated learning</p>	<p>Work-integrated learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning may include placements and co-operative projects; practicums/clinical placements; internships; projects and consultancy; simulations and case studies; practicums and new venture start-ups. Any engagement in the workplace will be governed by an agreement between ākonga, Te Pūkenga and the external organisation to agree the learning objectives and workplace requirements.</p> <p>Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace. Ākonga engage in practical or work-integrated learning which offer a ‘real-life’ opportunity for them to apply their learning, while also providing opportunities for observation by qualified practitioners</p>
<p>Clinical/Practice placements / Practicum</p>	<p>Often required by professional bodies to meet a professional standard requirement that is seen to only be able to be met in a workplace environment, this types of placement/practicum generally involves a set number of hours in a workplace distributed over a specific period of time within the structure of a programme. The purpose of the placement/practicum is to enable ākonga to integrate and consolidate learning experiences into professional individuality within the context of a real-world learning environment. Ākonga are able to engage in clinical/practical duties as professional members of the work environment in which they are placed. This experience is designed to prepare them fully for formal registration and independent practice.</p> <p>Placement/practicums may take place within the total programme hours (as set by the credit value) or may be in addition to those hours. Some may involve paid work for hours served.</p>
<p>Collaborative/Co-operative industry/community projects</p>	<p>These enable opportunities for active industry/community contribution to and participation in the learning experience for ākonga through externally generated industry/community projects. Ākonga collaborate with discipline professionals on projects designed to provide opportunities to build connections and professional networks. Ākonga are exposed to expertise, skills and practices that are contextualised in a variety of (authentic) professional industry/community contexts. Such projects provide opportunities for ākonga to contribute to external organisations in transformative ways through their adaptability and creativity and to put their knowledge and skills to work in real-world situations within external organisations.</p>
<p>Internships / Industry Placements</p>	<p>Ākonga integrate their learning across their programme of study and apply theoretical and practical discipline skills to an approved project and work objectives in a workplace setting. Emphasis is placed on the identification and negotiation of learning objectives, activities and outcomes in an external professional workplace environment. Ākonga are able to assess the quality of their experience and performance in relation to their agreed learning objectives. They can then critically reflect upon the processes undertaken in completing the project and</p>

	work objectives so as to inform their future personal and professional development.
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Appendix 6: Ngā Momo Aromatawai | Assessment Activities

Assignments	Assignments (including essays, reports and presentations) may be used across the programme to give ākonga the opportunity to hone their research, critical analysis and evaluation, and communication skills. Ākonga may be given different topic options to choose from, allowing them to learn about specific areas of interest in-depth.
Case-studies	This assessment approach is used to provide a real-world context for ākonga learning, in which they demonstrate their ability to apply theory to practice. Typically, ākonga are required to investigate, analyse and report on a specific real-world scenario. Case-studies may be used as individual assessment items or may also be included as part of a larger assessment (e.g., learning portfolios).
Examinations	Examinations are used as a method for assessing ākonga breadth of knowledge in specific curriculum areas. Ākonga will be required to demonstrate an ability to evaluate and apply their knowledge in increasingly complex scenarios. Examinations are typically written, although support resources are available for ākonga with disabilities, and completed under supervised conditions.
Exhibition presentations	Exhibition presentations allow ākonga the opportunity to demonstrate their ability to communicate and contextualise their creative artefacts in an environment and format appropriate to the practice.
Group/Collaborative assessments	<p>Group/Collaborative assessment activities provide an opportunity for ākonga to develop interpersonal skills and participate in a collaborative learning experience. Well planned group activities can foster competencies like problem solving, communication, creativity and social skills. They encourage listening, discussion, negotiation, questioning, debate and evaluation.</p> <p>Group assessment is recommended where the learning outcome requires evidence of collaboration, when the activity is too large or complex for one person or when there are resourcing implications.</p> <p>Group assessment activities require clear instructions, marking criteria and documentation to ensure that all group members participate and meet the identified learning outcomes. There must be evidence that each ākonga has met the learning outcomes and contributed to the group process and outputs, and that there was opportunity for individuals to demonstrate achievement if the group activity fails to do so.</p>
Practical demonstrations	These assessments give ākonga the opportunity to demonstrate their ability to complete a range of practical tasks. Ākonga demonstrate practical skills which are then assessed by kaiako.
Presentations	Presentations give ākonga an opportunity to demonstrate the depth of their understanding of specific material, and their ability to respond to critique by peers/supervisors. Presentations may also assess communication or writing skills, and a range of research skills. Presentation types include formal verbal presentations, poster presentations and multi-media presentations. Presentations may be

	aligned with other assessments, such as field reports, case-studies or group projects.
Projects	Projects are used to explore concepts and/or topics in detail, giving ākonga an opportunity to demonstrate a range of skills. This assessment approach may involve ākonga undertaking a research project, investigating a topic related to an area of interest and/or practice.
Research project	Research projects employ assessment that is designed to verify outcomes gained using research methodologies and tools. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This may be obtained through external examination and public presentation. The outcomes will be assessed on the basis of whether the result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the findings produced and the theoretical framework used to inform it.
Tests/Quizzes	Tests are used to assess ākonga development of specific areas of knowledge; consequently, they are designed to motivate ākonga to engage with theoretical material. While tests are typically summative in nature, they may also act as formative assessments as part of ākonga progress towards a larger piece of assessment. Tests may be in a short-answer, multiple-choice or short essay form, and may be delivered in class or online.
Visual development records	Visual development records are used to assess ākonga ability to conduct research and analysis in the generation of creative work, and to evidence investigation and development through practical exploration.
Written reports, summaries, contextual documents	Written reports, summaries and contextual documents give ākonga the opportunity to demonstrate development of and reflection on course-specific knowledge, skills and learning achievements. These may include summaries of the knowledge and/or skills developed, the process and research undertaken in developing practical artefacts, and reflective exercises. These may include an investigative report, a manifesto and/or statement of purpose, a critical review, a feasibility study, a seminar presentation, an interview and/or case study, a literature survey/review, an annotated bibliography, a glossary of critical terms, and a conceptual timeline.
Work-integrated assessment	Work-integrated assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. This usually employs elements of practical demonstration, written elements, presentations and project work. Ākonga may be required to create portfolios of evidence that include visual records of their achievement.

