

MITU ACADEMIC WORKPLAN 2026

Last updated 2026-02-26

The purpose of the Workplan is to identify the meetings at which expected items are due.

It is not the intention of the Workplan to prevent additional items from being submitted to the Chair for inclusion in AC Agenda.

Month	Standing Items	Annual Items
January	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Note AC ToR (via Council) • Note Standing Orders (via Council)) • Approve Subcommittees ToR
February	<ul style="list-style-type: none"> • Approve Graduands [STATUTORY REQUIREMENT] 	<ul style="list-style-type: none"> • Review 2025 Committee Attendance Reports • Policy Approvals
March	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Quarterly Complaints and Appeals Reports (Oct-Dec 2025) [STATUTORY REQUIREMENT] • Student Misconduct During Assessment Report (Sem 2, 2025) 	<ul style="list-style-type: none"> • Confirmation of nominated members to AC and Subcommittees • Note list of Programmes and Qualifications for 2026 and Annual Programme Closures (Report to Council) • Approve Academic Committee Handbook (via Chair) • Receive and consider Student Survey Report 2025 (via LTC) • Review EPI (2025 draft from Dec SDR) (Report to Council) [STATUTORY REQUIREMENT]
April	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register 	<ul style="list-style-type: none"> • Approve nominated members to AC and Subcommittees • Receive and consider YSWD Status Report (via LTC) • Review of Monitoring Annual Report (2025) (via AQC) • Review of Literacy and Numeracy TEC compliance (2025) (via AQC) • Review of Consistency Report (2025) (via AQC)
May	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Quarterly Complaints and Appeals Reports (Jan-Mar 2026) [STATUTORY REQUIREMENT] • Research Productivity Traffic Light (RPTL) 6-monthly Report 	<ul style="list-style-type: none"> • Approve Research Annual Report (2025) (via RC, Report to Council) • Review of Moderation Annual Report (2025) (via AQC) • Receive Pastoral Care Code Close-Out Report (Report to Council) [STATUTORY REQUIREMENT] • Approve Programme Committee memberships (via AQC) • Approve Programme Advisory Group memberships (via PAOC)

		<ul style="list-style-type: none"> • Receive-PER/MER Summary Reports (2025) (via AQC)
June	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register 	<ul style="list-style-type: none"> • Approve Academic Calendar (2027) (via DCEA) • Review EPI (2025 final from April SDR) (Report to Council) [STATUTORY REQUIREMENT] • Receive and consider Digital Learning Standards Annual Report (via LTC) • Receive and consider Professional Development Annual Report (via LTC)
July	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] 	<ul style="list-style-type: none"> • Approve EPICs (2027) (via DCEA & DCELES) • Receive and consider Academic Integrity Annual Report (2025) (via LTC)
August	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register • Quarterly Complaints and Appeals Reports (Apr-Jun 2026) [STATUTORY REQUIREMENT] • Student Misconduct During Assessment Report (Sem 1, 2026) 	<ul style="list-style-type: none"> • Student Survey Report (Sem 1 2026) (via LTC) • Note list of new product applications submitted to the NZQA, and list of Type 2 Changes received (via AAC) • Review Academic Policies for 2027
September	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] 	<ul style="list-style-type: none"> • Review Subcommittee ToR • Review Academic Policies for 2027 • Receive and consider Annual Academic Compliance Check (via DCEA)
October	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Review Academic Risk Register 	<ul style="list-style-type: none"> • Review iQAF Self-Assessment Report and Improvement Plan (new) [STATUTORY REQUIREMENT] • Review Subcommittee ToR • Receive and consider Teaching Excellence Standards Annual Report (via LTC) • Review Academic Policies for 2027
November	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] • Quarterly Complaints and Appeals Reports (Jul-Sep 2026) [STATUTORY REQUIREMENT] • Research Productivity Traffic Light (RPTL) 6-monthly Report 	<ul style="list-style-type: none"> • Approve 2027 Memberships for AC and Subcommittees • Approve 2027 Meeting Schedule for AC • Review Academic Committee Handbook
December	<ul style="list-style-type: none"> • Subcommittee Reports • Approve Graduands [STATUTORY REQUIREMENT] 	<ul style="list-style-type: none"> • Approve 2027 Meeting Schedule for AC Subcommittees • Conduct AC Self-Assessment

	• Review Academic Risk Register	• Review 2027 AC Workplan (via DCEA)
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Institutional and Operational Plans (Academic & Research) – to be incorporated once planning framework and Council direction confirmed.

It is proposed that the following legacy reports be discontinued in 2026 (at least until reviewed):

- Priority Group Reporting (replaced with revised EPI reporting)
- MIT Academic Centre Annual Report
- MIT Student Experience & Success Annual Report
- Programme Evaluative Review Institute Key Findings and Patterns (replaced with revised PER/ER reports)
- Pastoral Code Report (replaced with iQAF submission)



**Academic Committee | MIT & Unitec
Meeting MINUTES**

Date: 4 March 2026

Time: 1:00pm

Venue: Ōtara Campus ND317 and MS Teams

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

Kia whai hiranga tātou (*Let's pursue excellence*)

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

1.0 Attendance and Apologies

Members:	Present	Apology	Absent	Proxy
Martin Carroll (Chair)	✓			
Annette Pitovao	✓			
Chris Park	✓			
Chris King	✓			
Eric Boamah				Daisy Bentley-Gray
Jeff Howe	✓			
Julie Prentice	✓			
Luka Crosbie	✓			
Peseta Sam Lotu-liga	Arrived 1.12pm	Late arrival		
Pip Schollum-Manase	✓			
Rosanne Ellis	✓			
Simon Nash	✓			
Simon Tries	✓			
Viv Merito		✓		
Wiremu Manaia	✓			
Terina Haimona	✓			
Thao (Tiffany) Nguyen	✓			

In attendance:

Juee Jin (Secretary)

Prof. Sharon Brownie

Hana Hohapata

Opening of the Meeting

Wiremu Manaia opened the meeting with a karakia.

The Chair welcomed Terina Haimona and Thao (Tiffany) Nguyen to their first meeting as student representatives of the Committee.

It was noted that Daisy Bentley-Gray attended the meeting as the proxy for Eric Boamah.

RESOLUTION:

That the Academic Committee accepts apologies for absence from Viv Merito and noted the late arrival of Peseta Sam Lotu-liga.

Moved: Martin Carroll

Seconded: Chris Park

CARRIED

The Chair received all apologies and declared the meeting quorate.

1.1 Work Plan

The Chair presented the revised Committee Work Plan, noting amendments following the previous meeting. The Work Plan has also been provided to Council to support oversight of the Committee's forward programme of work.

It was noted that the timing of certain items anticipated from the Academic Quality Committee and the Learning and Teaching Committee may require refinement once the respective work programmes and reporting cycles of those committees are confirmed.

RESOLUTION:

The Academic Committee approves the revised Academic Committee Work Plan, noting that adjustments to the timing of specific items may be made to maintain alignment with the developing work programmes of related committees.

Moved: Simon Tries

Seconded: Simon Nash

CARRIED

1.2 Previous Minutes

Academic Committee_Minutes_Draft_2026-02-03

RESOLUTION:

That the Academic Committee confirms the Minutes of the following meeting as a true and correct record.

03 February 2026.

Moved: Julie Prentice

Seconded: Pip Schollum-Manase

CARRIED

1.3 Action Register

a. Development of Learner Experience KPIs on Complaints and Appeals

The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, the Director People and Culture, and the DCE Academic. The work will focus on measures of student satisfaction, staff

development, and effective management of complaints, rather than numerical reduction targets.

The matter is in progress. A report will be provided at the April meeting.

b. Oversight of Quality Assurance Systems

Simon Tries and Chris King to work with schools to identify cases where moderation is not occurring or not being reported and bring a response back.

Discussion on 2025-11-06:

The matter remains in progress, with follow-up actions being undertaken by Heads of School and Programme Committee Chairs.

Discussion on 2026-03-04:

Simon Tries and Chris King provided an update on engagement with Schools regarding moderation activity, including instances where moderation had not occurred or had not been reported. While some improvement has been observed, it was noted that further work is required. The matter remains in progress and a further update will be provided alongside the forthcoming annual moderation report.

The Committee agreed to revise the title of the action to Moderation Policy Compliance, noting that the matter will also be considered in the context of the moderation policy item later in the meeting.

The matter remains in progress. A more fulsome report will be provided at the next meeting.

c. Academic Committee Handbook

The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.

The item is presenter under agenda item 2.6 and is now closed.

d. Clarification of Learner Representative Workload Expectations and Appointment Processes

DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees.

Discussion on 2026-03-04:

The Chair reported on engagement with the Student Council regarding learner representation across Academic Committee subcommittees. The Terms of Reference for relevant committees, including learner representative positions will be circulated once finalised.

Appointments to several learner representative roles remain in progress. The Committee also noted that a student forum will be established to succeed the former campus advisory committees, providing a mechanism for student matters outside the Academic Committee's remit.

The matter remains in progress.

e. PAC design and implementation

Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee.

Deliverable A: Current State Mapping: Develop and present a consolidated schedule mapping all programmes to existing Programme Committees and Programme Advisory Committees, forming the agreed baseline for subsequent recommendations.

Deliverable B: Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.

Discussion on 2026-02-03:

Mapping of programme and industry advisory groups across the Institute has commenced. Further consultation and workshops with Heads of Schools and stakeholders are planned to inform the development of a revised advisory group framework.

Discussion on 2026-03-04:

An update was provided on the project to map programmes to Programme Committees and Programme Advisory Committees and to develop a phased implementation approach. Deliverable A (Current State Mapping) has been completed. Work on Deliverable B (Phased Implementation Proposal) remains in progress.

It was agreed to move the reporting date for Deliverable B to April.

f. NZQA Transfer of programmes and micro-credentials

NZQA Transfer of programmes and micro-credentials correspondence – revised appendices pending (data corrections required).

Simon Tries to obtain and circulate revised NZQA appendices to Chris Park, Pip Schollum-Manase, Julie Prentice and Heads of School.

Discussion on 2026-03-04:

The Committee was advised that NZQA recently circulated programme lists to ITPs; however, numerous inaccuracies were identified, including errors relating to programme ownership and unified programmes. NZQA has acknowledged issues with the data, but a corrected list has not yet been received.

The Chair noted that inaccurate programme records may present a risk should reporting or monitoring be expected against programmes not held by the institutes, particularly as preparation begins for the forthcoming TEC Investment Plan.

It was advised that a response from NZQA is awaited following a recent query and that escalation will be considered if clarification is not received.

ACTION:

It was agreed to note the matter as a potential risk pending confirmation from NZQA.

The matter remains in progress.

NZQA correspondence regarding the transfer of programmes and approvals from NZIST (effective 31 January 2026) identified data inconsistencies and highlighted the need to review programme approval ownership. The Committee noted potential operational and regulatory risks arising from misaligned or shared approval arrangements and agreed that a timebound, risk-informed review was required ahead of wider network structural changes.

Chris Park to develop and implement a risk informed work plan to:

- identify programmes where the Institute does not currently hold approval but may wish to seek approval; and
- review programmes where approval is currently held to determine whether ownership or shared arrangements should be retained, restructured, or divested.

Discussion on 2026-03-04:

It was noted that the review is scheduled for April and remains pending receipt of a complete and accurate dataset from NZQA.

The Chair noted that several programmes currently delivered were originally developed as national programmes under Te Pūkenga. While the Institute retains accreditation to deliver these programmes, some programme approval ownership may sit with another provider. Continued delivery of programmes owned by other providers was noted as presenting potential operational and strategic risks, particularly where programme changes may be required.

It was further noted that responses remain outstanding from some Heads of School regarding which national programmes the Institute may wish to seek approval for.

ACTION:

Pip Schollum-Manase and Chris King to follow up with relevant Heads of School to obtain responses regarding national programmes for which the Institute may wish to seek programme approval.

The matter remains in progress.

1.4 Academic Committee Sub-Committees: Terms of Reference

a) Disabilities Academic Advisory Committee ToR

Presenter: Annette Pitovao

The Committee considered the Terms of Reference for the proposed Disabilities Academic Advisory Committee. It was noted that the ToR had been developed using the standardised template and, following consultation, no substantive amendments were required.

It was noted that the current Disability Action Plan is outdated and that updating the plan is scheduled as part of compliance requirements under the TEC framework.

In response to a further query regarding oversight of merger-related requirements, the Chair advised that a consolidated schedule of integration projects is maintained by the Director of Transition and Integration and that an updated version is expected to be provided to the upcoming Council meeting.

RESOLUTION:

That the Academic Committee approves the Disabilities Academic Advisory Committee Terms of Reference.

Moved: Annette Pitovao

Seconded: Rosanne Ellis

CARRIED

b) Pacific Academic Advisory Committee ToR

Presenter: Luka Crosbie

The Committee considered the Terms of Reference for the proposed Pacific Academic Advisory Committee.

It was advised that one minor amendment had been made under the membership section to specify that at least two, but no more than four, members may be drawn from Pacific service teams and/or support staff and leaders. This amendment was intended to ensure representation from Pacific support services while recognising that future organisational structures may evolve.

A suggestion was made that the term “Pacific service teams” be expressed in lower case to reflect that it is a generic descriptor rather than a formal organisational title. The Committee supported this editorial adjustment.

RESOLUTION:

That the Academic Committee approves the Pacific Academic Advisory Committee Terms of Reference.

Moved: Luka Crosbie

Seconded: Chris King

CARRIED

2 General Business

2.0 Memo DCEA AC Correspondence

Subject: Management of Academic Committee Correspondence

Presenter: Martin Carroll

The Chair introduced a proposal to standardise the handling and reporting of inbound academic governance correspondence. It was noted that correspondence from external entities, including the NZQA, ISBs, the TEC, and the MoE has historically been addressed to different parts of the organisation, resulting in inconsistent routing and limited governance visibility.

The proposed approach would ensure that all correspondence falling within the Academic Committee’s remit is registered through the Committee, regardless of the original addressee. This is intended to improve transparency and oversight for both the Academic Committee and Council.

A schedule of correspondence categories has been developed in consultation with the Academic Leadership Team. These categories identify correspondence that will routinely be reported to the Committee and indicate whether items would normally be considered in open or closed session.

Draft or provisional regulatory communications, such as draft audit or monitoring reports would normally be considered in closed session, reflecting their confidential and pre-publication status. All other correspondence would generally be considered in open session, unless confidentiality requirements apply.

It was noted that the Academic Committee is not expected to consider each item substantively. Most correspondence will be referred to the relevant subcommittee for action, with any recommendations reported back to the Academic Committee as appropriate.

The Committee suggested two additions to the schedule:

- Programme approval outcome letters from the NZQA should be recorded for transparency, although substantive consideration would typically occur through the Academic Approvals Committee.
- Government policy consultation correspondence, including calls for submissions issued by agencies such as the MoE or the TEC, should also be included to ensure visibility and enable Committee discussion and ratification of submissions where appropriate.

The Chair confirmed these additions would be incorporated into the correspondence schedule.

RESOLUTION:

The Academic Committee endorsed the proposed framework for the management and reporting of Academic Committee correspondence, subject to the inclusion of programme approval outcome letters and policy consultation correspondence within the schedule.

Moved: Simon Tries

Seconded: Rosanne Ellis

CARRIED

Memo DCEA EPI Summary 2025 Dec SDR

The Chair presented the report summarising the preliminary Educational Performance Indicator (EPI) results derived from the December 2025 Single Data Return (SDR) submitted to the Tertiary Education Commission (TEC).

It was noted that the December SDR provides an early indication of annual performance, with final EPI results confirmed following the April SDR submission.

The report highlighted the four key EPIs monitored:

- Course completion rates showed strong performance. MIT recorded 84.3%, the highest level in eleven years of reporting and the fifth consecutive year of improvement, and Unitec reported 83.9%, representing stable performance above sector expectations.
- Progression rates (movement from Level 1–4 programmes into higher-level study) have continued to trend upward over the past three years.
- First-year retention rates also showed positive trends.
- Qualification completion rates remain below target. It was noted that this indicator is cohort-based and continues to reflect the impacts of the COVID-19 period, which are expected to influence results for several more years.

The Chair noted that improvements in several indicators are likely attributable to a combination of institutional initiatives, including strengthened learner support, teaching capability development, curriculum review, and the integration of mātauranga Māori.

Performance data across priority learner groups identified including Māori, Pacific, disabled, and international learners was also discussed. While gaps between priority and non-priority learners remain in some indicators, the Committee noted encouraging progress in narrowing these differences in course completion outcomes.

Several areas were identified for further analysis, including:

- the recent decline in international course completion rates at Unitec
- the inclusion of additional priority learner data for MIT, including Pacific learner outcomes in future reports
- opportunities for sector benchmarking, noting that the dissolution of Te Pūkenga has reduced automatic access to national comparative datasets.

The Committee discussed the potential for sharing performance data with other institutions for benchmarking purposes, noting the importance of appropriate context, agreed reporting formats, and consideration of competitive sensitivities, particularly in relation to international education markets.

The Committee also noted ongoing sector discussions regarding potential revisions to the EPI framework under the Government's Tertiary Education Strategy, including consideration of a proposed "distance travelled" indicator to recognise broader learner outcomes beyond qualification completion.

In conclusion, the Chair noted that:

- the December SDR results are preliminary and will be confirmed following the April SDR submission, with final EPI results expected to be available in May; and
- further analysis will be undertaken, including review of the international course completion results, with a more detailed report to be presented at a future meeting.

2.1 Chairperson's Report

Presenter: Martin Carroll

The Chair provided an update following recent engagement with the TEC regarding the current tertiary funding environment.

The Committee was advised that more than 100% of available EFTS funding has been allocated nationally for the current year, indicating that the sector is operating at full capacity. As a result, there is very limited scope for new EFTS-funded programmes or provision outside existing investment plans, unless institutions are able to offset proposed delivery within their current allocation and within the same funding category.

This signals a shift from previous conditions where institutions were able to respond more readily to market demand by introducing new EFTS-funded provision. While programme renewal and portfolio refresh remain important, overall EFTS-funded growth is expected to be constrained in the near term, reinforcing the importance of pursuing growth through non-EFTS revenue streams, including international education and other initiatives.

It was also indicated that EPI performance will play a more active role in funding decisions going forward. In particular, programmes with weaker EPI performance, especially where they do not align with national priority areas may be subject to reduced EFTS allocations until performance improves. While this does not necessarily imply programme closure, it may involve adjustments to funded delivery levels.

The institution's provisional 2025 EPI results based on the December SDR were acknowledged positively by the TEC, and maintaining strong performance across indicators will remain important given the potential link to future funding decisions.

It was also noted that the national funding "wash-up" at the end of the previous financial year was minimal, with approximately \$16 million returned across the tertiary education vote, reflecting tight utilisation of funding across the sector and limited flexibility for redistribution.

Updated national priority guidance is expected to be released shortly, which will inform future investment planning and programme portfolio decisions.

RESOLUTION:

The Academic Committee receives the Chairperson's Report.

Moved: Chris Park

Seconded: Pip Schollum-Manase

CARRIED

2.2 Correspondence

The Committee received the following correspondence:

a. To: Academic Committee

From: NZQA

Date: 13 February 2026

Subject: MASCI Monitor's report

b. To: Academic Committee

From: NZQA

Date: 13 February 2026

Subject: Monitoring report - BDCA

c. To: Academic Committee

From: NZQA

Date: 13 February 2026

Subject: Monitor's report - BEngTech

d. To: Academic Committee

From: NZQA

Date: 13 February 2026

Subject: Monitor's report - MAB

e. To: Academic Committee

From: NZQA

Date: 13 February 2026

Subject: MPACC Monitor's report

f. To: Academic Committee

From: NZQA

Date: 24 February 2026

Subject: NZQA - C68716 - Certificate in Exercise – Fitness Leader (Level 4) – SIT (6015)

g. To: Academic Committee

From: NZQA

Date: 24 February 2026

Subject: FW: NZQA - C68717 - Certificate in Exercise – Personal Trainer (Level 5) - SIT (6015)

h. To: Academic Committee

From: NZQA

Date: 24 February 2026

Subject: 2025 Annual Summary (National External Moderation Report) for NZQA managed standards.

The Committee reviewed the schedule of correspondence received since the previous meeting, including monitoring and external reports issued by the NZQA.

Several monitoring reports had originally been issued in the previous year and were subsequently re-sent by the NZQA. It was noted that the reports had already been reviewed and that appropriate actions have been implemented or are underway where matters were identified.

Reference was also made to the MIT 6010 External Monitor's Summary Report. It was noted that the corresponding Unitec report had been obtained separately and that both reports confirmed that no concerns were identified.

The Committee noted examples of stakeholder engagement referenced in the reports, including collaboration with the EIANZ. Such feedback was considered useful in highlighting opportunities for ongoing engagement between programmes and relevant external stakeholders.

The Chair noted that insights arising from monitoring reports could be systematically shared with relevant academic areas and may also inform the work of the Programme Advisory Oversight Committee in supporting programme-level improvement and oversight.

RESOLUTION:

That the Academic Committee receives the Correspondence.

Moved: Martin Carroll

Seconded: Julie Prentice

CARRIED

2.3 MIT Site – Academic Misconduct Report 2025

Presenter: Chris Park

The Committee received the Academic Misconduct Report and noted the historical approach whereby records of academic misconduct have been centrally maintained at MIT. It was noted that annual reporting has previously been provided to the Academic Committee and that, under the current work programme, reporting will transition to a six-monthly cycle. Work will also be required to align data collection and reporting processes across MIT and Unitec, where records are currently managed differently.

It was noted that the report recorded 273 proven cases of academic misconduct, with a significant proportion involving the misuse of AI and plagiarism. The report also identified patterns of repeat offences in some areas, including instances where multiple incidents

occurred within a short period of time due to assessment timing.

It was further noted that several policy and procedural changes have been introduced in recent years to strengthen institutional responses to academic misconduct. These include requirements for schools to assign staff members to work with students who have second or subsequent misconduct incidents, as well as clearer expectations for lecturers to define permitted and prohibited uses of AI in individual assessments. It was acknowledged that implementation of these provisions has been uneven and that further work is required to ensure consistent application across the Institute.

Discussion also noted that a disproportionately high number first-time misconduct cases occur at Level 5 programmes, and that the growing incidence of AI-related misconduct raises broader questions regarding assessment design, staff guidance, and policy clarity.

The Chair emphasised the importance of an institutional response, including consistent reporting across institutes, clearer frameworks for staff managing misconduct cases, and improved guidance regarding acceptable uses of AI in academic work.

The Chair also noted the value of expanding the analytical depth of future reports to better understand patterns of misconduct, including cohort characteristics and contributing factors, to support more targeted interventions.

ACTION:

1. Develop a single integrated institutional process for collecting and reporting academic misconduct data across MIT and Unitec.
2. AI Committee to finalise and progress the Institute AI policy, including clearer guidance on acceptable and prohibited uses of AI in assessment.
3. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period.
4. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions.
5. Confirm whether all schools are consistently reporting misconduct cases.
6. Include all schools in future reports, including those with zero reported incidents, to provide a complete institutional picture.
7. Explore opportunities for deeper analytical reporting, including cohort characteristics and other contributing factors, once MIT and Unitec data are integrated.

RESOLUTION:

That the Academic Committee receives MIT Site – Academic Misconduct Report 2025.

Moved: Chris Park

Seconded: Pip Schollum-Manase

CARRIED

2.4 Granting of Awards

Presenter: Chris Park

RESOLUTION:

That the Academic Committee receives and approves the Granting of Awards of the Institute to graduands as detailed in the paper.

Moved: Chris Park

Seconded: Rosanne Ellis

CARRIED

2.5 Approval of Graduand Lists (Unitec)

Presenter: Simon Tries

The Committee considered the Graduand Lists presented for approval.

It was advised that this was the first time the lists had been presented to the Committee in a consolidated format. Historically, approvals had been undertaken progressively by the Unitec Academic Committee Standing Committee. The revised format was introduced to support improved process management and oversight.

Two appendices were provided. Appendix 1 contained the list of graduands with no outstanding issues, while Appendix 2 identified cases where there were unusual circumstances requiring Committee consideration, including instances where qualification completion had been confirmed following late assessment submissions or grade amendments made after the standard reporting period.

It was noted that a late paper had been circulated to update Appendix 1, with additional names included in rows 910–925 to enable those students to participate in the upcoming graduation ceremonies.

In response to a query regarding the number of graduates expected to attend the forthcoming ceremonies, the Committee was advised that the list presented comprised those graduands requiring formal approval since the last approval cycle. Additional students attending the ceremony may have been approved through earlier processes.

It was further noted that the list represented all students confirmed as eligible to graduate within the processing timeframe for the upcoming ceremonies. Students whose completions are confirmed after this point will be included in subsequent graduation ceremonies.

RESOLUTION:

That the Academic Committee approves the Graduands Lists as detailed in the paper.

Moved: Simon Tries

Seconded: Luka Crosbie

CARRIED

2.6 Academic Committee Handbook

Presenter: Chris Park

The Committee considered the proposed Academic Committee Handbook, noting that the document had been developed following earlier discussion about providing a practical resource to support members in understanding the role and operation of the Committee and its subcommittees.

It was noted that the Handbook replaces an earlier MIT version and had been prepared as a guidance and induction tool rather than a formal policy or procedural document. The intention is to provide accessible reference information for new and existing members, including an overview of the Committee's role, structure, and supporting governance processes.

It was further noted that the document is expected to evolve over time, and members were invited to provide suggested improvements or amendments using track changes or comments.

RESOLUTION:

That the Academic Committee endorsed the Academic Committee Handbook as a guidance resource.

Moved: Chris Park

Seconded: Rosanne Ellis

CARRIED

With leave from the Committee, the following item was presented next.

2.8 Proposed Moderation Policy and Procedure

Presenter: Simon Tries

The Committee considered the proposed Moderation Policy and Procedure, noting that the document reflects a substantial programme of work undertaken across both MIT and Unitec to strengthen institutional moderation practices.

It was advised that the proposal responds to concerns identified through internal review and external quality assurance activity, including recent expectations from the NZQA regarding the assurance that all learners achieve the learning outcomes for each course.

It was noted that the proposed framework introduces strengthened requirements for pre-assessment moderation, post-assessment moderation, and course-level moderation, together with clearer accountability for Heads of School in ensuring that moderation processes are implemented consistently across programmes.

Particular attention was drawn to the proposed requirement that where assessment tasks within a course are amended, moderation must consider the full assessment structure for the course, in order to ensure that all learning outcomes remain appropriately assessed. It was acknowledged that this approach provides stronger assurance in response to NZQA feedback.

It was also noted that the proposed changes may have operational and workload implications, particularly in relation to the frequency of post-assessment moderation across multiple course occurrences and Heads of School had expressed interest in reviewing the proposal prior to finalisation.

The Committee agreed that targeted consultation with academic leaders and staff would be beneficial in testing the practical implications of the policy and supporting institutional understanding of moderation expectations. The Chair noted that consultation activities, including campus-based workshops, could serve as both feedback mechanisms and opportunities for staff engagement and training.

Subject to the outcome of consultation, implementation is intended for Semester 2, and operational preparation will be required to support consistent reporting and implementation across schools.

It was further agreed that the proposed delegations within the policy should be confirmed following consultation.

The Chair acknowledged the significant work undertaken in developing the draft policy.

ACTION:

Targeted consultation on the proposed Moderation Policy and Procedure will be undertaken with Heads of School and academic staff, including consideration of implementation implications and proposed delegations, with a revised policy to be presented to the Academic Committee for approval at May meeting.

The draft policy was noted and referred for consultation.

3 Standing Items

Subcommittee Reporting

3.1 Academic Approvals Committee

Presenter: Chris Park

AAC Report_2026-02-12

The Committee received the minutes from the inaugural meeting of the Academic Approvals Committee.

It was advised that the meeting considered a number of programme submissions from schools as part of the initial stage of the programme approvals process. As this was AAC's first meeting, the discussion was focused on reviewing submissions and providing feedback to the relevant schools, and no programmes had yet reached the stage of formal approval.

It was noted that the proposals primarily relate to updates or replacements associated with expiring or expired LDAs rather than the introduction of programmes in new areas.

RESOLUTION:

That the Academic Committee receives the following minutes from the Academic Approvals Committee.

12 February 2026.

Moved: Chris Park

Seconded: Wiremu Manaia

CARRIED

3.2 Research Ethics Committee

Presenter: Daisy Bentley-Gray

REC Report: 2025-12-17, 2026-02-18

The Committee considered the report from the Research Ethics Committee (REC) summarising its February meeting and recent ethics review activity.

It was noted that the REC had considered a range of new and continuing ethics applications, including proposals requiring full review and lower-risk submissions, and continues to provide oversight of research ethics matters across the institution.

The report also outlined operational developments intended to strengthen the administration of the ethics review process, including the planned introduction of an online submission system and the establishment of a secure institutional repository for the management and retention of sensitive research documentation.

The report further highlighted several procedural matters on which additional clarification would be beneficial, including the interpretation of participant scope where research applications reference institutional sites, and aspects of reporting arrangements under the revised academic governance framework.

The Chair noted that the ToR for the REC had been approved under the current governance structure and that committee documentation and reporting should reflect this framework. It was acknowledged that, as committees transition into the new structure, some refinements to reporting practices may be required to ensure consistency and clarity.

To support this alignment, the Chair offered to meet with the REC to discuss governance expectations and operational protocols in greater detail, including matters relating to the scope of participant identification in ethics applications. It was also noted that further consideration may be given to whether the recording of individual research protocols should occur in closed session, given the inherently sensitive nature of such material.

It was agreed that the REC minutes would be revised to ensure alignment with the approved ToR and governance framework and would be brought back to the Committee for consideration at the next meeting.

2.7 IAAC Members Appointment Memo

The Committee considered a proposal from the Chair of the International Academic Advisory Committee (IAAC) regarding the appointment of support staff and a co-opted member.

- Simon Tries (Director, Te Korowai Kahurangi)
- Jeffrey Wu (Student Central Manager)
- Don Sirimanne (Manager Marketing and International Market Development)
- Luka Crosbie (Director, International and Projects Support)

The proposal outlined the appointment of the above three staff, together with Luka Crosbie, who had initially been identified as a potential co-opted member to provide additional institutional perspective.

The Chair noted the importance of ensuring balanced institutional representation within subcommittee membership under the current governance structure, at least during this early stage of integration. In that context, it was considered appropriate that Luka Crosbie be appointed as a support staff member alongside the other nominees. The IAAC Chair confirmed support for this approach.

It was also noted that the appointments relate specifically to support staff membership. The appointment of academic members across subcommittees is being progressed through a separate process to ensure overall balance of membership.

RESOLUTION:

That the Academic Committee appoint the following support staff to the IAAC for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term:

- Simon Tries (Director, Te Korowai Kahurangi)
- Jeffrey Wu (Student Central Manager)

- Don Sirimanne (Manager Marketing and International Market Development)
- Luka Crosbie (Director, International and Projects Support)

Moved: Jeff Howe

Seconded: Rosanne Ellis

CARRIED

3.3 Academic Committee and Subcommittee Meeting Schedule 2026

The Committee considered the proposed Academic Committee and subcommittee meeting schedule, which had been arranged in a single chronological sequence to provide visibility of the overall governance cadence and alignment of subcommittee reporting with Academic Committee meetings.

It was noted that while the proposed schedule provides the baseline programme of meetings, the Terms of Reference for each subcommittee permit additional meetings to be convened where required, and meetings may also be cancelled if there is no business to transact.

The Chair advised that the Legal Director is currently preparing advice regarding the extent to which meetings of Academic Committee subcommittees may need to be publicly notified. Accordingly, subcommittee chairs were encouraged to establish meeting schedules as accurately as possible at the outset, noting that further guidance will be provided once formal legal advice is received.

ACTION:

Update the proposed schedule to reflect a change to the Academic Quality Committee (AQC) meeting date from 15 April to 22 April, and the addition of the Disability Academic Advisory Committee (DAAC) to align with the International Academic Advisory Committee (IAAC) meeting schedule.

RESOLUTION:

That the Academic Committee approves the Academic Committee and Subcommittee Meeting Schedule 2026 subject to above amendments.

Moved: Pip Schollum-Manase

Seconded: Julie Prentice

CARRIED

4 Resolution to exclude the public

Martin Carroll.

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Closed Item	Session Item: General subject of each matter	Section(s) relied upon
5.1	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA

Interests Protected

Section	Interest
s9(2)(b)(ii) OIA	To protect information where release would be likely to unreasonably prejudice the commercial position of the person who supplied or is the subject of the information.
s9(2)(i) OIA	To enable the organisation to carry out its activities without prejudice or disadvantage.

RESOLUTION:

That the public be excluded from the remainder of the meeting.

Moved: Martin Carroll

Seconded: Chris Park

CARRIED

5 CLOSED Session

The Meeting moved into Closed Session at 3:51pm.

The remainder of the meeting was held in Closed Session.

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

Peacefully
Joyfully
And resolute
We are united, progressing forward!
We are departing.

Following the CLOSED Session, the meeting concluded at 4:21pm.