Appendix 7: He Kōputunga Uiuinga | Consultation Summary Log

Feedback received during the kaiako socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
22/7/22	Kaiako Socialisation	Unitec Kaimahi	<p>CA/CBT/FAR: Work experience A/B</p> <p>Te Pūkenga directive was to adhere to 15 credit courses, as such, there are two 15 credit work-experience courses (one per semester) in the CA, CBT and FAR strands. Having two work experience courses (one in each semester) doesn't allow long enough for ākonga to learn skills and receive formative feedback prior to needing to complete summative assessments.</p> <p>Increased staff workload: online setup, course pre moderation and post moderation. Combine learning outcomes and create a single 30 credit course taught over the year. To allow flexibility for subsidiaries/locations where this might not fit with their academic calendar/roll out plans, providers could be given the options of a single 30-credit course, OR two 15-credit courses, allowing for regional flexibility to meet local learner needs.</p>	Te Pūkenga design philosophy based on learner centred needs and learner feedback is to design courses in generally 15 credit chunks for manageability, flexibility and accessibility. Further delivery information about managing these 30 credits will help to provide solutions about managing these practicums.
	Kaiako Socialisation	Unitec Kaimahi	<p>CBT: Canine Training A/B</p> <p>Having two practical training courses (one in each semester) doesn't allow long enough for ākonga to learn skills and receive formative feedback prior to needing to complete summative assessments.</p>	Changed in the consultation documents. This will be reviewed after first delivery.

			Increased staff workload: online setup, course pre moderation and post moderation Combine learning outcomes and create a single 30 credit course taught over the year.	
	Kaiako Socialisation	Unitec Kaimahi	<p>Duplication of courses due to programme development in isolation.</p> <p>There are three different (yet consistent in indicative content) Anatomy and Physiology courses across three programmes.</p> <p>Rather than duplicate a Level 4 A+P course, this new level 5 course would also be fit for purpose for the level 4 ākonga.</p> <p>This would mean less admin for staff, and economies of scale for teaching purposes.</p> <p>It would also mean that ākonga who complete more than one programme don't need to repeat what is essentially the same course.</p> <p>Currently, Unitec level 4 ākonga complete Anatomy and Physiology at Level 5 and succeed well. The reality is the difference in content isn't significant.</p>	Duplication removed by using the same learning outcomes across L4 NZCAM, L4 NZAHCA

	Kaiako Socialisation	Unitec Kaimahi	CA: Husbandry Duplication of courses due to programme development in isolation. There are four different (yet consistent in indicative content) Animal Husbandry courses across three programmes Rather than duplicate a Level 4 Animal Husbandry course, the new level 5 course would also be fit for purpose for the level 4 ākonga (across both AHCA and NZCAM-CA). This would mean less admin for staff, and economies of scale for teaching purposes. It would also mean that ākonga who complete more than one programme don't need to repeat what is essentially the same course. Currently, Unitec level 4 ākonga complete Animal Husbandry and Animal Behaviour at Level 5 and succeed well.	Considered, but not changed at this time.
26/8/22	Internal review	Tim Stevens - Kaihautu Quality Assurance and Approvals	Remove reference to Socialisation phase from Programme Documentation on page 2	Done
			Add date for next planned consistency review to Qualification details	Done
			Review Pre -requisite programmes/numbers in Table 2 – Schedule of Courses	Done and amended
			Remove LO4 for ANML4508	Done
			Course Descriptors for Zookeeping strand incorrectly reference GPOs - #11 is for Fish strand, change to GPO #3	Checked and amended
			Delete double reference to Camera/smart phone in ANML4907 Course specific requirements	Done

Feedback received during the wider consultation phase					
Date	Mode of consultation	Who was consulted	Feedback	Strand	Development response to feedback
Please tell us what you see as the strengths of unified New Zealand Certificate in Animal Management, with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming and Zookeeping (Level 4) programme?					
23/08/2022	Online survey	Lisa Argilla - Dunedin Wildlife Hospital	Consistency and overall a much higher standard will be achieved	Companion Animals; Fish, Amphibians and Reptiles;	Noted
23/08/2022	Online survey	Kirsty Grant - Training Manager, SPCA	Good step up from the L3 NZ Care of Companion Animals	Companion Animals; Canine Behaviour and Training;	Noted
26/08/2022	Online survey	Daniel Warsaw - Wellington Zoo Trust	It is important to have a foundational course in Zoo Keeping in Aotearoa. Some participating zoos have been looking overseas at other models for training/learning for our workforce, and I think it's important to have this course in Aotearoa.	Zookeeping;	Noted
28/08/2022	Online survey	Sarah Christie - Pet Whisperer Rescue Trust	Teaching basics of animal care and welfare	Companion Animals;	Noted
1/09/2022	Online survey	Georgia Notman - Wintec	Foundation of knowledge and skills to pathway to further qualifications and ultimately successful employment	Companion Animals;	Noted
1/09/2022	Online survey	Adrian Lowe - Ara	It's great to see that there will be one programme across the country. This will be a huge benefit to the industry when working with our learners to ensure consistency of what they are able to undertake whilst on placement at different times throughout the programme.	Companion Animals;	Noted