Confirmed as a true and correct record:

Chair:

Date:

**MIT and Unitec Academic Committee
ACTION REGISTER 2026**

Meeting Date	Reference	Action Description	Action Owner	Due Date
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4a	<p>Development of Learner Experience KPIs on Complaints and Appeals</p> <p>The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, DCE Academic and the Director People and Culture. The work will focus on measures of student satisfaction, staff development, and effective management of complaints, rather than numerical reduction targets, and a progress report will be provided to the committee in due course.</p>	Martin Carroll Simon Nash Christine Hutton	Deferred to the May meeting as S Nash is currently overseas.
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4b	<p>Moderation Policy Compliance</p> <p>Simon Tries and Chris King to work with schools to identify cases where moderation is not occurring or not being reported and bring a response back.</p> <p><i>2025-11-06:</i> The matter remains in progress, with follow-up actions being undertaken by Heads of School and Programme Committee Chairs.</p> <p><i>2026-03-04:</i> The matter remains in progress and a further update will be provided alongside the forthcoming annual moderation report.</p>	Simon Tries, Chris King	Apr 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4d	<p>Clarification of Learner Representative Workload Expectations and Appointment Processes</p> <p>DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees.</p> <p><i>2026-03-04:</i> Appointments to several learner representative roles remain in progress.</p>	Simon Nash Martin Carroll	Apr 2026

<p>23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026</p>	<p>1.4e</p>	<p>PAC design and implementation</p> <p>Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee.</p> <p>Deliverable B – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.</p>	<p>Julie Prentice, Pip Schollum- Manase, Chris King</p>	<p>Apr 2026</p>
<p>03 Feb 2026, 04 Mar 2026, 02 Apr 2026</p>	<p>2.2h</p>	<p>NZQA Transfer of programmes and micro-credentials</p> <p>Revised appendices pending (data corrections required).</p> <p>Action: Simon Tries to obtain and circulate revised NZQA appendices to Chris Park, Pip Schollum-Manase, Julie Prentice and Heads of School.</p> <p>NZQA correspondence regarding the transfer of programmes and approvals from NZIST (effective 31 January 2026) identified data inconsistencies and highlighted the need to review programme approval ownership. The Committee noted potential operational and regulatory risks arising from misaligned or shared approval arrangements and agreed that a time-bound, risk-informed review was required ahead of wider network structural changes.</p> <p>Action Items: Chris Park to develop and implement a risk-informed work plan to:</p> <ul style="list-style-type: none"> • identify unified programmes where the Institute does not currently hold approval but may wish to seek approval; and • review unified programmes where approval is currently held to determine whether ownership or shared arrangements should be retained, restructured, or divested. <p><i>“Unified Programme Review” is presented under agenda item 2.5</i></p>	<p>Simon Tries Chris Park Pip Schollum- Manase Chris King</p>	<p>Apr 2026</p>

		<ul style="list-style-type: none"> • Pip Schollum-Manase and Chris King to follow up with relevant Heads of School to obtain responses regarding national programmes for which the Institute may wish to seek programme approval. 		
04 Mar 2026, 02 Apr 2026	2.8	<p>Proposed Moderation Policy and Procedure</p> <p>Targeted consultation on the proposed Moderation Policy and Procedure will be undertaken with Heads of School and academic staff, including consideration of implementation implications and proposed delegations, with a revised policy to be presented to the Academic Committee for approval at May meeting.</p>	Simon Tries	May 2026
04 Mar 2026, 02 Apr 2026	2.3	<p>Academic Misconduct Report</p> <ol style="list-style-type: none"> 1. Develop a single integrated institutional process for collecting and reporting academic misconduct data across MIT and Unitec. 2. AI Committee to finalise and progress the Institute AI policy, including clearer guidance on acceptable and prohibited uses of AI in assessment. 3. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period. 4. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions. 5. Confirm whether all schools are consistently reporting misconduct cases. 6. Include all schools in future reports, including those with zero reported incidents, to provide a complete institutional picture. 7. Explore opportunities for deeper analytical reporting, including cohort characteristics and other contributing factors, once MIT and Unitec data are integrated. 	Chris Park Deborah Rowe Pip Schollum- Manase	Apr 2026

CLOSED Action Items: 2026

3 Dec 2025, 3 Feb 2026	3.3.3	Update the REC Terms of Reference to include regular statistical reporting on research-ethics applications and outcomes. <i>The item was considered under agenda item 1.5c and is now closed</i>	Rosanne Ellis	Prior to finalisation of ToR
3 Dec 2025, 3 Feb 2026.	3.3.7	Record the reduction in programme development capability as a governance risk and implement targeted upskilling for Programme Committee members and Academic Approval Committee members, with progress to be monitored and reported to the Joint Academic Committee. <i>The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.</i>	Simon Tries	Progress update mid-year
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4e	Academic Committee Handbook The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.	Martin Carroll Chris Park	Mar 2026



Memo to: Academic Committee

From: Professor Martin Carroll, Deputy Chief Executive, Academic

Subject: MITU Student Regulations – Exemption for Level 8 postgraduate programmes from sections 11.10 and 11.11.3

Date: 19 March 2026

Purpose

To inform the Academic Committee of the approval granted on 9 March 2026 by the Deputy Chief Executive, Academic, under the delegated authority set out in section 1.2.7 of the *MITU Student Regulations 2026*, relating to Level 8 postgraduate programmes.

Summary of approval

Approval was granted to exempt all Level 8 postgraduate programmes from the requirements of sections 11.10 and 11.11.3 of the *MITU Student Regulations*.

These provisions outline how postgraduate theses, dissertations, and research projects must be submitted and examined, including who may assess the work, how grades are determined, how differing examiner recommendations are resolved, the timeframe for any required resubmission, and recount opportunities. (see attached extracts).

These requirements have not previously applied to Level 8 programmes and were inadvertently included during the consolidation of MIT and Unitec regulations into a single framework. Applying sections 11.10 and 11.11.3 at Level 8 would require substantial additional resources and changes to assessment processes which are not considered necessary at this level. Standard assessment provisions set out elsewhere in the Regulations are considered sufficient to maintain academic integrity and quality for Level 8 research assessments.

This exemption will remain in effect until the next scheduled review of the *MITU Student Regulations*. At that time, a permanent amendment will be proposed to formally remove sections 11.10 and 11.11.3 for Level 8 programmes.

Recommendation

That the Academic Committee note the approved exemption for Level 8 postgraduate programmes from the requirements of sections 11.10 and 11.11.3 of the *MITU Student Regulations*.

Relevant extracts from the *MITU Student Regulations 2026*

- 1.2.7 In exceptional circumstances, the *[Delegated Authority]* may approve exceptions to the provisions outlined in these Regulations. Information about all exceptions approved under this section must be reported to the next meeting of the Academic Committee.

11.10. Postgraduate thesis, dissertation, and research project assessment

- 11.10.1 Theses, dissertations, and research projects will not be accepted for examination unless students are enrolled on the relevant course when they submit the work, and a signed *Examination Declaration* form is provided at the time of submission.

Examination Declaration forms are available on the MIT&Unitec website.

- 11.10.2 Theses, dissertations, and research projects of 60 credits or more will be assessed by at least two examiners, including one independent external examiner. Supervisors or advisers cannot be examiners of research they have supervised or advised on.

- 11.10.3 Research components of less than 60 credits must be assessed by a person who has not acted as the student's supervisor or advisor and must be moderated by a person other than the assessor, the candidate's supervisor, or advisor.

- 11.10.4 Examiners must have relevant qualifications and experience. At least one examiner must be a specialist in the study area. At least one examiner must have substantial experience examining postgraduate candidates.

- 11.10.5 Matters of academic integrity will be dealt with in accordance with section 11.6: Academic integrity.

- 11.10.6 Examiners will assess the student's work and will recommend a grade to the *[Delegated Authority]*. They may recommend that the work be:

- Accepted and a grade awarded;
- Accepted with minor amendments, then a grade awarded;
- Rejected and given a grade, but allowed to be revised, resubmitted, and re-examined with the award of a minimum pass grade; or
- Failed with no right of resubmission.

- 11.10.7 Where recommended grades of examiners differ, the *[Delegated Authority]* will determine the final grade. To reach a decision, the *[Delegated Authority]* will consult with the examiners and may appoint an independent adjudicator.

- 11.10.8 Any candidate who is required to re-submit or significantly revise a postgraduate research thesis, dissertation, or research project must do so within three months from the date of notification of the result.

- 11.11.3 **Postgraduate thesis, dissertation, and research projects** –There is no re-count opportunity for postgraduate thesis, dissertation, or research project. Students may appeal a decision under provisions detailed in section 14: Student concerns and complaints (including academic decisions).



Memo to: Academic Committee
From: Academic Committee
Subject: Correspondence
Date: 24-03-2026

Recommendations

That the Academic Committee receives the correspondence.

Attachments

Inward:

- a. To: Academic Committee
From: NZQA
Date: 20 March 2026
Subject: Key Updates for Tertiary Education Providers - March 2026 (Pg.2-4)

- b. To: Academic Committee
From: NZQA
Date: 9 March 2026
Subject: NZQA - C68013 - Subcontracting application for maritime programmes - MIT and Unitec (6010) (Pg.5-7)

From: NZQA Admin

To: Academic Committee

Subject: Key Updates for Tertiary Education Providers - March 2026

Please find below an update from NZQA's Acting Deputy Chief Executive, Quality Assurance, Utufa'asisili Rosemary Mose.

Tēnā koe

As with the email you will have received from NZQA in January, this message provides an update on a range of areas relating the NZQA's implementation of the integrated Quality Assurance Framework (iQAF), what you need to do, and key dates.

Please read it carefully as it contains important information on what these changes mean for your organisation – including how to prepare for the new TEO self-review process.

More information about the new integrated Quality Assurance Framework (iQAF) and NZQA's quality assurance work is available on the QA Hub on our website: www2.nzqa.govt.nz/tertiary/quality-assurance/

TEO self-review and what is required

TEOs are best placed to have ownership of quality and quality improvement. You also have an important role in maintaining the credibility of the qualifications system through the quality of your education and training, and your support to learners. This is a cornerstone of the iQAF.

To maintain and improve quality, iQAF requires TEOs to annually self-review the quality of the education you deliver; the effectiveness of internal quality assurance systems and practices; and the outcomes learners achieve. You will also need to identify areas for improvement and the effectiveness of actions you're taking to address these.

TEOs will complete a succinct summary report of the self-review and submit it to NZQA using a standard template. The template provides a clear structure for sharing key information, includes the declarations that PTEs previously made through the Annual Declaration form, and poses a thematic question which will change based on insights from our monitoring and quality assurance activities.

TEO self-review summary reports will form the basis of our annual discussion with you. This discussion will provide an opportunity to come to a shared understanding of your strengths, the challenges you are facing, and the actions you are taking to address these.

We will share more information on the TEO self-review process, the schedule for 2026/27, and available resources with you before the end of March. The schedule will show the quarter in which you will be required to submit your self-review summary report and have the annual discussion with us. The earliest submissions will be due in July 2026.

For PTEs, the self-review summary reports mean separate Annual Declaration forms will no longer be required. PTEs whose year-end was 31 December 2025 will need to submit a final annual declaration by 31 May 2026.

NZQA monitoring activities

We are continuing with our current monitoring focus schedule for programmes at Levels 1–7 (non-degree) through the first half of the 2026 calendar year. This includes the following subject areas: business and management, including hospitality management and healthcare management; information technology and related fields; construction; nursing; cookery; and tourism and travel. The schedule for July to December 2026 will be made available later in June.

Providers who have already been notified of upcoming monitoring activities can expect these to proceed as planned.

Degree monitoring and national external moderation will also continue as usual for the remainder of the 2026 calendar year.

In addition, we are continuing to monitor the effectiveness of internal moderation systems across a range of providers and programme areas. Information about additional subject areas for 2026-27 will be published on the QA Hub when it becomes available.

We appreciate providers' ongoing engagement and support in these activities. Our aim is to give as much clarity as possible so providers can plan ahead with confidence.

For more information about NZQA monitoring activities, please send enquiries to programmemonitoring@nzqa.govt.nz.

How NZQA will describe quality

We acknowledge that it is important to have a clear, independent, overall indicator of tertiary provider quality which employers and prospective students – including those based offshore – can understand.

Under the Evaluative Quality Assurance Framework, TEOs participated in an external evaluation and review, typically once every four years. The review resulted in one of four category ratings, intended to summarise our confidence in each TEO's overall education performance and its capability in self-assessment. Over time, with the addition of new types of monitoring activities, we found that category ratings were not always reliable as a predictor of future quality.

iQAF reflects NZQA's regulatory principles of being impact-led, anticipatory, and adaptable. In developing options for how we might describe TEO quality under iQAF we are aiming to develop a more responsive system, rather than representing a point-in-time, updated every few years. We envisage consulting with you on this in May/June this year.

<https://www2.nzqa.govt.nz/tertiary/quality-assurance/>

NZQA Fees

From 1 May, NZQA will be implementing the new Credit Reporting Fee based on qualification completions. Billing under this new system will start in late May, covering the period from when the fee changes took effect (19 January 2026 for the Credit Reporting Fee and 1 January 2026 for other fees).

More information about the calculation of fees and invoicing will be available on the [QA Hub](#) in April.

Student Fee Protection requirements

Course fees of up to NZ\$1,000 (including GST) are now exempt from the Student Fee Protection requirements. The amount previously exempt was NZ\$500 (including GST).

PTEs are encouraged to review their Student Fee Protection arrangements. If some or all of your courses are exempt, you must complete and return the Student Fee Protection Exemption Notification form [available on our website](#).

Rules on sub-contracting and Type 2 Changes

In response to questions from providers, we are clarifying requirements for subcontracting and for seeking approval for Type 2 programme changes.

Rule 8(1)(b) in the [Quality Assurance of Tertiary Education Providers Rules 2026](#) sets out how providers can subcontract delivery of *part* of a programme or micro-credential. To subcontract *full* delivery, providers need an exemption condition from NZQA.

NZQA is exploring further changes to the NZQA rules around sub-contracting in 2026, and will consult with the sector on any proposed changes.

Te Hono o Te Kahurangi quality assurance

All tertiary providers can choose to be quality assured under [Te Hono o Te Kahurangi](#) – a tikanga Māori framework.

We are beginning a review of Te Hono o Te Kahurangi; and will be in contact with providers who are currently quality assured through this framework soon.

Questions

I appreciate there is a lot of change underway. Through the QA Hub and these emails from Emily Fabling (and myself while she is away) we will continue to provide as much information as possible in a coordinated and timely way.

As the implementation of changes related to the iQAF will happen progressively, you may see older information on some pages our website for a period of time.

If you have questions about the items I have covered off above, please contact us on 0800 697 296.

Nāku noa, nā

Utufa'asisili Rosemary Mose

Acting Deputy Chief Executive, Quality Assurance
New Zealand Qualifications Authority

9 March 2026

MoE Number: 6004 & 6010

Mr Peseta Sam Lotu-liga
Chief Executive
Manukau Institute of Technology and Unitec
53 Otarā Road
Otarā
Auckland 2023

Tēnā koe Sam

*Tēnei te hōkai nei i ngā tapuwae
Te hōkai nuku, te hōkai rangi
Te hōkai o angitu, o kairangi
Whāia te ara o te tika, o te pono, o te māramatanga
Tīhei mauri ora.*

NZQA reference: (C68013)

Application for approval of sub-contracting arrangements with Triple One Care Limited

The New Zealand Qualifications Authority (NZQA) has assessed Manukau Institute of Technology and Unitec's application requesting approval of a sub-contracting arrangement with **Triple One Care Limited** (1011407) in accordance with Rule 8 of Quality Assurance of Tertiary Education Providers Rules 2026.

NZQA is pleased to inform you that Manukau Institute of Technology and Unitec application has been approved.

In relation to the following sub-contract:

Manukau Institute of Technology and Unitec and **Tripe One Care Limited** (the sub-contractor) have entered into an agreement from 01 April 2025 to 20 December 2026 for the delivery of components related to First Aid training in the following programmes:

Type	ID	Title	Level
Programme	118662-3	Certificate in Skipper Restricted Limits leading to qualification New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) [Ref: 2505-2]	4
Programme	123066-3	New Zealand Certificate in Maritime Crewing (Level 3) with a strand in Superyacht Crewing leading to qualification New Zealand Certificate	3

		in Maritime Crewing (Level 3) in Superyacht Crewing [Ref: 2506-2]	
Programme	128326-1	Marine Engineer Class 6 (MEC 6) (Level 4) leading to qualification New Zealand Certificate in Marine Engineering Class 6 (Level 4) [Ref: 2509-3]	4
Programme	128327-1	New Zealand Certificate in Marine Engineering Class 5 (Level 5) leading to qualification New Zealand Certificate in Marine Engineering Class 5 (Level 5) [Ref: 4321-1]	5
Programme	118650-1 and 118652-2	Able Seafarer Deck (118650) and Able Seafarer-Engine (118652) leading to qualification New Zealand Certificate in Maritime Crewing (Level 4) with strands in Deck Crew Electro-Technology Engineering [Ref: 2511-2]	4
Programme	118660-3	Mate Fishing Vessel Limited (Level 4) leading to qualification New Zealand Certificate in Maritime Operations (Level 4) with strands in Fishing, Watchkeeping [Ref: 2513-2]	4
Programme	118663-3	Skipper Coastal and Offshore (Level 5) leading to qualification New Zealand Certificate in Domestic Operations (Coastal and Offshore) (Level 5) [Ref: 2892-2]	5
Programme	118791-3	Qualified Deck Crew (Level 3) leading to qualification New Zealand Certificate in Domestic Maritime Crewing (Level 3) [Ref: 2895-2]	3
Programme	118745-3	New Zealand Diploma in Marine Engineering (Level 6) leading to qualification New Zealand Diploma in Marine Engineering (Level 6) [Ref: 2514-2]	6
Programme	117716-5	New Zealand Diploma in Nautical Science (Level 6) leading to qualification New Zealand Diploma in Nautical Science (Level 6) [Ref: 2515-2]	6
Programme	118828-2 and 118829-3	Chief Mate Yacht (Level 6) (118828) and Master Yacht (Level 6) (118829) leading to qualification New Zealand Diploma in Yacht Operations (Level 6) with an optional strand in Master Yacht [Ref: 2516-3]	6

NZQA is satisfied that:

- a) Manukau Institute of Technology and Unitec remains responsible for the sub-contractor meeting all of Manukau Institute of Technology and Unitec's obligations in relation to the accreditations; and
- b) the sub-contractor will meet all relevant obligations in the Education and Training Act 2020 and in rules made under section 452 of the Act in relation to the provision of the programme; and
- c) there is an agreement between Manukau Institute of Technology and Unitec and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the programme; and
- d) the information and advertising for the study or training clearly states that it is provided through a sub-contracting arrangement; and
- e) all students' enrolments are through Manukau Institute of Technology and Unitec's and Manukau Institute of Technology and Unitec will maintain all student enrolment and academic information; and
- f) Manukau Institute of Technology and Unitec will report credits for the learners and pay the relevant credit reporting fee.

An electronic copy of the signed contract agreement has been placed on NZQA's record for Manukau Institute of Technology and Unitec.

Delivery site(s)

The education, training and assessment, where this is offline, will take place at Manukau Institute of Technology and Unitec's New Zealand Maritime School site, 6010/9.

Maintaining your subcontracting arrangement approval

Please refer to the NZQA website and the relevant rules and guidelines to see what Manukau Institute of Technology and Unitec needs to do to maintain its subcontracting arrangement approval.

If you have any questions, please contact Nuzhat Sohail, Approvals and Accreditation, (04) 463 3176 or email Nuzhat.Sohail@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz
cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz
cc Helen Perry Helen.perry@mit.ac.nz

Submission on Proposed Design Settings for the Tertiary Research Excellence Fund (TREF)

From: Manukau Institute of Technology (MIT) and Unitec

To: Ministry of Education (Attention: James Campbell)

Date: 11 March 2026

Contact: Rosanne Ellis, Director – Research & Enterprise (Tāmaki), MIT & Unitec

Email: rellis@unitec.ac.nz | rosanne.ellis@manukau.ac.nz

Phone: 021 1920 927

Executive Summary

MIT & Unitec welcome the intent to reduce compliance burden and improve regularity of research funding allocations. However, as applied, vocationally-oriented providers with degree-granting responsibilities and strong community/industry connections, we have **significant concerns** that the proposed TREF settings will:

1. Undervalue applied and translational research quality and impact, particularly where outputs are non-bibliometric, practice-based, or constrained by confidentiality. Research based within the vocational education and training sector is primarily in the applied and translational space, partnering with industry/iwi/community/professions. The contributions this makes to the development of New Zealand is typically undermeasured and under-recognised.
2. Limit a low level of funding for non-university providers by allocating only 2–3% to a Research Capacity Metric shared across ITPs, Wānanga, and PTEs.
3. Reduce incentives for quality and improvement by tying funding to contracted inputs rather than outputs, outcomes, or impact. Time-limited funding linked to contracted research FTE provides no basis for setting an aspirational vision for applied and translational research. This could limit the ability of vocational education and impact research providers to invest in meaningful research development and continuous improvement.
4. Create inequities: the “opt-in” university metrics are not genuinely accessible to most ITPs due to lack of access to databases with citation counts, the cost of publishing in open-access journals, and misalignment with applied outputs.
5. Risk long-term capability loss, including recruitment/retention of senior VET researchers, development pathways for early-career, Māori, and Pacific researchers, and NZQA compliance for research-active degree delivery.
6. Leave critical operational questions unanswered, including definitions, eligibility, verification, and TEC capacity to administer and audit.

Our key recommendations are to:

- **Increase** the weighting of the non-university Research Capacity/Impact components **above 2–3%** to avoid dilution and recognise sector diversity and mission.
- **Add an Applied – Translational Research Impact measure** for non-university providers (stakeholder/community/industry impact) with **low-compliance evidence options**. This reflects the ITP sector’s “research in practice” and translational research focus.

- **Permit a blended pathway** (capacity + one targeted metric) for non-university providers, instead of an all-or-nothing opts-into university metrics.
- **Publish operational definitions and eligibility** (including safeguards against gaming) early, with realistic lead-time.
- **Support national access** (or subsidised procurement) for non-university providers to research infrastructure (e.g., Scopus/Dimensions, repositories, OA publishing, RIMS).
- **Explicitly safeguard equity** for arts, humanities, social sciences, Māori and Indigenous research and ensure Māori and Pacific researcher development pathways are supported.
- **Clarify governance and delivery** (TEC vs MoE vs MBIE/Research Funding NZ) and resource TEC sufficiently to implement and monitor TREF.

1. Feedback on Overall Design and Weightings

We support a shift to more regular, lower-burden allocation. However, the proposed weightings risk de-incentivising research quality in the ITP/PTE/Wānanga cohort. A 3% capacity measure, without outputs or quality signals, will not sustain or grow research intensity across ITPs, nor will it protect applied excellence or workforce development/capability.

Recommendations:

- Increase the non-university weighting to avoid dilution across the broad VET provider base. Set the current 3% component higher share (e.g., 5–6%). One option is to retain the existing 3% VET-based research capacity measure (contracted hours) and **add a new 3% component recognising applied/translational research impact**.
- Introduce an Applied and Translational Research Impact component for ITPs/PTEs/Wānanga to recognise the types of research impact that are not captured by bibliometrics.

Qualitative indicators could include:

- documented community, iwi and hapū outcomes;
- industry uptake and commercialisation;
- place-based and regional development impacts;
- improvements to professional practice, service delivery, or operational processes;
- engagement with local authorities, professional bodies, and industry partners in translational research activity.

Quantitative Indicators could include, *inter alia*:

- citations or influence on regulatory and professional standards and frameworks (e.g., building codes, sector guidelines, professional accreditation standards, disciplinary taxonomies);
- industry/iwi/community/professional recognitions of applied and translational research contributions;
- number of contracted industry/iwi/community/professional research engagements, and quantum of contributions by contracted research staff.
- Strengthen incentives for quality VET-based applied research outputs, ensuring that providers with established research capacity are supported to grow research intensity and impact.
- Phase in any new measures with clearly signalled timelines and definitions to avoid destabilising research workforce planning.

2. Feedback on the Research Capacity Metric (3%)

Concerns:

- It measures inputs only (contracted time), with no link to outputs, impact, or continuous improvement.
- Without clear definitions, gaming risk is high and comparability low.
- Spreading \$6–9m across ITPs, Wānanga, and many PTEs will dilute funding below meaningful thresholds.
- Provides no incentive for aspirational applied and translational research from VET sector (see recommendations in item 1 to add a new 3% component to recognise applied/translational research impact)

Recommendations:

- Define and verify “contracted research time” (eligibility, acceptable activities, minimum thresholds, documentation).
- Pair capacity with light-touch quality signals (e.g., self-certified outputs by type; low-burden outcome stories; targeted indicators such as engagement agreements, prototypes, standards adoption, or practice guidelines).
- Consider minimum eligibility criteria (e.g., degree delivery, research strategy, governance) to focus funding where it can demonstrably build capability.

3. Opt-in University Metrics: Feasibility and Equity

Concerns:

- An “all-or-nothing” opt-in may entrench inequity among non-university providers.
- Main concern that ITPs with established research capacity and aspirations for research growth are locked into one pathway that will limit their ability to grow.

Recommendations:

- ITPs have an opportunity to switch between metric options at each TREF cycle – so long as the cycle is not more than 3 years
- Allow a blended pathway: capacity metric plus one targeted university metric (if relevant/feasible by discipline and infrastructure).
- Provide national procurement/support for Scopus/SciVal/Dimensions and open-access arrangements if opt-in is to be viable.
- Add explicit safeguards for arts, humanities, social sciences, Māori and Indigenous knowledge to ensure they are not marginalised by citation-heavy proxies.

4. Applied & Translational Research Impact: Recognition and Low-Burden Evidence

We strongly support recognising the forms of **applied and translational research impact** typical of ITPs/Wānanga/PTEs – research that occurs in practice and produces real-world change. This includes:

- industry capability uplift, technology adoption, and changes to professional standards, policies or practice;
- community transformation and measurable social outcomes;
- cultural impact and mātauranga Māori-led outcomes;
- regional development, local innovation, and place-based benefits.

Recommendations:

- Add an Applied (& translational) Research Impact component for non-university providers. This should recognise research that directly influences practice, regulation, or standards – for example, applied research informing asbestos changes in council bylaws, sector guidelines, or professional body standards.
- Keep compliance low-burden, auditable, and proportionate. Suitable evidence options include:
 - brief, templated impact exemplars (≤1–2 pages each);
 - structured stakeholder feedback or other practice-based evidence (letters/emails or short forms);
 - outputs aligned with applied disciplines: prototypes, guidelines, evaluation reports, standards contributions, policy briefs, and creative or professional practice outputs.
- Permit confidential or redacted evidence where industry, iwi, or commercial NDAs limit public release.

5. Workforce, Capability, and Equity

The proposed settings risk weakening:

- recruitment/retention of senior researchers in the VET sector;
- development of new and emerging, early-career, Māori, and Pacific researchers;

Recommendations:

- Include explicit mechanisms to support, Māori, and Pacific research.
- Implement field-weighting that recognises disciplinary diversity and protect fields under-served by citation-based metrics. This includes A&HSS, Māori and Indigenous studies, education, creative practice, design and applied health – areas where impact is often demonstrated through practice, community outcomes, and professional standards rather than bibliometrics.

6. Implementation, Governance, and Timing

Concerns:

- Unclear definitions, eligibility, and audit processes.
- Questions regarding who implements (TEC vs MoE vs MBIE/Research Funding NZ) and TEC capacity to deliver.
- Tight timelines reduce the sector’s ability to implement/adjust systems and staff planning.

Recommendations:

- Confirm the lead agency and resource TEC appropriately for monitoring and guidance.

- Release operational policy, definitions, and templates well before 2027 reporting, including:
 - staff eligibility and acceptable research activities;
 - documentation required for verification;
 - treatment of confidential/industry outputs;
 - timetable for opting in/out of metrics and cycle length.
- Commit to follow-up engagement on the draft Funding Determination and operational policy.

7. Responses to MoE's Consultation Questions

Q1. Do you have any feedback on the overall design of the TREF, including the proposed weightings?

- Support lower compliance goals; oppose the low 2–3% weighting for capacity in a large and diverse cohort.
- Recommend increasing the non-university weighting to 6%, of which half (3%) would take the form of an applied and translational research impact measure with low compliance burden.

Q2. Do you have feedback on the proposed research capacity metric for ITPs/Wānanga/PTEs?

- Proceed only with clear definitions, eligibility, and verification; pair with light-touch quality/impact signals to avoid gaming and incentivise improvement.
- Add new 3% applied and translational research impact metric (as per above recommendation)

Q3. How might your organisation respond to the incentives created by a new metric?

- As drafted, incentives are weak for quality, impact, and workforce development. With an additional impact component and clearer rules, we would invest predictably in research time, capability building, Māori/Pacific leadership, and applied impact, research translation and “in-practice” pipelines.

Q4. What is your sense of the compliance costs associated with collecting and reporting this information?

- We support low-burden approaches. Avoid heavy case-study regimes; instead use short, templated exemplars or attestation. Early guidance reduces institutional compliance and audit costs.

Q5. Are you interested in the opt-in provision to participate in the university-metrics system instead?

- We are interested in the opt-in provision. However, our initial preference is to compete within a non-university applied and translational research and impact pool, as recommended above. This provides a more appropriate and equitable basis for assessing VET-sector research. We would seek the ability to opt-in to the university pool in the future as our research impact and translational capability continue to grow. This flexibility is critical to achieving MIT and Unitec's research and growth aspirations.
- An all-or-nothing bundle could create inequity and does not align well with the nature of applied and translational outputs. National infrastructure support (e.g. databases/open-access systems) are essential to ensure fair participation for non-university providers.

8. Specific Clarifications Sought

- Can providers opt in and later opt out (and vice versa) across cycles? What is the cycle length?
- Will MoE publish modelling for the 2–3% pool across ITPs, Wānanga, and PTEs?

- How will MoE ensure arts, humanities and social sciences, Māori and Indigenous research are not marginalised?
- Why is the policy impact measure limited to public policy documents, given confidential industry impact?
- Will MoE consider national procurement for Scopus/SciVal/Dimensions and open-access support?
- Does TEC have capacity to operationalise TREF, and who is the lead agency?
- When will operational definitions, eligibility, and audit guidance be released?

Conclusion

We support the goals of efficiency, transparency, and regularity, but the current design does not yet protect or incentivise applied and translatory research quality in the non-university sector. A modest re-balancing (raising the non-university share and recognising applied/translational impact) and clear, low-burden operational guidance would create a more fit-for-purpose system that sustains capability, honours sector diversity, and delivers value for learners, industry, iwi, and communities.

MIT & Unitec would welcome further discussion and are ready to contribute to co-design of low-compliance applied impact indicators and practical templates for implementation.

Signatories



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Unified programme review

Purpose

To respond to the Academic Committee's request for a review of unified programmes and a risk-informed work plan to determine how these programmes will be treated.

Commentary

Academic Committee at its February 2026 meeting discussed the transfer of programmes and micro-credentials from NZIST (formerly Te Pūkenga) to Institutes of Technology as at 1 January 2026.

Unified programmes collectively belong to the former Te Pūkenga divisions. Each programme has a Lead Provider (one of the ITPs) which acts as owner in interactions with the NZQA, co-ordinating and consulting other ITPs about any work needed to maintain the programme.

The Lead Provider is responsible to consult with all delivering ITPs and gain consensus on proposed changes. Any change made by the Lead Provider must be implemented by all ITPs delivering the programme, irrespective of any opposing views.

Unified programmes can be problematic: they don't necessarily integrate well into an existing suite of non-unified academic products; individual ITPs cannot implement improvements in a prompt and learner-responsive manner, and the compromises required to gain consensus can lead to programmes that are run-of-the-mill and lacking sophistication.

The Academic Committee instructed me to

- identify programmes unified under NZIST/Te Pūkenga, that MIT&Unitec are not offering which we might wish to seek approval to deliver, and
- report on those unified programmes where approval is currently held, with a recommendation on whether ownership or shared arrangements should be retained, or changed.

Recommendation

It is recommended that the Academic Committee:

- Receive this report and the accompanying verbal update;
- Consider the information provided;
- Endorse or amend the *Schedule of proposed programme redevelopment*; and
- Instruct the GM Academic Services of further next steps

Recommended by
Chris Park, GM Academic Services

Unified Programme Review (March 2026)

*Chris Park, GM Academic Services
for Academic Committee April 2026 Meeting*

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Initial report to Academic Committee 19 March 2026

1. Purpose and context

Unified programmes are collectively owned by the former NZIST/Te Pūkenga divisions. They each have a Lead Provider (one of the ITPs) which acts as owner in interactions with the NZQA and co-ordinates with the ITPs that deliver the programme, any work needed to maintain the programme. The Lead Provider is responsible to consult with all delivering ITPs and gain consensus on proposed changes. Any change made by the Lead Provider must be implemented by all ITPs delivering the programme, irrespective of any opposing views.

This paper:

- identifies programmes unified under NZIST/Te Pūkenga, that MIT&Unitec are not offering which we might wish to seek approval to deliver, and
- reports on those unified programmes where approval is currently held, with a recommendation on whether ownership or shared arrangements should be retained, or changed.

Using a risk-informed approach, it also proposes a staged work plan that will ensure that those programmes selected to be redeveloped, meet the relevant NZQA cut-off date.

2. Scope

This paper considers NZIST/Te Pūkenga unified programmes offered by MIT&Unitec:

- Appendix A lists 50 unified programmes delivered by MIT and Unitec, including micro-credentials
- Appendix B lists 16 programmes where the Head of School has indicated a desire to change current shared arrangements and seek individual approval and accreditation.

It also looks at which NZIST/Te Pūkenga unified programmes Heads of Schools might want to deliver.

3. Unified programmes where change is sought

Of the suite of 50 programmes and micro-credentials, Heads of Schools have requested change be considered for 16. (Appendix B).

The reasons for these requests fall into two groups:

- the current unified programme is considered too inflexible (even where MIT&Unitec are the Lead Provider); or
- there is low confidence that the Lead Provider will faithfully execute their responsibilities to consult and gain consensus on proposed changes¹.

¹ MIT&Unitec has had recent negative experience of this in the case of NZ2596, which was owned by Weltec/Whitireia and delivered by MIT. The combination of no consultation and a sub-standard product

The change sought in every case is to seek individual approval and accreditation to offer a replacement programme.

4. Analysis of programmes where change is sought

A. Information gathering

Each programme where change is proposed was reviewed with the Head of School and mapped against a risk matrix.

Information gathered to inform this exercise included for each:

- Delivery location/sites
- Name of Lead Provider
- Mode of delivery
- EFTS at current date
- In-work learning components
- Last date of monitoring/moderation with key findings
- Confidence in Lead Provider

B. Exclusions – when programmes should remain unified

As part of the review, it was considered whether there was a strong case for a programme to remain unified. Accordingly Heads of Schools were asked if:

- a professional body/regulator explicitly prefers or requires a unified model;
- whether industry relationships would be harmed by MIT&Unitec exiting a unified structure; or
- if the Head of School believes there is a proven benefit to remaining unified (e.g., shared national brand strength, unified placement networks, national moderation advantages, or sector-wide continuity).

In one case there had been a stated preference for a unified programme from a Workforce Development Council, the WDCs are no longer extant so this is not a concern.

Heads of Schools acknowledged the benefit of being able to share moderation capability, but noted that this benefit was outweighed by the downsides to remaining unified: programme rigidity and low confidence in the Lead Provider. It has also been proven recently that access to moderation capability did not necessarily result in moderation being done to an acceptable standard².

No programme had a case to remain unified.

resulted in the programme having statutory conditions applied by the NZQA. MIT replaced NZ2596 with its own programme for Semester 1 2026.

² 2025 experience with the suite of unified Business programmes at MIT.

C. Risk Analysis

Heads of Schools were asked to apply a risk rating to each programme that they sought to change. Risk was measured against six elements and given a score between 1 – 5 (where 5 indicated the highest risk). The six risk elements were:

1. Regulatory & Compliance
2. Academic Quality
3. Student Impact
4. Operational Delivery
5. Financial Viability
6. Reputational/Partner

See Appendix C for a detailed description of each of the six risk elements.

The six risk scores were weighted: Regulatory (30%), Academic (20%), Student (20%), Operational (15%), Financial (10%), Reputation (5%) (see Appendix D for explanation of risk weighting) to produce a final weighted score for each programme.