			Learning outcomes seem to be at the correct level for Level 4.		Noted
5/09/2022	Online survey	Ara Animal Science Teaching team - Ara	We like that there is a strand aspect for this.	Companion Animals;	Noted
			We like that it aligns with the animal code of welfare. Like the positive welfare state for animals. When comparing to other programmes the entry criteria for this is clear and the ALNAT is clear. Like the course content under the indicative content on comparison to other courses.		Noted
6/09/2022	Online survey	Sarah Baines, Kaiako, EIT	I think it is awesome that students are going to be learning more about fish, amphibians, and reptiles. As they are becoming more popular as pets and are often forgotten about in regards to animal welfare.	Zookeeping; Fish, Amphibians and Reptiles;	Noted
17/11/2022	Online Survey	Samara Leighton - service user Canterbury	The emphasis on animal welfare will benefit the industry	Pet Grooming	Noted
19/11/2022	Online Survey	Yani Riley - NZVNA exec member and a senior vet nurse for VSA - Canterbury	I'm very pleased to see an emphasis on healthy work relationships and how to work as a team and alongside that personal well being.	Pet Grooming	Noted
19/11/2022	Online Survey	Jim Westwood - Employer Otago (Jim Westwood Contracting	This qualification will replace a number of "academies" that are producing graduates with no uniform standard of learning inputs nor outputs, and provide a learning environment that effectively removes the financial barriers to entry into the profession.	Pet Grooming	Noted

		and Consulting Limited T/A Laundromutt)			
23/11/2022	Online Survey	Sarah Thorstensen - Professional Association - Totally Vets, Feilding	Very important for the veterinary industry that grooming training is part of the curricular so students can have some background skills for the workforce. All nurses are required here to be able to do basic grooms and we also have a grooming facility for dogs in our branch so we would look for staff that have a range of qualifications / skills for a busy business.	Pet Grooming	Noted
30/11/2022	Online Survey	Angela Anderson - Employer - National Dog Groomers Association of NZ/Angels Grooming Academy	It is a start to raising the professional image of dog grooming	Pet Grooming	Noted
3/12/2022	Online Survey	The Dog Groomer - Pet Groomers Employers Association - Canterbury	All of the learning outcomes have great strength for future knowledge in the industry.	Pet Grooming	Noted
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	This qualification will add some strengths to grooming which is currently not regulated in New Zealand, therefore anyone can call themselves a groomer.	Pet Grooming	Noted

8/12/2022	Online Survey	Dennis Anderson - current ākonga, NZCAM L4 Auckland	It will give a good all-round view of pet animals.	Pet Grooming	Noted
8/12/2022	Online Survey	Den Carter – employer, National Dog Groomers Association, Auckland	It will be good to have the acknowledgment of our skills.	Pet Grooming	Noted
8/12/2022	Online Survey	Cathy Wallace – Business owner, The Grooming Shop, Otago	Hopefully it helps to create the important qualifications needed to provide a high standard of work.	Pet Grooming	Noted
8/12/2022	Online Survey	Sheila Morris - Life Member of the National Dog Groomers Assn. of N.Z., Canterbury	It depends upon the practical participation of tuition	Pet Grooming	The programme requires 240 hours on placement plus practical tuition as part of the training.
9/12/2022	Online Survey	Fiona Roberts, Employer, Paws in the City, Wellington	The scope of the training.	Pet Grooming	Noted

Please tell us about any gaps/omissions you think need to be addressed to ensure the unified New Zealand Certificate in Animal Management, with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming and Zookeeping (Level 4) programme aligns with the qualification requirements.

23/08/2022	Online survey	Lisa Argilla - Dunedin Wildlife Hospital	I am concerned that there has been no specific mention of Avian species. They are highly specialised with regards housing, husbandry, diet, anatomy, response to disease, how to treat them etc. I don't think this is a species that can just be lumped in with companion animals especially as not all birds are companion animals e.g. aviary birds, breeding facilities, wildlife. The most predominant species of wildlife that end up in veterinary care are birds. There is a Fish/Amphibian/Reptile track and in my opinion there should be something similar for birds or include them in the fish et. al. track.	Companion Animals; Fish, Amphibians and Reptiles;	The programme aligns with the qualification requirements, which does not include Avian at this time.
25/08/2022	Online survey	Aleksandra Pipek - Wintec	I would be interested to know why this specific programme, especially when looked in conjunction with the New Zealand Certificate in Animal Healthcare Assisting (Level 4) has so many additional requirements that are a part of the assessment process and must be met prior the admission, and the other one does not, with the same academic entry criteria. For example - the requirement to obtain a provide a Health declaration that confirms tetanus status and confirms they are physically able to undertake manual work of handling a range of animals, would pose a significant financial and time consuming barrier to applicants especially if they don't end up being selected for the programme for various reasons (not because they don't meet the academic entry criteria, but for example	Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Zookeeping;	This was an error and has been amended

			because the programme has limited places and there is an equity cap being introduced at the same time). It also prolongs the admission process and creates additional workloads for kaimahi who are responsible for issuing offers and enrolling student into their classes. Moving some of these additional requirements out of the admission process to the induction process would allow for more faster and seamless turnaround of applications and allow students to plan other study arrangements (Studylink, accommodation etc) ahead of actual start dates.		
26/08/2022	Online survey	Daniel Warsaw - Wellington Zoo Trust	The current programme has ākonga spending time across a calendar year on placement in a participating zoo. The current programme leaves a lot of the heaving lifting for hands-on training to the zoos involved (guided by the 'red-book'), with an annual assessment often being the only time a lecturer or staff member visits the zoos and sees ākonga in action. Being a practical based profession, I think this could be tightened up, perhaps with visiting lecturer practical workshops for ākonga to ensure consistency in learning outcomes from placements across the motu.	Zookeeping;	Noted: Learners currently attend block courses to ensure consistency of some practical skills.
28/08/2022	Online survey	Sarah Christie - Pet Whisperer Rescue Trust	We have had numerous issues with students not thinking about animals minimum standards of what they need in their pen e.g. food, water, bedding, enrichment. Also health & safety of the animals is lacking as we have lost animals to students incompetence e.g. not shutting door properly while cleaning and having to change food etc	Companion Animals;	These requirements are included.