Weighted scores were ranked:

Score	Risk Level	Recommended Outcome
<2.5	Low	Replace if justified
2.5 – 3.5	Medium	Replace as a priority
>3.5	High	Replace when current issues are resolved

D. Risk outcomes

Of the 16 programmes recommended for change by the Heads of Schools, two were rated High Risk (TP4775 Bachelor of Accounting and NZ2459 NZ Diploma in Business) and one was rated Medium Risk (NZ5354 New Zealand Diploma in Enrolled).

Risk ratings by unified programme:

Code	School	Name	Level	Risk Level
NZ2487	EAS	NZ Certificate in Animal Care	3	Low
NZ2834	TRADES	NZ Certificate in Construction Carpentry Skills	3	Low
NZ2715	TRADES	NZ Certificate in Mechanical Engineering	3	Low
NZ2104	HOSP	NZ Certificate in Food and Beverage Service	3	Low
NZ2411	HOSP	NZ Certificate in Hairdressing (Salon Support)	3	Low
NZ2489	EAS	NZ Certificate in Animal Management	4	Low
NZ2105	HOSP	NZ Certificate in Food and Beverage Service	4	Low
NZ2413	HOSP	NZ Certificate in Hairdressing (Professional Stylist)	4	Low
NZ5354	NUR	NZ Diploma of Enrolled Nursing	5	Medium
NZ2888	ARCH	NZ Diploma in Landscape	5	Low
NZ2459	BUS	NZ Diploma in Business	5	High
NZ4389	EAS	NZ Diploma in Veterinary Nursing	6	Low
TP4775	BUS	Bachelor of Accounting	7	High
MC4823	EAS	Postgraduate Certificate in Applied Science	8	Low
MC4822	EAS	Postgraduate Diploma in Applied Science	8	Low
MC4824	EAS	Master of Applied Science Tahuu Putaiao	9	Low

TP4775, NZ2459 and NZ5354 are known to MIT&Unitec, their statuses result from NZQA monitoring. The Nursing programme is on the list to replace for Semester 1 2027 and the Business programmes are recommended to be replaced once the current issues are remediated (for a Semester 2 2027 start at earliest).

E. Requests to change programmes where MIT&Unitec are the Lead Provider

Six of the programmes where changes are sought have MIT&Unitec as the Lead Provider.

On the face of it, it would seem unusual and unnecessary to exit a unified arrangement in these cases: as Lead Provider MIT&Unitec has a high degree of control over the programme content and change schedule.

However, commentary from the schools highlights the inability to integrate the programmes well into the existing suite of non-unified academic products; the barriers to being able to manage change in a prompt and learner-responsive manner, and a high degree of compromise required to gain consensus.

In the work plan, these programmes are flagged for later/staged redevelopment as appropriate.

5. Interest in obtaining other unified programmes

There has been low interest in obtaining approval to deliver other NZIST unified programmes. This is unsurprising, given that many of the Heads of Schools have expressed a desire to return to offering individually approved and accredited programmes, even when MIT&Unitec are the Lead Provider.

Of the available unified programmes, the School of Business has expressed interest in three unified Level 4 business programmes, but confirms that they would intend to replace these with their own versions.

MIT&Unitec can access copies of these programmes at any stage through the online site developed by NZIST at the end of 2025 (the APŌPŌ project). Given the limitations of unified programmes and the low level of benefit in delivering them, it is probably more sensible to use the unified versions of the programme as reference documents during the process of designing new products.

Risk-Informed Work Plan

6. Principles

The risk-informed work plan has been created with these principles in mind:

1. **Learner-impact:** decision minimises impact to learners, prioritising continuity and clarity of study path.
2. **Regulatory assurance:** MIT&Unitec continues to comply with NZQA academic quality and compliance requirements.
3. **Evidence-driven:** recommendations are grounded in risk scoring evidence.
4. **Transparency:** each programme has a clear rationale for decision.
5. **Proportionality:** highest-risk programmes are prioritised first.
6. **Workload spread:** programme change is phased as appropriate.
7. **Lead Provider status:** the treatment of those products where MIT&Unitec is the Lead Provider.

7. Milestones

A. Phase 1 — Data Consolidation (Week of 9–13 March) — Completed

Outputs:

- Complete data collection
- Identify of cohort seeking to replace unified programmes
- Identify any new programmes being sought for 2027
- Interview Heads of Schools and document risk scoring

B. Phase 2 — Risk Categorisation (Week of 16–20 March) — Completed

Outputs:

- Consider risk ratings
- Draft outcome category for each programme
- Propose redevelopment timeline and consult Heads of Schools

C. Phase 3 — Options Analysis & Engagement (Week of 23–27 March)

Actions:

- Circulate proposal to:
 - Academic Leadership Team
 - Academic Approvals Committee,
 - Te Korowai Kahurangi and
 - Academic Centre
- Factor feedback in to the verbal report to Academic Committee (2 April 2026)

D. Phase 4 — MIT&Unitec Decision (AC meeting 2 April)

Outputs:

- Final recommendations to Academic Committee (verbal report)

- Endorsements from Academic Committee (and SLT)?
- Confirm proposed redevelopment phasing
- Further actions/plan to be confirmed with Academic Committee

E. Phase 5 — Confirmation to schools (Week of 6–10 April)

Outputs:

- Provide confirmation of redevelopment phasing to:
 - Heads of Schools,
 - Academic Approvals Committee,
 - Te Korowai Kahurangi and
 - Academic Centre
- Further actions/plan to be confirmed with Academic Committee

8. Programme proposals

Based on the principles above (Section 6), the proposed programme outcomes are as follows:

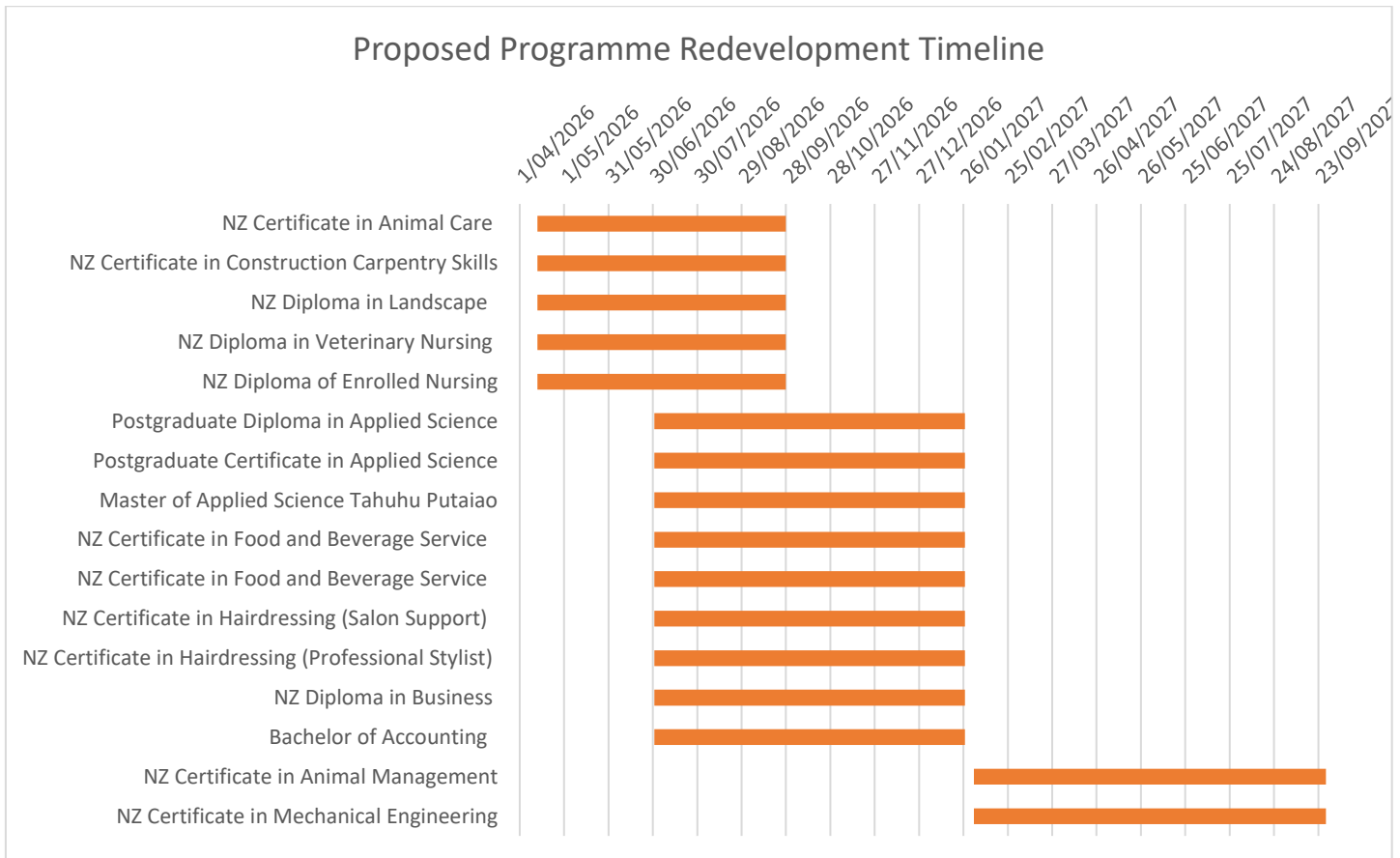
Code	Name	Lead Provider	Action	Date
NZ2487	NZ Certificate in Animal Care	Y	Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
NZ2834	NZ Certificate in Construction Carpentry Skills*		Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
NZ2715	NZ Certificate in Mechanical Engineering*		Consider for redevelopment in 2027 for 2028	For Semester 1 2028 delivery
NZ2104	NZ Certificate in Food and Beverage Service		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2411	NZ Certificate in Hairdressing (Salon Support)		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2489	NZ Certificate in Animal Management	Y	Redevelop for Semester 1 2028 delivery	For Semester 1 2028 delivery
NZ2105	NZ Certificate in Food and Beverage Service		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2413	NZ Certificate in Hairdressing (Professional Stylist)		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ5354	NZ Diploma of Enrolled Nursing		Replace urgently	For Semester 1 2027 delivery
NZ2888	NZ Diploma in Landscape	Y	Redevelop to meet 1 October 2026 NZQA cut off	For Semester 1 2027 delivery
NZ2459	NZ Diploma in Business		Replace once immediate issues are resolved	For Semester 2 2027 delivery
NZ4389	NZ Diploma in Veterinary Nursing		Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
TP4775	Bachelor of Accounting		Replace once immediate issues are resolved	For Semester 2 2027 delivery
MC4823	Postgraduate Certificate in Applied Science	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery

MC4822	Postgraduate Diploma in Applied Science	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
MC4824	Master of Applied Science Tahuhu Putaiao	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery

9. Schedule of proposed programme redevelopment

Programme redevelopment would follow the below schedule. Schools have one of three deadlines:

1 October 2026 (5 programmes); 1 February 2027 (9 Programmes) or 1 October 2027(2 programmes).



10. Recommendations

It is recommended that the Academic Committee:

- Receive this report and the accompanying verbal update;
- Consider the information provided;
- Endorse or amend the *Schedule of proposed programme redevelopment*; and
- Instruct the GM Academic Services of further next steps

Appendix A – Te Pūkenga unified programmes

Code	Prog Name	Level	Location
NZ2487	NZ Certificate in Animal Care	3	Unitec
NZ2834	NZ Certificate in Construction Carpentry Skills	3	MIT&Unitec
NZ2715	NZ Certificate in Mechanical Engineering	3	MIT&Unitec
NZ4316	NZ Cert in Electrical Pre-trade	3	Unitec
NZ2452	NZ Certificate in Business (Administration and Technology)	3	MIT
NZ2104	NZ Certificate in Food and Beverage Service	3	MIT
NZ2411	NZ Certificate in Hairdressing (Salon Support)	3	MIT
NZ2489	NZ Certificate in Animal Management	4	Unitec
NZ3111	NZ Certificate in Real Estate Salesperson	4	Unitec
NZ3563	NZ Certificate in Exercise	4	Unitec
NZ2455	NZ Certificate in Business (Accounting Support Services)	4	MIT
NZ2461	NZ Certificate in Business (Administration and Technology)	4	MIT
NZ2509	NZ Certificate in Marine Engineering Class 6	4	MIT
NZ2105	NZ Certificate in Food and Beverage Service	4	MIT
NZ2413	NZ Certificate in Hairdressing (Professional Stylist)	4	MIT
NZ3563	NZ Certificate in Exercise	4	MIT
NZ5354	Diploma of Enrolled Nursing	5	MIT
NZ2459	NZ Diploma in Business	5	Unitec
NZ2888	NZ Diploma in Landscape	5	Unitec
NZ4321	NZ Certificate in Marine Engineering Class 5	5	MIT
NZ4237	NZ Certificate in Construction Trades Supervision	5	MIT
NZ2459	NZ Diploma in Business	5	MIT
NZ2416	NZ Diploma in Architectural Technology	6	Unitec
NZ2420	NZ Diploma in Construction	6	Unitec
NZ4389	NZ Diploma in Veterinary Nursing	6	Unitec
TP4775	Bachelor of Accounting	7	MIT&Unitec
MC4823	Postgraduate Certificate in Applied Science	8	Unitec
MC4822	Postgraduate Diploma in Applied Science	8	Unitec
MC4824	Master of Applied Science Tahuu Putaiao	9	Unitec

MC5239	Introduction to Generative Artificial Intelligence (Micro-credential)	3	Unitec
MC4876	Hangarau Matihiko: Digital Interface Design and Programming (Micro-credential)	5	Unitec
MC4819	Introduction to Cloud Architecture (Micro-credential)	5	Unitec
MC5284	Resource Management Tiaki te taiao: Hāpu Plans, Decision Making and Māori Leadership (Micro-credential)	5	Unitec
MC5283	Resource Management Tiaki te taiao: Practice to Policy (Micro-credential)	5	Unitec
MC5240	Introduction to Taxation in the Creative Sector (Micro-credential)	5	Unitec
MC5237	Team Management and Conflict Resolution Strategies in the Energy Sector (Micro-credential)	5	Unitec
MC5197	Taumata Ora: Mātauranga Marae (Micro-credential)	5	Unitec
MC5199	Taumata Oho: Pepeha (Micro-credential)	5	Unitec
MC5195	Taumata Tu: Tikanga (Micro-credential)	5	Unitec
MC5228	Business Planning: Assessing Environmental Factors and Impact in the Energy Sector (Micro-credential)	5	Unitec
MC5227	Leadership: Approaches and Communication in the Energy Sector (Micro-credential)	5	Unitec
MC5236	Leadership: Managing Change in the Energy Sector (Micro-credential)	5	Unitec
MC5238	Operations Management Fundamentals: Analysing and Improving Business Performance (Micro-credential)	5	Unitec
MC5229	Project and Stakeholder Management in the Energy Sector (Micro-credential)	5	Unitec
MC4820	Cloud Security (Micro-credential)	6	Unitec
MC5207	Hangarau Matihiko: Advanced Digital Design and Programming (Micro-credential)	6	Unitec
MC4821	Internship (Cybersecurity) (Micro-credential)	6	Unitec
MC5255	AI Solutions Accelerate Programme (Micro-credential)	7	Unitec
MC5206	Mobile Application Development (Micro-credential)	7	Unitec

Appendix B – Unified programmes where change is sought

Code	Prog Name	Level	Location
NZ2487	NZ Certificate in Animal Care	3	Unitec
NZ2834	NZ Certificate in Construction Carpentry Skills	3	MIT&Unitec
NZ2715	NZ Certificate in Mechanical Engineering	3	MIT&Unitec
NZ2104	NZ Certificate in Food and Beverage Service	3	MIT
NZ2411	NZ Certificate in Hairdressing (Salon Support)	3	MIT
NZ2489	NZ Certificate in Animal Management	4	Unitec
NZ2105	NZ Certificate in Food and Beverage Service	4	MIT
NZ2413	NZ Certificate in Hairdressing (Professional Stylist)	4	MIT
NZ5354	Diploma of Enrolled Nursing	5	MIT
NZ2888	NZ Diploma in Landscape	5	Unitec
NZ2459	NZ Diploma in Business	5	MIT
NZ4389	NZ Diploma in Veterinary Nursing	6	Unitec
TP4775	Bachelor of Accounting	7	MIT&Unitec
MC4823	Postgraduate Certificate in Applied Science	8	Unitec
MC4822	Postgraduate Diploma in Applied Science	8	Unitec
MC4824	Master of Applied Science Tahuu Putaiao	9	Unitec

Appendix C – Risk Elements

Definitions for each of the six risk elements:

1. Regulatory & Compliance Risk

The risk that the programme does not meet NZQA approval requirements, the Education and Training Act, the Code of Practice, or internal MIT&Unitec academic policies and settings — or that MIT&Unitec cannot ensure compliance due to external ownership or Lead Provider relationship. Includes risks arising from late programme changes, misaligned documentation, unresolved NZQA findings, or governance arrangements that prevent MIT&Unitec from meeting statutory obligations.

2. Academic Quality Risk

The risk that teaching, curriculum, assessment, moderation, or learning materials are not of appropriate quality or are not aligned to the approved programme structure and outcomes. Includes outdated or inconsistent learning resources, unresolved moderation findings, unclear assessment requirements, and situations where MIT&Unitec cannot address quality issues because programme control sits elsewhere.

3. Student Impact Risk

The risk that learners experience disruption, disadvantage, or reduced educational quality due to programme structure, delivery issues, teach-out uncertainty, or governance challenges. Includes risks to progression, completion, equity outcomes, pathway clarity, timetabling stability, and the learner experience when programme changes are late, unclear, or externally controlled.

4. Operational Delivery Risk

The risk that MIT&Unitec cannot reliably deliver the programme to required standards due to staffing constraints, facilities limitations, in work learning/practicum capacity, specialist equipment availability, timetabling issues, or system misalignment. Includes risks associated with multi-site delivery, unresolved shortages of qualified teaching staff, and dependency on external partners for key components of delivery.

5. Financial Viability Risk

The risk that the programme is financially unsustainable or presents material cost or revenue uncertainty. Includes declining EFTS, volatile enrolments, negative margins, high delivery costs (e.g., labs, workshops, studios, clinical environments).

6. Reputational / Partner Risk

The risk that programme quality, governance, delivery reliability, or student outcomes negatively affect MIT&Unitec's reputation with iwi, industry, communities, regulatory bodies, and partners. Includes risk of damaged employer trust, compromised industry relationships (including loss of in work learning placements), public-facing quality concerns, and unresolved issues arising from unified programme changes.

Appendix D – Risk weighting logic

Explanation of risk weighting logic

Risk element	Weighting	Why?
1. Regulatory & Compliance	30%	Highest institutional consequence; directly linked to NZQA approval, conditions, and legal obligations
2. Academic Quality	20%	Core educational responsibility; directly affects outcomes and NZQA confidence
3. Student Impact	20%	Central to learner-impact obligations and pathways; strongly monitored by NZQA/TEC
4. Operational Delivery	15%	Important but more controllable; issues often mitigatable through planning
5. Financial Viability	10%	Essential but does not override academic/regulatory considerations
6. Reputational / Partner	5%	Reflects consequences but avoids overshadowing formal compliance and academic quality

Appendix E – Programme risk ratings and proposed outcomes

Code	School	Name	Level	Risk Level	Lead Provider	Action	Date
NZ2487	EAS	NZ Certificate in Animal Care	3	Low	Y	Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
NZ2834	TRADES	NZ Certificate in Construction Carpentry Skills	3	Low		Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
NZ2715	TRADES	NZ Certificate in Mechanical Engineering	3	Low		Redevelop for Semester 1 2028 delivery	For Semester 1 2028 delivery
NZ2104	HOSP	NZ Certificate in Food and Beverage Service	3	Low		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2411	HOSP	NZ Certificate in Hairdressing (Salon Support)	3	Low		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2489	EAS	NZ Certificate in Animal Management	4	Low	Y	Redevelop for Semester 1 2028 delivery	For Semester 1 2028 delivery
NZ2105	HOSP	NZ Certificate in Food and Beverage Service	4	Low		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ2413	HOSP	NZ Certificate in Hairdressing (Professional Stylist)	4	Low		Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
NZ5354	NUR	NZ Diploma of Enrolled Nursing	5	Medium		Replace urgently	For Semester 1 2027 delivery
NZ2888	ARCH	NZ Diploma in Landscape	5	Low	Y	Redevelop to meet 1 October 2026 NZQA cut off	For Semester 1 2027 delivery
NZ2459	BUS	NZ Diploma in Business	5	High		Replace once immediate issues are resolved	For Semester 2 2027 delivery
NZ4389	EAS	NZ Diploma in Veterinary Nursing	6	Low		Redevelop to meet 1 October NZQA cut-off	For Semester 1 2027 delivery
TP4775	BUS	Bachelor of Accounting	7	High		Replace once immediate issues are resolved	For Semester 2 2027 delivery
MC4823	EAS	Postgraduate Certificate in Applied Science	8	Low	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
MC4822	EAS	Postgraduate Diploma in Applied Science	8	Low	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery
MC4824	EAS	Master of Applied Science Tahuu Putaiao	9	Low	Y	Redevelop for Semester 2 2027 delivery	For Semester 2 2027 delivery

Management of Academic Programme Changes

Purpose

To provide Academic Committee with a proposal concerning the management of changes to academic programmes.

Commentary

The Academic Approvals Committee (AAC) was established and Terms of Reference approved on 23 January 2026.

The committee is struggling with significant workload volumes that are not being met even though members are dedicating more than one full day per week (>0.2 FTE) to it.

The workload is unsustainable and schools are complaining that their change requests are not being seen in a timely manner.

This paper proposes a number of alternative means of addressing workload volumes:

- Meet more frequently
- Create full sub-committees
- Devolve type 1 and short course approvals to Programme Committees (with endorsement from the Academic Centre or Te Korowai Kahurangi)
- Create a separate governance structure for type 1 and short course approvals

AAC requests that Academic Committee considers these options or suggests alternatives.

Recommendation

That the Academic Committee receives this report and considers the proposal for a new approach to the management of academic programme changes.

Report prepared by
Chris Park
GM Academic Services

Management of Academic Programme Changes

The Academic Approvals Committee (AAC) Terms of Reference approved on 23 January 2026 and the committee met for the first time on 12 February.

Although it has now met six times the Committee is not keeping up with the change demand being generated by the schools as they seek to make improvements in their programmes (in many cases) for 2026 delivery.

The committee is still establishing its operating rhythm and supporting documents and resources. We are now starting to get complaints about processing times.

Quality of submissions

AAC is finding that it is being used as a QA function for programme change documents which are poorly drafted, but also that schools are bringing flawed assessment structures or proposing unreasonable restrictions on learners with an expectation that these will be approved. It is also finding that in many cases schools are not actioning feedback and returning documents with the same errors uncorrected. Some schools are making phased changes to their programmes. All of this results in programmes appearing on the AAC agenda multiple times.

Changing the behaviour of the institute is something that will take a considerable amount of time and support, not just from the AAC, and in the meantime we anticipate starting to see a significant volume of new work as MIT&Unitec establishes itself and sets its strategy.

We are increasingly concerned that capacity constraints will lead to poor decisions and outcomes for MIT&Unitec.

Proposals to manage workload

Currently the workload for members is greater than one full day per week (>0.2 FTE). Staff on the committee have full time roles and commitments that are not always in the academic programme space and this workload is proving unsustainable.

While we agree that the workload will be more balanced once we have a full membership, we also acknowledge that if the committee cannot meet the timeliness expectations of schools now, it definitely will not meet the expectations once volume further increases.

The Committee has considered a number of suggestions about how the workload volume can be effectively managed. In all scenarios we have considered there is a question about resourcing and supporting a tiered or devolved function. Some of these suggestions require a change in AAC TOR.

Suggestions

Meet more frequently

Meetings are three hours every fortnight with additional meetings added to a maximum of three a month. Availability of members would be an issue and the ability to accurately track the volume of work on an increased meeting schedule would prove challenging unless the committee was effectively split to create two committees both chaired by the GM Academic Services. This would mean that the GM would need to relinquish part of her role in order to move more fully into this space.

Opinion: possible, perhaps not optimal.

Create full Sub-committees of AAC

There is an option to create four to five sub-committee of the AAC. A sub-committee could be tasked with certain types of programme changes, given delegated authority to approve changes and report back to the AAC. Their operating rhythm would need to align to AAC and sufficient capable kaimahi found to chair and participate. Membership would likely need to be incentivised.

While this would create a manageable work flow at one level, the AAC would still be required to provide effective oversight and management including endorsing decisions. Our feeling is that this introduces significant new administrative complexity and potential risk.

Opinion: possible, introduces high administrative burden and potential risk.

Devolve type 1 and short course approvals to Programme Committees (with endorsement from the Academic Centre or Te Korowai Kahurangi)

Type 1 changes have only come to Academic Approvals Committee since changes made by the NZQA in recent years. Before that they were managed in the schools, through the programme committees.

We could return to this, with the added steps of requiring all change documentation to be endorsed by Academic Centre or Te Korowai Kahurangi before it can be approved. This control would be effective because only Academic Centre or Te Korowai Kahurangi can submit changes to the NZQA.

While this could be an effective solution it does not solve the resourcing issue, it moves it to Academic Centre and Te Korowai Kahurangi which have other (in some cases) urgent workload deliverables. In order that Academic Centre and Te Korowai Kahurangi don't become overwhelmed, the model would require strict compliance and volume control settings to be implemented and enforced.

Opinion: possible, increases workload in Academic Centre and Te Korowai Kahurangi.

Create a separate governance structure for Type 1 and Short Courses

Academic Committee could create a new governance structure whereby type 1 and short course change requests are managed in formal approval committees. These could be set up from within the campuses potentially aligned by programme similarities (i.e., Social Sciences or Trades). Their function would be to fully oversee type 1 and short course change requests.

This would leave AAC to manage type 2 requests, new programme approvals and micro-credentials, making the immediate workload volumes more manageable for AAC, but it would create new challenges: the need for an effective governance structure to be designed, the requirement to identify capable chairs and members, and the need for skilled advisors from Academic Centre, Te Korowai Kahurangi and Te Puna Ako to be available to support these committee processes and decisions.

Opinion: possible, separates demand across a greater number of decision-making bodies, but creates new challenges.

MEMORANDUM

Academic Registry



**MANUKAU
INSTITUTE OF
TECHNOLOGY**
Te Whare Takiri o Manukau

To: Academic Committee

From: Chris Park

Subject: Programmes for Closure

Date: 3 March 2026

MIT-site Academic Registry has completed an annual stock take of open programmes, with Heads of Schools and the GM Schools. These programmes are recommended to be closed from 1 January 2026.

Chris Park
Academic Registrar

PROGRAMMES FOR CLOSURE as at 31.12.2025														
Campus	School	Prog Code	Title	Level	Credits	EFTS	Approved from	NZSCED	NZQA Programme Number	SOF	Awards	TP Unified	Programme Closure	Notes
Manukau & City Campus	Health and Counselling	NZ1865	New Zealand Certificate in Public Health and Health Promotion (Level 5)	5	60	0.5	1/02/2017	061307	121417	37	1		31/12/2025	29/10/2025 - Close the programme - 31/12/2025. It hasn't been delivered for more than a year (Radhika Kumar).
Manukau & City Campus	Health and Counselling	NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3) with strands in: <ul style="list-style-type: none"> Healthcare Assistance Support Work 	3	70	0.5833	1/03/2017	090511	121401	37, 22	2		31/12/2025	18/10/2023 - Either one of the strand would be offered depending on student numbers and resourcing requirements, so keep both strands open for offering in 2024 (Radhika Kumar) 29/10/2025 - Close the programme - 31/12/2025. It hasn't been delivered for a year.(Radhika Kumar)
Otara Campus	Hospitality and Tourism	NZ1841	New Zealand Certificate in Baking (Level 3)	3	60	0.5	1/01/2015	110107	117276	37	1		31/12/2025	18/10/2022 Last active enrolment 2020 28/11/2022 Ryan Hollis requested to remain open for Te Pukenga Unification Replaces MN1841 - full closure confirmed by Craig Lucas (5/11/2025)
Otara Campus	Hospitality and Tourism	MN4550	International Diploma in Baking (Level 5) (2 awards) <ul style="list-style-type: none"> NZ1842 New Zealand Certificate in Baking (Generalist) (Level 4) and NZ1844 New Zealand Diploma in Baking (Level 5) 	5	240	2	1/01/2015	110107		37	0		31/12/2025	Students do not receive: International Diploma in Baking (Level 5) as an award. 06/11/2024 - Make programme inactive for 2025 and re-open when market demand pick up again - 2026 or beyond (Craig Lucas) - 5/11/2025 full closure confirmed by Craig Lucas
Otara Campus	Hospitality and Tourism	MN4551	International Diploma in Cookery (Level 5) (2 awards) <ul style="list-style-type: none"> NZZ101 New Zealand Certificate in Cookery (Level 4) and NZZ102 New Zealand Diploma in Cookery (Advanced) (Level 5) 	5	240	2	5/01/2015	110109		37	0		31/12/2025	Students do not receive: International Diploma in Cookery (Level 5) as an award. 06/11/2024 - Make programme inactive for 2025 and re-open when market demand pick up again - 2026 or beyond (Craig Lucas) - 5/11/2025 full closure confirmed by Craig Lucas
Academic Registry	Academic Registry	MNCOP1	Certificate of Proficiency	Any	Any	0.5	1/01/2000	129999	Not Applicable	01	0		31/12/2025	Replaced with MNCOP4 and MNCOP5
Manukau & City Campus	Nursing	MN0617	Certificate of Achievement in Registered Nurse Competency to Practice (Level 7)	7	35	0.2917	16/07/2019	060301	125011	02. 03	1		31/07/2025	Replaces MN0517 06/11/2024 - Nursing Council has changed how the programme is delivered. Programme will be discontinued in July 2025 (Deb Rowe)

ANNUAL MODERATION REPORT 2025

Purpose

The purpose of this report is to provide the Academic Committee with the outcomes of Manukau Institute of Technology's (MIT's) 2025 external moderation of unit standard assessments, and a brief overview of internal moderation compliance.

Relevant to:	<i>All Schools delivering summative assessment leading to an outcome reported to NZQA Compliance with MIT quality setting</i>
Context:	<i>Oversight and monitoring the application of the Institute's academic quality assurance system, including the policies and operating procedures that support it</i>
Policy reference 2025:	<i>AC8/1 (10.3.g) SAER ToR 2.7.6a, b, f</i>
Internal stakeholders:	<i>Schools SAER Committee Academic Committee</i>
External stakeholders:	<i>NZQA, WDCs</i>

Commentary

The 2025 Annual Moderation Report summarises the moderation outcomes of Assessment Standard assessments (unit standards and achievement standards) received from the standard setting bodies the New Zealand Qualifications Authority (NZQA) and Workforce Development Councils WDCs).

- WDC Unit standard post-moderation (81.25% compliant)
- NZQA Unit standard post-moderation (100% compliant)

For the second year, internal moderation for 2025 could not be tracked accurately due to lack of capacity at MIT to implement and maintain the PowerBi Moderation Dashboard. Instead, the traffic light system used in 2024 to show levels of moderation planning and tracking activity in the Schools for 2025 was implemented.

Recommendation

It is recommended that the Academic Committee accept the 2025 Annual Moderation Report.

Responsible for report:

Monique Brik
Quality Advisor

Moderation process

Moderation is an essential component of MIT's quality assurance processes, which ensures that assessments are fair, valid, consistent and at the appropriate level. Moderation assures MIT of the overall quality and effectiveness of our programmes.

Moderation is conducted prior to giving the assessment to ākongā to ensure that proposed assessment materials are aligned to the learning outcome(s) and that the assessment is fair, valid, and at the correct level (pre-moderation). After ākongā have taken the assessment, the assessment materials and samples of marked ākongā work are moderated to confirm validity of the assessment. The moderator also evaluates the marking of the assessor (lecturer) and provides an assurance that assessor decisions are consistent with the judgement criteria (post-moderation).

External moderation by standard setting bodies provides assurance that assessment decisions, in relation to assessment standards, are consistent nationally.

- External pre-moderation approval by the WDCs is required for all for unit standard assessments prior to giving the assessment to ākongā.
- Internal pre-moderation of all Common Assessment Task (CATs) developed by the former Industry Training Organisations is becoming a requirement by all WDCs. In 2024 this was a recommendation.
- External post-moderation from NZQA or WDCs usually occurs via random selection based on assessment standards that have been reported by MIT. NZQA and WDCs may request external post-moderation at any time outside of the annual plan.

Each WDC has responsibility for a number of industry sectors. During 2024 most of the WDCs published and followed their annual moderation plans which listed the Unit Standards for which they wished to see moderation.

NZQA published its annual moderation plan in the beginning of the year as usual.

Moderation practices at MIT

The requirements for moderation in 2025 are detailed by Te Pūkenga in Te Kawa Maiororo (TKM) (Educational Regulatory Framework) and Moderation Policy as well as MIT's Ākongā Policy, MIT's *Assessment and Moderation (including Results) Policy (AC4)* and Moderation Procedures (AC4/3).

Academic Centre continued to offer the following support to Schools in 2025:

- Moderation workshops delivered by the Academic Centre which focused on:
 - using the approved moderation templates including the assessment matrix
 - where to find moderation resources on MITNet
 - policy and procedures and addressing knowledge gaps concerning the alignment of MIT's assessment and moderation practices and NZQA's assessment standards
- Training and support for Academic Leads Quality in the use of the Moderation Planning and

Tracking Tool (MP&TT)

- Facilitating the preparation of documents for external post-moderation including:
 - choosing appropriate ākonga samples
 - reviewing assessment practices based on the samples to be submitted
 - redaction of akonga identities from samples
 - ensuring files are in the correct order
 - sending reminders for due dates
 - organising extensions when appropriate
- Supporting Schools with the preparation of moderation materials for external pre-moderation on request.

Moderation Planning and Tracking Tool (MP&TT)




The MP&TT Excel sheets for 2025 were generated in March by Academic Centre. Copies of the 2024 MP&TT sheets were shared with the relevant Academic Leads Quality who were instructed to use the 2024 data to inform 2025 planning dates. Due to a lack of dedicated resources, there was no active PowerBI Dashboard for Moderation. As a result, compliance could not be measured as a percentage. The traffic light system implemented in 2024 was used to record the status of the MP&TT sheets. The status of the MP&TT sheets was reported to SAER Committee in May, September and November 2025.

This report reflects the data in the MP&TT sheets for the end of Term 3 2025. At a minimum, the MP&TT sheets should reflect moderation updates to planned moderation activities, outcomes and date of tabling moderation activities at Programme Committee for the end of Semester 1 and up to Term 3 completions for 2025. Where planned moderation dates are set before the end of term 3, the activity column in the traffic light table states planned moderation is not completed.

MP&TT sheets do not indicate when Programme Committees approved the plan for the year.

Schools are broken down into their discipline areas as some Schools have more than one ALQ. There are 13 worksheets in total, one for each School. Trades Academy and Foundation Studies is further broken down and allocated across the delivering schools in folders separate to the Schools folders. The number of statuses at Red has increased for this update.