			What exactly does this course train for what roles once completed? We are a small rescue shelter		As per qualification. See link to NZQA on page 4.
1/09/2022		Georgia Notman - Wintec	The work based learning should allow for students to gain hours in an animal facility e.g. groomers, kennels, cattery etc. This will provide a more holistic approach to handling and management of animals than if just in a clinic setting. Students will gain a deeper understanding of behaviour, husbandry and hygiene to be able to provide more effective assistance in a healthcare setting.	Companion Animals;	Work integrated delivery is included in the programme but work based learning as per the TEC is not one of the delivery modes.
5/09/2022	Online survey	Ara Animal Science Teaching team - Ara	Concerned about the 15 credits for Welfare being excessive could communication skills be built into this? Adding animal ethics into the welfare rather than in work placement B?	Companion Animals;	Animal ethics is already in the welfare course. The ethics in WEB is personal and professional ethics
			A lot of content plus welfare is mentioned in three different courses across the programme.		Noted
			Application of welfare happens before knowledge is provided in current structure.		Noted
			Lack of consultation with Level 4 Animal Healthcare programme to align anatomy and Husbandry.		Amended
			Lack of Mātauranga Māori across all aspects.		Section 1.4 has been updated to provide additional information. It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspect of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme.

			Only one provider highlighted for South Island.		Sites have been updated and added as appendix
8/09/2022	Online survey	Putiputi Te Wake-Munro – EIT	Te Tiriti is not recognised in this programme however it is mentioned in the level 3 course as being evident across that programme. There needs to be a consistent flow on effect throughout all levels.	Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Zookeeping;	Section 1.4 has been updated to provide additional information. It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspect of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme.
14/09/2022	Online survey	Emily Miller - Ara	Use of LNAAT Step score for entry requirement alternative from NCEA. Firstly the LNAAT tools was not designed for this purpose and would not be robust enough in its current format to provide an appropriate assessment of a person's level of literacy and numeracy. The programme will require a high level of both given the content it covers. NCEA L/N also covers writing (not specified in the entry requirements). Better to use "an approved proficiency test or equivalent" as mentioned under Additional requirements. Under Additional requirements (for entry) it repeats 12 NCEA literacy credits - this seems redundant.	Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Zookeeping;	Entry criteria has been amended.
17/11/2022	Online Survey	Samara Leighton - service user Canterbury	There should be accredited trainers to do the workplace training as concerned there are groomers with poor animal welfare history records	Pet Grooming strand	Noted - Animal welfare is a number one priority in delivery. When designing the delivery of the programme we will work with industry to support quality training and placements.
19/11/2022	Online Survey	Yani Riley - NZVNA exec member and a senior vet	I couldn't see any course detail about learning to keep your physical body healthy in terms of longevity. In jobs that can be quite physical with	Pet Grooming strand	Good point - Added to indicative content.

		nurse for VSA, Canterbury	repetitive movements it might be ideal to include management options to prevent injury.		
19/11/2022	Online Survey	Yani Riley - NZVNA exec member and a senior vet nurse for VSA - Canterbury	Having veterinary treatments such as ear cleaning and anal gland expression makes me slightly uncomfortable, but in saying that I would rather the groomers learn from professionals how to do this rather than doing it without education.	Pet Grooming strand	Scope of these procedures is in alignment within the limitations NZVA recommend about what groomers should do. What will be emphasised in the programme is the need to know the boundaries of Groomers practice vs when a Vet referral is needed, and the relationships that need to be maintained for this. Animal welfare is an absolute priority.
19/11/2022	Online Survey	Jim Westwood – Employer, Otago (Jim Westwood Contracting and Consulting Limited T/A Laundromutt)	No gaps /omissions identified.	Pet Grooming strand	Noted
23/11/2022	Online Survey	Sarah Thorstensen - Professional Association - Totally Vets Feilding	No i think the documentation provided looks good, there is high demand for groomers in Manawatu often with long waitlists. More groomers would benefit the region.	Pet Grooming strand	Noted
30/11/2022	Online Survey	Angela Anderson - Employer - National Dog Groomers Association	It is difficult to answer that question without understanding totally how practical work will take place	Pet Grooming strand	Noted

		of NZ/Angels Grooming Academy			
3/12/2022	Online Survey	The Dog Groomer - Pet Groomers Employers Association - Canterbury	It is very important to have an apprenticeship program for those Junior groomers employed in Salons. The Full 240 hours can be completed in one Salon if employed by a Salon. Salon owners may experience some difficulty executing 240 hours of teaching for free. Every small dog is based on a 1.5-hour groom at 75.00. a base fee of 41.25 paid to the groomer with a profit margin of 33.75 for business for overheads. Tutoring requires supervision of two dogs a day and 6 hours. Paying an additional staff member to teach learners at a reasonable pay rate of 165.00 per day with groom fee of income at 150.00 coming to a loss of 15.00. This is the only area I see financial struggle for business owners. Yes, we get some free labour, but someone needs to pay the tutor 6,600.00 for 240 hours of time. Please advise how Te Pukenga will help the program proceed. Industry is in business to pay tax and earn a living and employ.	Pet Grooming strand	It's important for industry to play a role in the next generation of employees. This is common practice in many industries in New Zealand. There is no funded apprenticeship for Pet Grooming in NZ. Teaching of the practical skills will occur outside of the 240 hours of placement. The placement is experience to develop those skills and will not require supervisors to be teaching from scratch.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Dental care - this is an area of concern. There have been incidences of groomers "cracking" tartar on pet's teeth while at the groomers and carrying out "dental care" this is open to much interpretation. If qualified Veterinary Nurses cannot carry out basic dental care such as a scale and polish under anaesthesia, how does this differ from a groomer. Dental care checks can be carried out, but there needs to be follow through and	Pet Grooming strand	