The MP&TT sheets have been in use since 2022. Updated entries for end of term 3 of moderation should be entered by the beginning of Semester 2 2025.

-  Green indicates that most internal and external moderation is planned, most outcomes entered for Semester 1 and Term 3 and tabled at Programme Committee.
-  Amber indicates that some internal and external moderation is planned, some outcomes entered for Semester 1 and Term 3 and tabled at Programme Committee.
-  Red indicates that minimal to no internal and external moderation is planned, outcomes are not entered for Semester 1 and Term 3 and tabled at Programme Committee.

There is 1 MP&TT discipline area at Green (5 in May 2025) and 1 Trades Academy workbook at Green (1 in 2025).












There are 10 MP&TT discipline areas at Amber (9 in May 2025) and 2 Trades Academy workbooks at Amber (2 in May 2025).















There are 11 MP&TT discipline areas at Red (7 in May 2025) and 6 Trades Academy workbooks at

Red (7 in May 2025). Construction stopped delivering their TradeStart after Semester 1.

Lack of moderation planning and tracking data indicates either the ALQ did not enter the data into the spreadsheet, but moderation activities occurred, or that moderation activities did not occur.

MP&TT activity status for programmes per School for 2025 as reported to SAER Committee in November 2025:

School	Status	Last recorded activity (Version History)	ALQ	Activity
1. Automotive, Plumbing Gasfitting and Drainlaying (PGD), Refrigeration and Air-conditioning (RAC)		October-25	Auto: Adam Wigg	NZ3079 Completed and up to date
		May-25	PGD: Jay Kumar interim ALQ	No apparent changes from last report. Dates do not reflect 2025 delivery
		October-25	RAC: Kam Govender	Internal moderation is mostly planned and tracked. PC tabling dates not entered Sub-contracted unit standards have no planned moderation dates
2. Business		October 2025	Tania Parker	BAA has 2024 planning, refers to BAM. BAM mapping to ACCY has a lot of N/A outcomes and BAM course outcomes mostly state N/A Lower level programmes mostly up to date. External moderation has minimal planning
3. Construction		August 2025	Nick Ali	No apparent changes since last report. Dates do not reflect 2025 delivery
4. Digital Tech		none	Alaa Al-Janabi (HoS)	Head of School working internally with team on 2025 planning as per shared plan for 2025
5. Education		September 2025	Inclusive Education (IE) and Tertiary Teaching Unit (TTU): Krishan Mani	Dates do not reflect 2025 delivery
		September 2025	Level 2-Level 7: Leanne Seniloli	Internal moderation mostly up to date. External moderation has minimal planning
		October 2025	Education - Primary Pasifika: Jayne Jackson	Dates do not reflect 2025 delivery
6. Health and Counselling		October 2025	Ashita Kaul (since June 2025) for L7 Radhika Kumar (HoS) for L1-6	No apparent changes since last report. Dates do not reflect 2025 delivery except for MN4558.
7. Hospitality, Tourism & Service Industries		October 2025	Hospitality and Tourism: Fabio Olgiati	Internal is mostly planned updated. Some external moderation is planned

		August 2025	Hair and Floristry: Lisa Gilmour	No apparent changes since last report.
8. Languages & Community Education		October 2025	English: Alages Andres	Moderation planned within this report's time frame has mostly been completed. Further dates do not reflect 2025 delivery
		October 2025	Te Reo and Pacific Languages; Serco delivery: Sharyn Hay	Moderation planned within this report's time frame has not been completed. Further dates do not reflect 2025 delivery
9. Logistics		October 2025	Tom Qi	Moderation planned within this report's time frame has mostly been completed. Further dates do not reflect 2025 delivery
10. Nursing		April 2025	Sheona Watson Viv McNair	No apparent changes since last report.
11. Maritime		October 2025	Tom Qi	Post Moderation / check marking planned within this report's time frame has mostly been completed. Some internal moderation is planned
12. Professional and Mechanical Engineering, Electrical		October 2025	Professional Eng: Shamzin Yazdanian	Moderation planned within this report's time frame has not been updated.
		October 2025	Mechanical Eng: Nick Ali	No planning entered
		October none	Electrical: Monica Kershaw (since July 2025)	Pre and post planning mostly states N/A as CATs are being used. Some check marking completed and tabled at PC
13. Social Work and Sport		May 2025	Social Work: Dennis Sanga	No apparent changes from last report. Dates do not reflect 2025 delivery
		October 2025	Sport: Chloe McKenzie (since June 2025)	Pre moderation is mostly planned. Post Moderation / check marking planned within this report's time frame has mostly been completed. Tabling at PC not recorded
14. Trades Academy & Foundation	Status	Last recorded activity	School	Activity/ALQ
		October 2025	1. Automotive: Adam Wigg	Completion and tabling of moderation entered as per plan
		October 2025	2. Business: Tania Parker	NZ2862 external refers to PanMIT which is now closed. MN0610 TA L3 - Internal moderation status is unclear – outcomes are not met, no actions listed. External pre-moderation of Unit Stds completed
		October 2025	3. Construction: Nick Ali	No entries for 2025 No apparent changes from last report. Dates do not reflect 2025 delivery

	N/A	NZ2862-09 Trade Start: Sharyn Hay	Programme closed
●	July 2025	4. Education: Leanne Seniloli	No apparent changes from last report.
●	May 2025	5. Health & Counselling: Ashita Kaul (since June 2025) for L7 Radhika Kumar (HoS) for L1-6	No apparent changes since last report. Dates do not reflect 2025 delivery
●	October 2025	6. Hosp: Fabio Olgiati	Internal moderation is mostly planned and tracked. Minimal external moderation planned
●	August 2025	7. Hair, Floristry: Lisa Gilmour	No apparent changes from last report.
●	none	10. Prof Eng: Shamzin Yazdanian 11. Electrical: Monica Kershaw (since July 2025)	No apparent changes from last report. Internal post-moderation planned
●	October 2025	12. Social Work: Dennis Sanga Sport: Chloe McKenzie (since June 2025)	No entries NZ2863 new qual version and new assessment. Pre and post moderation is planned. PC tabling not entered

Table 1

External Pre-moderation of Assessment Standards 2025

NZQA requires that assessment against unit standards is moderated through national external moderation systems (WDC and NZQA). The Moderation Requirements section of Consent and Moderation Requirements (CMR) sets out the national external moderation requirements for the standards listed in the scope of the CMR. It is the responsibility of organisations with consent to assess to participate in the standard setting body's national external moderation system. In accordance with AC4/3, Schools are responsible for sending assessment materials to the external moderator before delivery. The assessment materials may only be used when external moderation requirements have been met.

In 2025, WDCs expected that all CAT assessments used are internally pre-moderated by the provider before use. Where issues are identified, the provider can approach the organisation currently responsible for maintaining the CATs, with a request that they be updated.

In 2025 MIT was scheduled to assess 61 assessment standards in 73 courses.

Schools continued to manage the pre-moderation process themselves as per AC4/3 with help from the Academic Centre as required.

External Post-Moderation of Assessment Standards 2025

Every year a selection of assessment standards is externally post-moderated by the relevant WDC according to their moderation plan for the year.

Outcomes of moderation

For 2025, the rates of positive moderation outcomes by NZQA and the WDCs have increased (Figure 1).

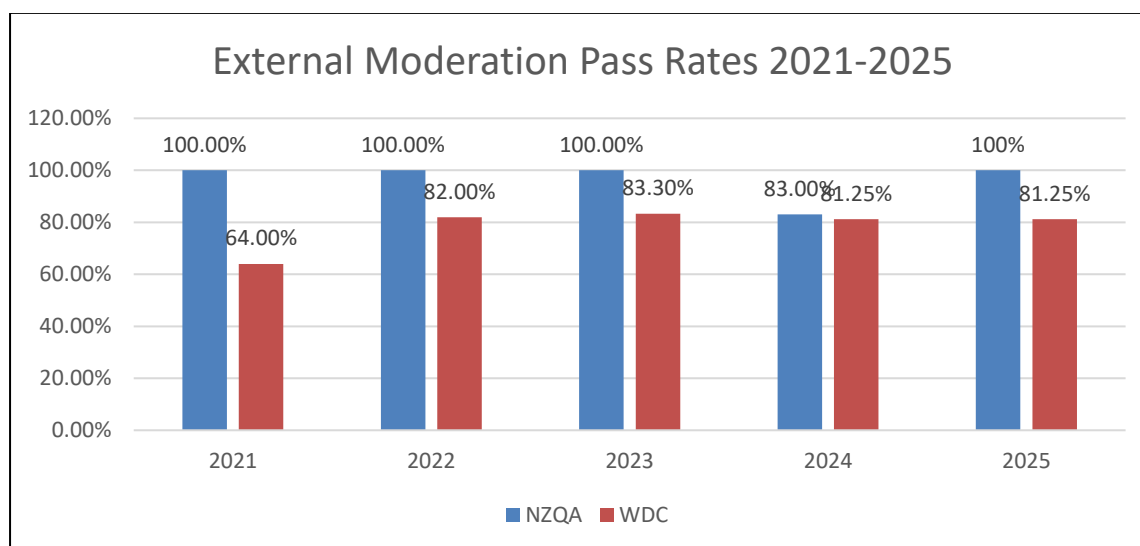


Figure 1

The volume of standards moderated by the WDCs increased from 16 in 2024 to 17 in 2025. Initially 26 units would have been moderated, however with the cessation of the moderation function for WDC prior to their disestablishment by the end of 2024, moderation requests were cancelled for nine unit standards. The volume of standards moderated by NZQA decreased from 4 in 2024 to 3 in 2025 owing to planned delivery not taking place (Figure 2).

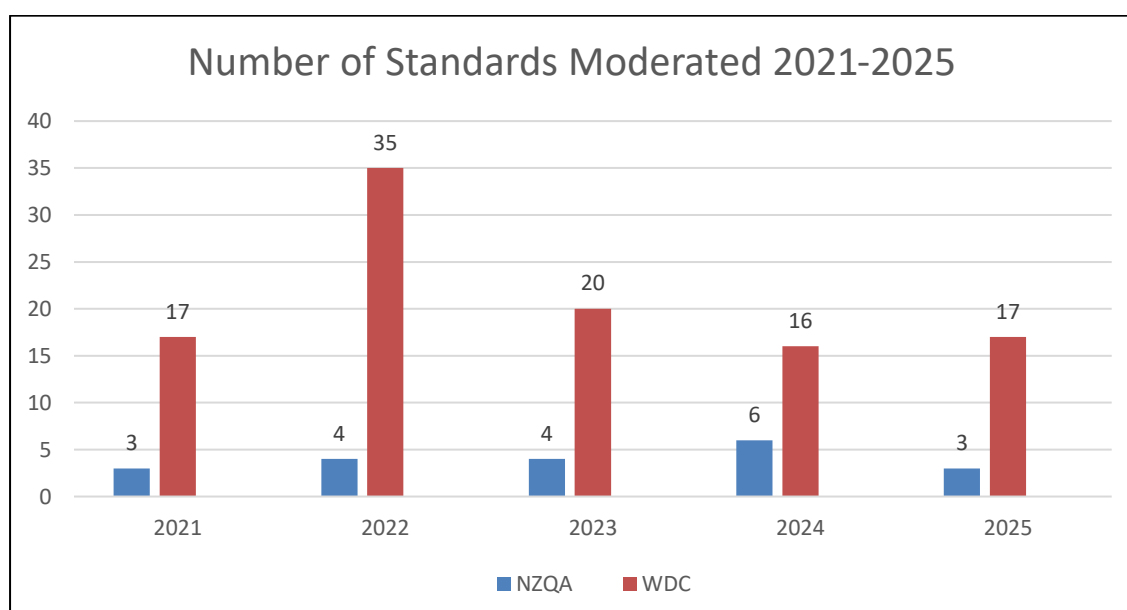


Figure 2

NZQA moderation

NZQA moderation outcomes is at 100% Consistent with the national standard (2024 had 83%). All three assessment standards passed external post-moderation (see Table 3).

School	Achievement Standard	Outcome
Education	29300	At national standard
Lang, Comm Ed	22891	At national standard
Hosp Tourism	31071	At national standard
	Pass	3
	Failed	0
	Total Moderated	3

Table 3

Workforce Development Council moderation

15 out of 17 assessment standards moderated passed WDC external post-moderation (see Table 4). WDC successful pass rates have remained the same at 81.25% for 2025 (see Figure 1). In 2025, 17 assessment standards were moderated by WDCs and 15 were returned with initial outcome Consistent.

The moderators made suggestions to improve assessment practices for 7 of the 16 standards that passed moderation.

For the two standards that did not meet WDC moderation requirements, the following was noted by the moderators:

- 30551: No feedback was provided for one of the samples. Incorrect answers were marked correct for one of the samples.
- 30606The trainee declaration was not filled out on two samples. The assessment task only used three different types of pipework when four are required and the task does not cover protection or labelling of pipework.

School	Unit Standard	OUTCOME	WDC
Hosp Tourism	14724	At national standard	Hanga Aro Rau
Automotive	21671	At national standard	Hanga Aro Rau
Automotive	229	At national standard	Hanga Aro Rau
Gen Eng, RAC	21911	At national standard	Hanga Aro Rau
Sport	32840	At national standard	Toi Mai
Auto, RAC, PGD	6400	At national standard	Toitu Te Waiora
Auto, RAC, PGD	6401	At national standard	Toitu Te Waiora
Auto, RAC, PGD	6402	At national standard	Toitu Te Waiora
PGD	30551	Not supported	Waihanga Aro Rau
PGD	30708	At national standard	Waihanga Aro Rau
PGD	30726	At national standard	Waihanga Aro Rau
PGD	30606	Not supported	Waihanga Aro Rau
Hosp Tourism	13316	At national standard	Ringa Hora

Education	33034	At national standard	Toitu Te Waiora
Education	29871	At national standard	Toitu Te Waiora
Education	11551	At national standard	Toitu Te Waiora
Education	11552	At national standard	Toitu Te Waiora
Pass			15
Not Supported			2
Total Moderated			17

Table 4

Detailed Moderator feedback

In 2025, the issues and challenges with assessments conducted for assessment standards remained the same as for 2024:

- Assessments and judgement criteria provided by the former ITOs as Common Assessment Tasks and/or assessment written by MIT were not being utilised correctly i.e., either the lecturer(s) was/were not following the Assessor Guidelines, or the gathering of ākongā answers was not being captured completely, especially for reassessment opportunities
- Lack of specific feedback to the learner
- CAT assessments were not internally pre-moderated before use.

Positive feedback was mostly around fair judgements and the assessor following the judgement criteria:

- Samples show consideration of all requirements
- Judgements are fair and consider outcomes
- Internal moderation is thorough and clearly understands the requirements of the Unit Standards.
- Internal post-moderation reports support assessor judgements

Conclusion

The lack of central reporting for moderation has made it difficult to accurately track moderation compliance at both School and Institute level for the past two years. Some issues remain in the Schools regarding moderation processes and the understanding of MIT's Moderation Procedures including:

- Pre-moderation of assessments prior to use
- External approval of assessments prior to use
- Regular updating of the MP&TT
- Marking and utilisation of rubrics and judgement statements
- Provision of relevant feedback to ākongā by assessors

Appendix 1 – Unit standards for which the assessment did not meet the unit criteria

WDC	Unit number	Unit title	School	Requirements/Recommendations
Waihanga Ara Rau	30551	Position, install, commission, and maintain low pressure hot water supply systems	Plumbing, Gasfitting and Drainlaying	<ul style="list-style-type: none"> provide consistent meaningful ākonga feedback in line with best practice. ensure that marking is done in line with the assessor guide.
Waihanga Ara Rau	30606	Determine water supply requirements in buildings, install and support water supply pipework	Plumbing, Gasfitting and Drainlaying	<ul style="list-style-type: none"> Ākonga declaration requirements need to be completed in full ensure that assessment tasks meet evidence of competence requirements as per the assessor guide.

LITERACY AND NUMERACY ASSESSMENT REPORT 2025

Purpose

To provide the Academic Quality Committee of the outcomes from TEC Literacy and Numeracy assessment for 2025.

Commentary

The attached report describes the assessment requirements, process and outcomes for 2025.

Relevant to:	All programmes at L1-3, Youth Guarantee, L4-MP&TT funded Learners. Compliance with MIT quality setting
Context:	End of year status for LNAAT completions by ākongā
Policy reference:	SAER ToR 2.76 d
Internal stakeholders:	Schools; Academic Quality Committee; Academic Committee
External stakeholders:	NZQA, TEC

- All programmes requiring literacy and numeracy assessment except MN1013 (ILN/ESOL) which is managed by the School of Languages, and Community Education, and Trades Academy (including P-Tech funded programmes at Level 4) which is managed by the Pathways and Transitions team. The Teaching Council of Aotearoa announcement that from 2025 student teachers enrolling in an ITE programme will need to demonstrate competence in numeracy using the LNAAT assessment tool has been initiated and is managed by the School of Education.
- Diagnostic assessment results include all ākongā eligible to be assessed. Progress assessment results include only ākongā who had to be tested (ākongā who scored highly in pre-test are not required to be post-tested).
- 22 programmes were assessed for Literacy diagnostic assessment of which 8 programmes had 95% and above completed. 19 programmes were assessed for Numeracy diagnostic of which 6 programmes had 95% and above completed. 15 programmes were assessed for Literacy Progress of which 10 programmes had 95% and above completed. 12 programmes were assessed for Numeracy Progress of which 8 programmes had 95% and above completed.