			consultation with a veterinarian. A sound recommendation on dental hygiene is suggested.		
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Ear cleaning - again this is open to wide interpretation. How is the cleaning defined? External is better here, this needs to be VERY clear in the teaching and delivery.	Pet Grooming strand	Scope of this procedure is in alignment within the limitations NZVA recommend about what groomers should do. What will be emphasised in the programme is the need to know the boundaries of Groomers practice vs when a Vet referral is needed, and the relationships that need to be maintained for this. Animal welfare is an absolute priority.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	240 hours of work placement - how is this defined as far as a groomer? What if the groomer is a family friend or relative? How is this assessed/measured? Mobile groomers/doggy day care and groomers combined? Are the groomers where the learners gain their work experience accredited or do they have to meet certain criteria?	Pet Grooming strand	Placement is alongside a Groomer with documentation provided by the education partner to record practical hours and the development of skills. Overall assessment remains the responsibility of the education provider. The provider works with the learner to ensure the placement is appropriate.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Client comms – how is this measured: Although it appears that client communication is well covered in theoretical aspects and as a personal reflection, is communication/professional behaviour covered as a practical skill? This would be important to consider, so that a student who was not able to behave in the correct manner, would not meet criteria to pass?	Pet Grooming strand	Yes, it will be covered.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Page 19 – Grooming B Injury prevention is mentioned twice.	Pet Grooming strand	Noted – will correct
7/12/2022	Online Survey	Allied Veterinary	No first aid throughout the qual – scissor cuts, clipper rash, haemorrhage - how is this handled in	Pet Grooming strand	Good point – will include this.

		Professional Regulatory Council	a grooming "parlour"? (Although it would be rare, it happens in clinic where pets are nicked by clippers/scissors) what about pets that are sedated and then need to be monitored by a suitably qualified person?		
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Some of the LO's don't align with each other, Module Intro to professional skills and competencies – the indicative content for LO2 and LO3 does not match the LO's. The next module – Behaviour and welfare – LO1 and 3 are the same as the previous module but align to different GPO's – we assume that is deliberate (or not?)	Pet Grooming strand	Will review and correct.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Grooming A – the indicative content for LO3 says cats but it's not in the LO3 – yet it states covers both cats and dogs	Pet Grooming strand	Will review and correct.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	Cats – no mention of low stress handling. LO3 here has low stress handling techniques but not specific to which animals – needs to include dogs AND cats as many cats are groomed for health reasons and need to be handled accordingly.	Pet Grooming strand	Cats and dogs are required for all aspects of the programme. Will check it's stated clearly.
8/12/2022	Online Survey	Dennis Anderson - current ākonga, NZCAM L4, Auckland	Gaps I can see are around the practical part, the practical would need to be taught by someone who knows how to teach grooming well.	Pet Grooming strand	Yes - noted.
8/12/2022	Online Survey	Den Carter – employer, National Dog Groomers	It's hard to answer that as a groomer because I don't know how the qualification standards work	Pet Grooming strand	Noted

		Association, Auckland			
8/12/2022	Online Survey	Cathy Wallace – Owner, The Grooming Shop, Otago	At the moment things appear to be well covered, I will watch with great interest for the future of these new plans.	Pet Grooming strand	Noted
8/12/2022	Online Survey	Sheila Morris – Employer, Life Member of the National Dog Groomers Assn. of N.Z., Canterbury	The gaps/omission is in the teaching of the practical side of Grooming and the personnel selected to be able to oversee this portion of the qualification.	Pet Grooming strand	The Grooming specific content will be taught by a Grooming subject matter expert.
9/12/2022	Online Survey	Brendon Bullen - Veterinarian, Wellington	I am making the following comments as these are the issues I see as a veterinarian, from animals that frequent groomers 1. Anal sacs should only be expressed if the animal is scooting or showing signs of distress. They are supposed to be full, and this is a good thing, they should empty naturally during defecation. Manually expressing anal sacs when there are no problems present can cause anal sac issues. Any emptying of anal sacs in an animal showing issues should be followed with advice to increase the fibre content of the diet with a product such as psyllium husk to prevent further issue	Pet Grooming strand	Scope of these procedures is in alignment within the limitations NZVA recommend about what groomers should do. What will be emphasised in the programme is the need to know the boundaries of Groomers practice vs when a Vet referral is needed, and the relationships that need to be maintained for this. Animal welfare is an absolute priority.
9/12/2022	Online Survey	Brendon Bullen - Veterinarian, Wellington	2. Teeth brushing is only effective if done at least twice a week, and ideally every day. I cannot see any way in which a single brushing by the groomers will make any difference to long term dental health.	Pet Grooming strand	Scope of these procedures is in alignment within the limitations NZVA recommend about what groomers should do. What will be emphasised in the programme is the need to know the boundaries of Groomers practice vs

					when a Vet referral is needed, and the relationships that need to be maintained for this. Animal welfare is an absolute priority.
9/12/2022	Online Survey	Fiona Roberts, employer, Paws in the City, Wellington	It needs to be implemented earlier.	Pet Grooming strand	Noted
This unified New Zealand Certificate in Animal Management, with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming and Zookeeping (Level 4) programme has been designed to allow for a high level of regional flexibility. Please tell us your thoughts on the scope available for this.					
26/08/2022	Online survey	Daniel Warsaw - Wellington Zoo Trust	The regional flexibility is important, given the nature of the participating zoos across the motu. It will be important for ākonga to retain flexibility for placements.	Zookeeping;	Noted
1/09/2022	Online survey	Georgia Notman - Wintec	Unclear on how this regional flexibility would be implemented by each subsidiary. More clarification is needed on this concept	Companion Animals;	Programme Delivery Documentation is being developed outside of the approval process and will provide this detail.
1/09/2022	Online survey	Adrian Lowe - Ara	Flexibility is a great idea (in principle). The idea of all ITPs delivering the same course at the same time is likely going to be very complicated as this will need a huge paradigm shift from some ITPs. In reality, how many learners will need to change delivery mode / location? not that many...	Companion Animals;	Noted. Programme Delivery Documentation is being developed outside of the approval process and will provide this detail.
5/09/2022	Online survey	Ara Animal Science Teaching team - Ara	Cannot answer this based on the lack information supplied.	Companion Animals;	Noted
6/09/2022	Online survey	Sarah Baines – EIT	In my opinion, the students in the regions that do not have zoos close by will be at a disadvantage. Zookeeping is a cool idea, but it is very niche. Wildlife/conservation would be a more	Zookeeping; Fish, Amphibians and Reptiles;	Noted

			appropriate and accessible subject for students. As there will likely be more opportunities/work to be done in wildlife/conservation, when compared with zookeeping.		
			No feedback received	Pet Grooming Strand	
Do you have any further feedback you would like to provide on the unified New Zealand Certificate in Animal Management, with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming and Zookeeping (Level 4) programme?					
23/08/2022	Online survey	Kirsty Grant - Training Manager, SPCA	More a clarification question - Our workplace could be interested in using this qualification for our Centre Managers and Senior Animal Attendants. However we would need clarification on the practical, being "At least 120 hours in at least two different companion animal care facilities that enable a balance of application of theoretical knowledge and practical skills acquisition required for the strand"	Companion Animals; Canine Behaviour and Training;	Noted. Programme Delivery Documentation is being developed outside of the approval process and will provide this detail.
			Question - 2 different companion animal facilities - can that be 2 different SPCA locations or does it have to be 2 totally different facilities (ie SPCA and boarding kennels).		Two different locations is suitable.
			Given that our staff are already working in the industry, it would make sense (both learner and workplace) for them to complete the practical hours in their SPCA workplace.		Noted
26/08/2022	Online survey	Daniel Warsaw - Wellington Zoo Trust	The module 'The Zoo Industry' should be renamed 'The Zoo Profession'.	Zookeeping;	Amended

1/09/2022	Online survey	Georgia Notman - Wintec	Overall, a valid programme but the above concern very much needs to be addressed for learner and wider industry purposes.	Companion Animals;	Noted
1/09/2022	Online survey	Adrian Lowe - Ara	Te Tiriti No real evidence of recognition of Te Tiriti within the programme.	Companion Animals;	Section 1.4 has been updated to provide additional information. It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspect of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme.
			Entry requirements need to be clarified: 12 credits of a relevant science - at Level 1 OR Level 2?		Has been amended
			The detail of additional requirements needs to be consistent across all programmes, not just summarised in the AHCA and DVN.		Has been amended
			Programme structure The first four courses (ANML4002, 4122, 4123, 4124) are missing from the programme document.		Has been amended
			The devil is in the detail - we REALLY need the programme handbook and course outlines to be able to plan effectively. I'm sick of reading 'more detail will be provided in the programme handbook and course outlines'.		This is an operational matter that will be decided at subsidiary level. Programme Delivery Documentation is being developed outside of the approval process and will provide this detail.
			Assessment Portfolios how will these be loaded into the SMS? We will need to load these at a sub-task level to ensure we can manage resits / resubmissions etc.		This is an operational matter that will be decided at subsidiary level. Assessment will be articulated for each programme and for each delivery site in

		Although we also don't have these details yet either.		Programme Delivery Documentation which will be developed outside of the approval process. The high-level description of Assessment Portfolio is in place to allow regional difference and has been accepted by NZQA.
		There's no feedback from the WDC in the consultation logs.		Noted – not received as yet
		Learning Outcome issues: ANML4127 / 4128 - LO 1 is identical. This needs alteration within 4128, as a learner will question having to be assessed on this again in 4128, if they've already passed 4127. There's no scaffolding/building of the learning in this LO. This is the same issue for all Work Experience courses in this programme.		Amended
		ANML4504 - The Science of Learning, should be The Science of Canine Learning to be consistent across the rest of the programme.		Amended
		If the proposal to utilise the same A&P course across NZ2489 / NZ4388 / NZ4389 continues, what are the implications for learners in terms of cross-crediting this course to the other programmes? they will not be full-time learners in the new programme. The learning outcomes will need to be different for the Level 4 and Level 6 programmes.		Noted
		There is no feedback from the workforce development council in the consultation document.	Companion Animals	Noted

			Inconsistency with terminology used across whole document. Pick one and stick with it or define them for clarity.		Unable to address this without further information.
			Standardisation of Level 4 A&P across ALL level 4 courses if moving to Level 5 is not fit for purpose.		Unable to address this without further information.
8/09/2022	Online survey	Putiputi Te Wake-Munro – EIT	Te Hono o te Kahurangi Qualification Details This name is exactly the same as the Mātauranga Māori quality assurance process with NZQA. This is an issue as I was looking for Mātauranga Māori in the programme until I realised there is none.	Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Zookeeping;	Noted.
14/09/2022	Online survey	Emily Miller - Ara	General Feedback • Lack of detailed information about the programmes in the programme documents. There is concern that it is impossible to provide robust feedback on documents that lack detail. All of the documents refer to a 'Te Kawa Maiooro / Educational Regulatory Framework' that was not provided.	Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Zookeeping;	Programme Delivery Documentation is being developed outside of the approval process and will provide this detail. Links to Te kawa Maiooro / Educational regulatory Framework is available on the Te Pūkenga website.
			• Many obvious errors that proofreading would have picked up. For example, spelling mistakes, graduate profile maps not aligning to the course descriptors in the document.		Noted and corrected.
			• Flexibility is a key philosophy in all the documents, however in ensuring flexibility the programme documents have become generic and therefore lack important details about specific modes of delivery and how delivery will occur.		Programme Delivery Documentation is being developed outside of the approval process and will provide this detail.

		<ul style="list-style-type: none"> Some documents included additional entry requirements that Ara is intending to remove this year e.g., 'must be physically able'. These create barriers to entry for ākonga. 		This has been addressed in Appendix 2: Programme Regulations
		<ul style="list-style-type: none"> Concerns regarding the assessment type. Most of the assessments are assessment portfolios weighted at 100%. Concerns regarding the consistency of delivery and assessment workload across the network to ensure robust and consistent academic quality and delivery for ākonga 		Assessment will be articulated for each programme and for each delivery site in Programme Delivery Documentation which will be developed outside of the approval process. The high-level description of Assessment Portfolio is in place to allow regional difference and has been accepted by NZQA.
		Assessment in te reo Māori. What support is available to enable this? A large skills gap exists in this space and will require (medium term) specialist support to facilitate this.		Noted – this aligns with the Academic Regulation for Te Pūkenga
		Typo on Page 37 – Total Learning Hours should be 150.		Amended
		Lack of standardisation of entry requirements between the two Level 4 programmes in this suite – what is the rationale?		Has been amended
		Additional requirements pose a barrier to learner access.		Without specific detail, this point can't be addressed.
		Missing course descriptors (ANML4002, ANML4122, ANML4123, ANML4124)		Amended
		Page 8-9 – wrong pre-requisite for ANML4506 and ANS4804		Amended
		Zookeeping strand shouldn't have pre-requisites		Amended
		Zookeeping strand has the Graduate Profile mapping to the Pet Grooming Strand Work experience courses require a camera/smartphone – is this appropriate for all learners?		Has been amended

			In general, this programme documentation is too 'loose' – there is not enough detail or information provided to effectively evaluate the programme.		Noted.
			Learning Outcome 1 for all work experience courses is identical		Amended
			Reference to Kaupapa and Mātauranga Māori but no embedding throughout the programme		Section 1.4 has been updated to provide additional information. It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspect of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme.
			There are references throughout the document to material in the appendix which do not appear in the appendix.		Corrected.
19/11/2022	Online Survey	Yani Riley - NZVNA exec member and a senior vet nurse for VSA - Canterbury	I think this will be a great course! I'm very excited for our groomers to be qualified and bring up the standards of care in dog grooming across NZ. Hopefully the public will get behind using only qualified groomers in future. Well done to all who were involved in putting this together.	Pet Grooming strand	Noted
30/11/2022	Online Survey	Angela Anderson - Employer - National Dog Groomers Association of NZ/Angels	I have 22 years of experience and am a Nationally and Internationally certified Master Groomer. I am still unsure how the experience part works compared to the theory part in terms of previous learning.	Pet Grooming strand	There will be an opportunity for APL/RPL provided. Master Groomers will be well above the level of this qualifications. This level 4 programme is designed as an entry level to Grooming.

		Grooming Academy			
3/12/2022	Online Survey	The Dog Groomer - Pet Groomers Employers Association - Canterbury	A list of approved Salons to collectively obtain 240 hours.	Pet Grooming strand	Noted
3/12/2022	Online Survey	The Dog Groomer - Pet Groomers Employers Association - Canterbury	Salon tutor must have minimum of 10 years' experience, master groomer certification or other qualifications from recognized organizations.	Pet Grooming strand	Noted. Minimum standards of experience will be required.
7/12/2022	Online Survey	Allied Veterinary Professional Regulatory Council	I think all our comments from AVPRC have been addressed above.	Pet Grooming strand	Noted.
8/12/2022	Online Survey	Dennis Anderson - current ākonga, NZCAM L4, Auckland	I feel that anyone teaching the practical component should be approved by an organisation who knows the abilities and integrity of the groomer carrying out the training. The only suitable organisation in my mind would be National Dog Groomers Association of New Zealand as they have been in operation for almost 35 years in a role of education and unifying groomers.	Pet Grooming strand	Noted. Minimum standards of experience will be required.
8/12/2022	Online Survey	Den Carter – Employer, National Dog Groomers	I don't understand why it says 240 hours in at least 2 different salons practical study... you could literally choose the two worst groomers in NZ to study under and not even know it. The teachers	Pet Grooming strand	Placement within a salon will be different to teaching. We will work closely with learners to ensure they experience quality grooming practice. Tutors teaching the Grooming

		Association, Auckland	should be at least a CURRENT Master Groomer - I know of some who have been removed from being a Master Groomer and I hope they are not allowed to teach students		components will hold a suitable standard of qualification and experience.
8/12/2022	Online Survey	Sheila Morris - Life Member of the National Dog Groomers Assn. of N.Z., Canterbury	As the founder of the National Dog Groomers Assn. of N.Z. some 32 years or so ago I feel that anyone given the responsibility of teaching the practical side of grooming should at the very least have fulfilled a Master Groomer course and should have been tutored in the art of teaching, especially in the hands on way of handling both cats and dogs with skill and compassion (they are working with a live animals) I would be happy to recommend up to ten who would have teaching skill. When the NDGANZ was originally formed I approached the NZQA to be involved in the hands on side of dog grooming and had many trainees sent for their course hands on hours, but this stopped when dog grooming was taken off the schedule.	Pet Grooming strand	We will work closely with learners to ensure they experience quality grooming practice. Tutors teaching the Grooming components will hold a suitable standard of qualification and experience.

Appendix 8: Kaiako | Teaching Staff

The following presents an overview of the qualifications and experience of kaiako teaching on this programme across the network. Teaching staff are normally qualified at a minimum of one NZQF level higher than the component they deliver, assess, and/or supervise, or have demonstrable relevant and suitable professional experiences.

Name	Qualifications	Teaching responsibilities
<i>TBC</i>	<i>TBC</i>	<i>Staff to be recruited with expertise in this Pet Grooming area once programme approval received. Current staff (listed below) would be able to support some elements of the programme.</i>
Alice Henry	BSc PGDipSci (Ecology) BVSc	ANML4002
Bianca Kuhlmann	RVNS (Exotics), BAppSc	ANML4122, ANML4123, ANML4124, ANML4125, ANML4126
Diane Fraser	PhD, BSc (Agric)(Hons), PGDip (Biosecurity & Conservation)	ANML4902, ANML4903, ANML4906, ANML4907
Fiona Richardson	Bachelor of Veterinary Science National Certificate in Adult Teaching	NZ2489 Animal Management Animal Health and Education NZ2490 Vet Nurse Assistant Applied Safety and Anatomy / Animal Behaviour, Handling and Nutrition / Health Care of Animals for Veterinary Nursing / Welfare and Well-Being for Veterinary Practice
Georgia Adams	Cert in Animal Handling (L3), NZ Cert in Animal Management (Companion Animals) (L4), NZ Cert in Animal Technology (Vet Nursing Ass) (L5)	NZ Cert in Animal Management L4 (Companion Animal): Anatomy and Physiology Companion Animal Husbandry Companion Animal Healthcare Companion Animal Behaviour Companion Animal Welfare Companion Animal Work Experience
Jill Fulcher	Postgraduate Diploma Science Postgraduate Certificate in Teaching Bachelor Honours in Zoology Diploma in Leadership and Business Diploma Animal Management	NZ2489 Animal Management Animal Welfare & Ethics / Animal Husbandry / Facility Design / Disease control / Transport and Biosecurity / Communication / Customer Service
Jo Thomas	City & Guilds Certificate in Animal Care, NVQ L3&4 Agriculture: Livestock/sustainable agriculture focus National Certificate in the Management of Zoo Animals	ANML4903, ANML4904, ANML4905, ANML4907
Jo Thorne	MSc (Conservation Biology)	ANML4502, ANML4503, ANML4504, ANML4505, ANML4506, ANML4507

Kim Telford	BVSc	ANML4002
Lindsay Skyner	BTEC Higher Nat Dip in Animal Management and Welfare (L5), BSc – Animal Behaviour and Welfare, PhD, Nat Cert in Adult Education and Training (L4), Cert in Tertiary Teaching (L5)	NZ Cert in Animal Management L4 (Companion Animal): Anatomy and Physiology Companion Animal Husbandry Companion Animal Healthcare Companion Animal Behaviour Companion Animal Welfare Companion Animal Work Experience
Lorne Roberts	BSc (Hons) Zoology; PhD; GCHE	ANML4902, ANML4903, ANML4904, ANML4905
Michelle Kirk	Diploma in Veterinary Nursing	NZ2489 Animal Management Animal Wellbeing / Animal Behaviour & Communication / Breed and Development Care NZ2490 Vet Nurse Assistant Veterinary Surgical and Diagnostic Services
Sacha Berger	Cert. CAM-CBT, Cert. AWI, APDTNZ-ET, CANZ-AAT, CANZ-AATI	ANML4127, ANML4128, ANML4502, ANML4503, ANML4507, ANML4508

Appendix 9: Ngā Wāhi Kawe Akoranga | Delivery Sites

Site Name	Description of site use/purpose	Delivery Modes
Te Pūkenga TA Unitec	Physical Campus for learning, teaching and assessment. Site supports self-directed learning and is responsible for the ākonga health and wellbeing support.	Provider-based; Provider-based extramural
Te Pūkenga TA Ara		
Te Pūkenga TA Universal College of Learning		
Te Pūkenga TA Otago Polytechnic		
Te Pūkenga TA Toi Ohomai		

Appendix 10: He Mahere Aromātai: Hei Tauira | Draft Moderation Plan

Strand & Course		Local Moderation				External Moderation			
		Pre-event	Post-event						
Common Course		<ul style="list-style-type: none">• Prior to first delivery.• Thereafter once every three delivery cycles and/or• Following significant change	2023	2024	2025		2023	2024	2025
ANML4002	Anatomy and Physiology		✓		✓		✓		✓
Companion Animals Strand									
ANML4122	Companion Animal Husbandry A		✓		✓		✓		✓
ANML4123	Companion Animal Husbandry B		✓	✓			✓	✓	
ANML4124	Companion Animal Healthcare		✓		✓		✓		✓
ANML4125	Companion Animal Behaviour		✓	✓			✓	✓	
ANML4126	Companion Animal Welfare		✓		✓		✓		✓
ANML4127	Companion Animal Practicum A		✓	✓			✓	✓	
ANML4128	Companion Animal Practicum B		✓		✓		✓		✓
Canine Behaviour and Training Strand									
ANML4502	Canine Training		✓		✓		✓		✓
ANML4504	The Science of Learning		✓	✓			✓	✓	
ANML4505	Canine Health and Husbandry		✓		✓		✓		✓
ANML4506	Canine Development and Behaviour		✓	✓			✓	✓	
ANML4507	Canine Behaviour and Training Practicum A		✓		✓		✓		✓
ANML4508	Canine Behaviour and Training Practicum B		✓	✓			✓	✓	
ANML3305	Rural Animals Practicum		✓	✓	✓		✓	✓	✓
Pet Grooming Strand									
ANML4602	Introduction to Professional Skills and Competencies in a Pet Grooming Facility		✓		✓		✓		✓
ANML4603	Animal Behaviour and Welfare		✓		✓		✓		✓
ANML4604	Pet Grooming Hygiene, Bathing & Drying		✓		✓		✓		✓
ANML4605	Grooming Equipment and Procedures			✓				✓	
ANML4606	Integrated Pet Grooming			✓				✓	
ANML4607	Pet Grooming Practicum 1			✓				✓	
ANML4608	Pet Grooming Practicum 2			✓				✓	

Zookeeping Strand								
ANML4902	Biodiversity and Conservation		✓		✓		✓	✓
ANML4903	Zoo Animal Husbandry		✓	✓			✓	✓
ANML4904	Zoo Animal Welfare and Behaviour		✓		✓		✓	✓
ANML4905	The Zookeeping Profession		✓	✓			✓	✓
ANML4906	Introduction to Professional Skills and Competencies		✓		✓		✓	✓
ANML4907	Zookeeping Industry Practicum		✓	✓	✓		✓	✓