Year	% Complete Diagnostic Literacy	% Complete Diagnostic Numeracy	% Complete Progress - Literacy	% Complete Progress Numeracy
2025	88.0%	89.0%	92.0%	87.0%
2024	83.5%	85.6%	77.4%	71.1%
2023	84.3%	89.5%	90.8%	95.7%

Recommendation

That the Academic Quality Committee accept the report

Responsible for Report

Alanah Malkani
Quality Advisor

LITERACY AND NUMERACY ASSESSMENT PROCESS 2025

In 2025, the Literacy and Numeracy Assessment process continued to follow the framework introduced in 2023 when the TEC released updated guidelines. Key changes in the process from 2023 are outlined in Appendix 1.

2025 assessment Results

Summary Diagnostic (Pre) assessment Literacy & Numeracy

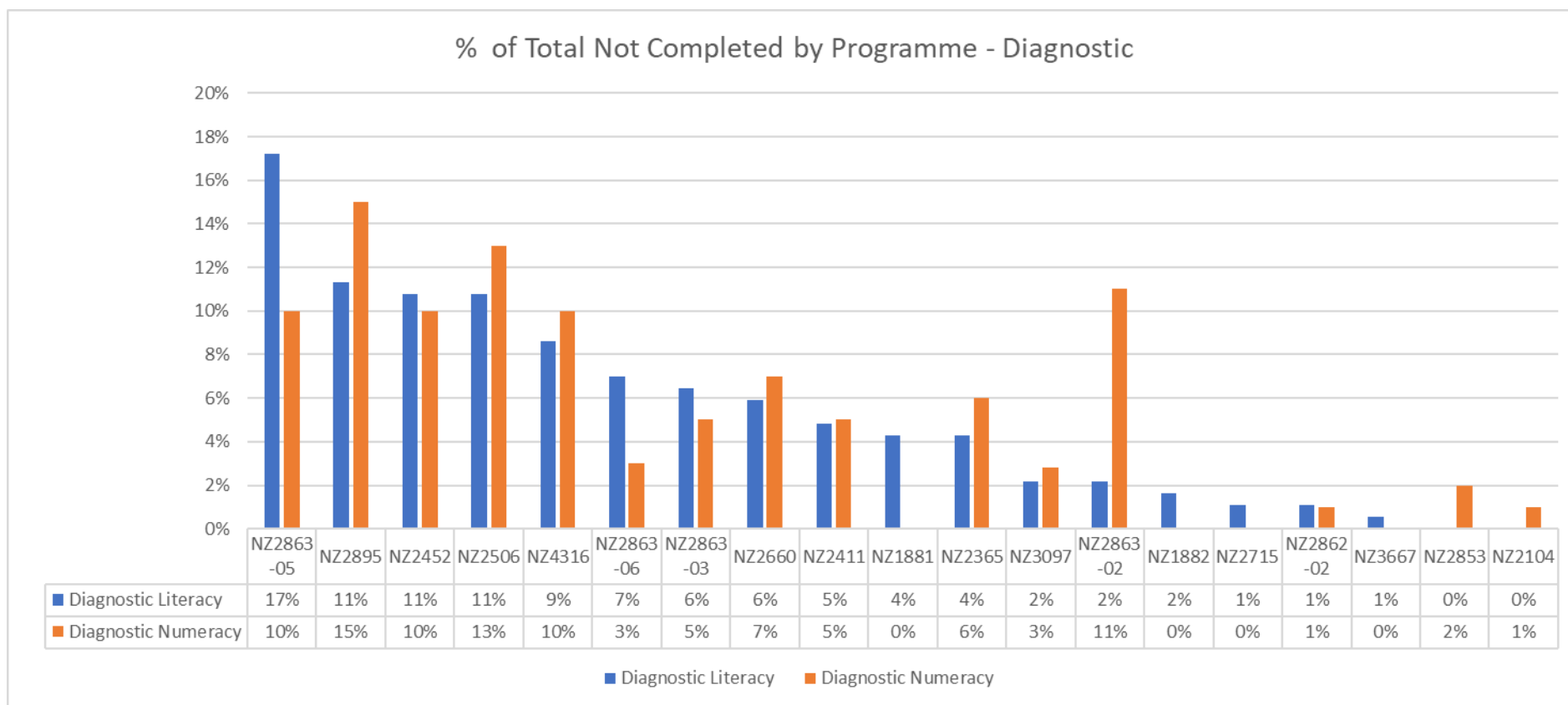
Below are the 2025 Literacy and Numeracy Diagnostic assessment results. These include all students who are required to be pre-tested (No filtering by course completions has been done here).

Diagnostic- Literacy Outcomes 2025						
Programme	Programme Title	Total Number of Students	Completed Count	% Completed	Not Completed Count	% Not Completed of Total Not Completed
NZ2104	NEW ZEALAND CERTIFICATE IN FOOD AND BEVERAGE SERVICE (LEVEL 3)	15	15	100%	0	0%
NZ2671	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 2)	48	48	100%	0	0%
NZ2672	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 3)	17	17	100%	0	0%
NZ2834	NEW ZEALAND CERTIFICATE IN CONSTRUCTION TRADE SKILLS (LEVEL 3)	87	87	100%	0	0%
NZ2853	SKILLS FOR LIVING FOR SUPPORTED LEARNERS L1	18	18	100%	0	0%
NZ3097	NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	185	181	98%	4	2%
NZ3667	NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3) (APPLIED)	30	29	97%	1	1%
NZ2715	NEW ZEALAND CERTIFICATE in MECHANICAL ENGG (LEVEL 3)	42	40	95%	2	1%
NZ2863-02	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (PRE-DIPLOMA ENGINEERING) (LEVEL 3)	65	61	94%	4	2%
NZ1882	NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3)	48	45	94%	3	2%
NZ2862-02	NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL2) - INDUSTRY CADETSHIP	32	30	94%	2	1%
NZ1881	NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 2)	102	94	92%	8	4%
NZ2411	NEW ZEALAND CERTIFICATE IN HAIRDRESSING (SALON SUPPORT) (LEVEL 3)	93	84	90%	9	5%
NZ4316	NEW ZEALAND CERTIFICATE IN ELECTRICAL PRE-TRADE (LEVEL 3)	134	118	88%	16	9%
NZ2660	NEW ZEALAND CERTIFICATE IN PLUMBING, GASFITTING AND DRAIN LAYING (LEVEL 3)	92	81	88%	11	6%
NZ2365	NEW ZEALAND CERTIFICATE IN REFRIGERATION AND AIR CONDITIONING (LEVEL 3)	47	39	83%	8	4%
NZ2863-05	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (NURSING AND HEALTH STUDIES) (LEVEL 3)	186	154	83%	32	17%

NZ2863-03	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (EDUCATION & SOCIAL WORK) (LEVEL 3)	53	41	77%	12	6%
NZ2452	NEW ZEALAND CERTIFICATE IN BUSINESS (ADMN AND TECH) (LEVEL 3)	73	53	73%	20	11%
NZ2863-06	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (POLICE STUDIES) (LEVEL 3)	37	24	65%	13	7%
NZ2506	NEW ZEALAND CERTIFICATE IN MARITIME (CREWING) WITH A STRAND IN SUPERYACHT CREWING	56	36	64%	20	11%
NZ2895	NEW ZEALAND CERTIFICATE IN DOMESTIC MARITIME CREWING (LEVEL 3)	28	7	25%	21	11%
Total		1488	1302	88%	186	

Diagnostic- Numeracy Outcomes - 2025						
Programme	Programme Title	Total Number of Students	Completed Count	% Completed	Not Completed Count	% Not Completed of Total Not Completed
NZ2671	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 2)	48	48	100%	0	0%
NZ2672	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 3)	17	17	100%	0	0%
NZ2715	NEW ZEALAND CERTIFICATE in MECHANICAL ENGG (LEVEL 3)	42	42	100%	0	0%
NZ2834	NEW ZEALAND CERTIFICATE IN CONSTRUCTION TRADE SKILLS (LEVEL 3)	87	87	100%	0	0%
NZ3097	NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	185	181	98%	4	3%
NZ2862-02	NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL2) - INDUSTRY CADETSHIP	32	31	97%	1	1%
NZ2104	NEW ZEALAND CERTIFICATE IN FOOD AND BEVERAGE SERVICE (LEVEL 3)	16	15	94%	1	1%
NZ2411	NEW ZEALAND CERTIFICATE IN HAIRDRESSING (SALON SUPPORT) (LEVEL 3)	95	88	93%	7	5%
NZ2863-05	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (NURSING AND HEALTH STUDIES) (LEVEL 3)	181	166	92%	15	10%
NZ4316	NEW ZEALAND CERTIFICATE IN ELECTRICAL PRE-TRADE (LEVEL 3)	134	120	90%	14	10%
NZ2863-06	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (POLICE STUDIES) (LEVEL 3)	37	33	89%	4	3%
NZ2660	NEW ZEALAND CERTIFICATE IN PLUMBING, GASFITTING AND DRAIN LAYING (LEVEL 3)	92	82	89%	10	7%
NZ2863-03	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (EDUCATION & SOCIAL WORK) (LEVEL 3)	57	50	88%	7	5%
NZ2365	NEW ZEALAND CERTIFICATE IN REFRIGERATION AND AIR CONDITIONING (LEVEL 3)	47	39	83%	8	6%
NZ2452	NEW ZEALAND CERTIFICATE IN BUSINESS (ADMINISTRATION AND TECHNOLOGY) (LEVEL 3)	72	58	81%	14	10%
NZ2863-02	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (PRE-DIPLOMA ENGINEERING) (LEVEL 3)	64	48	75%	16	11%
NZ2853	SKILLS FOR LIVING FOR SUPPORTED LEARNERS L1	11	8	73%	3	2%

NZ2506	NEW ZEALAND CERTIFICATE IN MARITIME (CREWING) WITH A STRAND IN SUPERYACHT CREWING	56	38	68%	18	13%
NZ2895	NEW ZEALAND CERTIFICATE IN DOMESTIC MARITIME CREWING (LEVEL 3)	29	8	28%	21	15%
Total		1302	1159	89%	143	



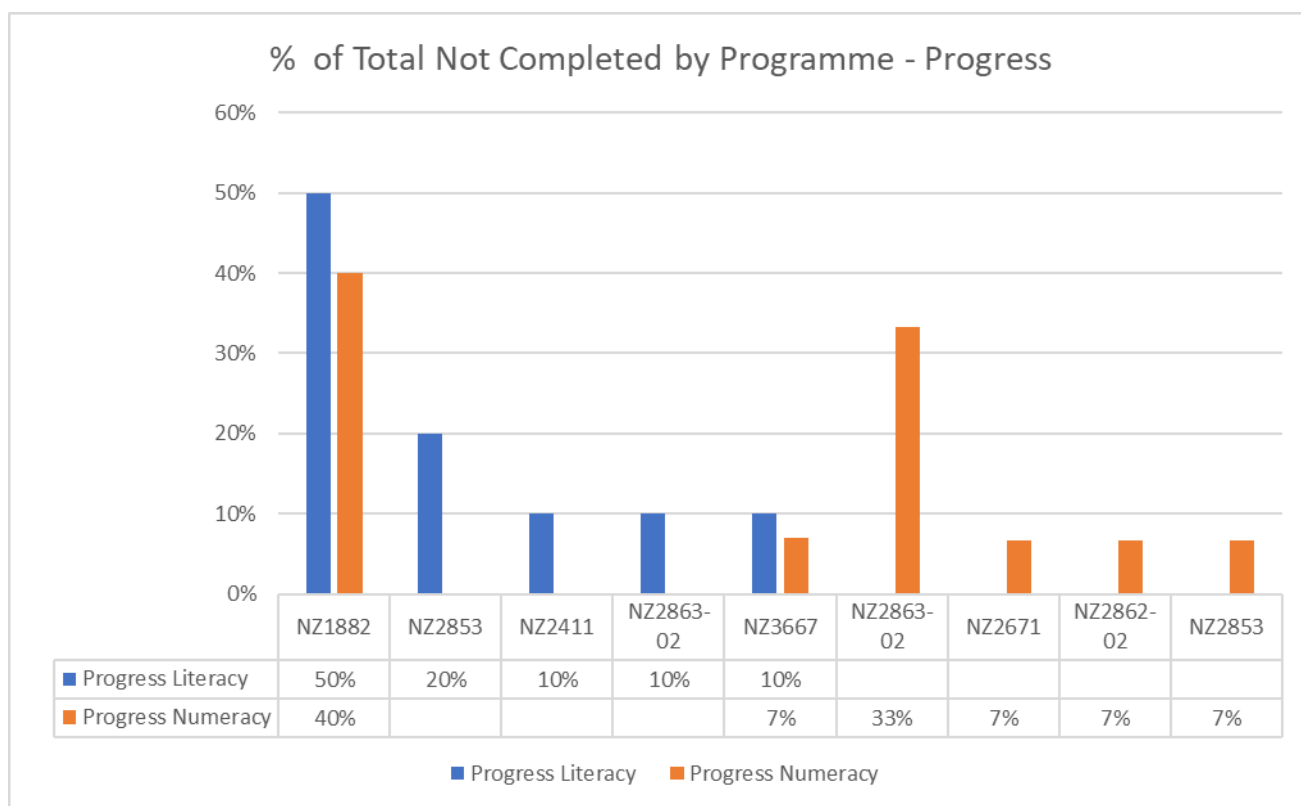
Summary Progress (Post) assessment Literacy & Numeracy

Below are the 2025 Progress (Post) literacy and Numeracy results. The students who have not completed Literacy and Numeracy assessment but have course completion results of less than 50% in their programme of study have been filtered out. Post assessment must be carried out in the second half of a programme. Those students who completed less than half of their programme were very unlikely to be present to site the post tests. Very few students if any were present at the end yet did not complete half their courses.

Progress - Literacy Outcomes - 2025						
Programme	Programme Title	Total Number of Students	Completed Count	% Completed	Not Completed Count	% Not Completed of Total Not Completed
NZ2104	NEW ZEALAND CERTIFICATE IN FOOD AND BEVERAGE SERVICE (LEVEL 3)	1	1	100%	0	0%
NZ2108	NZ Certificate in Hospitality Level 2 for Learners with Disabilities	5	5	100%	0	0%
NZ2365	NEW ZEALAND CERTIFICATE IN REFRIGERATION AND AIR CONDITIONING (LEVEL 3)	1	1	100%	0	0%
NZ2671	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 2)	29	29	100%	0	0%
NZ2715	NEW ZEALAND CERTIFICATE in MECHANICAL ENGG (LEVEL 3)	2	2	100%	0	0%
NZ2834	NEW ZEALAND CERTIFICATE IN CONSTRUCTION TRADE SKILLS (LEVEL 3)	9	9	100%	0	0%
NZ2862-02	NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL2) - INDUSTRY CADETSHIP	23	23	100%	0	0%
NZ2863-03	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (EDUCATION & SOCIAL WORK) (LEVEL 3)	1	1	100%	0	0%
NZ2863-05	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (NURSING AND HEALTH STUDIES) (LEVEL 3)	8	8	100%	0	0%
NZ3097	NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	12	12	100%	0	0%
NZ2853	SKILLS FOR LIVING FOR SUPPORTED LEARNERS L1	16	14	88%	2	20%
NZ2411	NEW ZEALAND CERTIFICATE IN HAIRDRESSING (SALON SUPPORT) (LEVEL 3)	7	6	86%	1	10%
NZ1882	New Zealand Certificate in English Language (Level 3)	10	5	50%	5	50%
NZ2863-02	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (PRE-DIPLOMA ENGINEERING) (LEVEL 3)	1	0	0%	1	10%
NZ3667	New Zealand Certificate in English Language (Applied) (Level 3)	1	0	0%	1	10%
Total		126	116	92%	10	

Progress - Numeracy Outcomes - 2025

Programme	Programme Title	Total Number of Students	Completed Count	% Completed	Not Completed Count	% Not Completed of Total Not Completed
NZ2411	NEW ZEALAND CERTIFICATE IN HAIRDRESSING (SALON SUPPORT) (LEVEL 3)	5	5	100%	0	0%
NZ2715	NEW ZEALAND CERTIFICATE in MECHANICAL ENGG (LEVEL 3)	2	2	100%	0	0%
NZ2834	NEW ZEALAND CERTIFICATE IN CONSTRUCTION TRADE SKILLS (LEVEL 3)	10	10	100%	0	0%
NZ2863-03	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (EDUCATION & SOCIAL WORK) (LEVEL 3)	1	1	100%	0	0%
NZ2863-05	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (NURSING AND HEALTH STUDIES) (LEVEL 3)	8	8	100%	0	0%
NZ3097	NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	12	12	100%	0	0%
NZ2671	NEW ZEALAND CERTIFICATE FLORISTRY (LEVEL 2)	24	23	96%	1	7%
NZ2862-02	NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL2) - INDUSTRY CADETSHIP	23	22	96%	1	7%
NZ2853	SKILLS FOR LIVING FOR SUPPORTED LEARNERS L1	8	7	88%	1	7%
NZ2863-02	NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (PRE-DIPLOMA ENGINEERING) (LEVEL 3)	10	5	50%	5	33%
NZ1882	NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3)	11	5	45%	6	40%
NZ3667	NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3) (APPLIED)	1	0	0%	1	7%
Total		115	100	87%	15	



Commentary on results

- The compliance in 2025 (88/89% Literacy and 92/87% Numeracy) across both Literacy and Numeracy are above 2024 compliance (84/86% Literacy and 77/71% Numeracy).
- Some individual programmes have a much higher compliance than others.
- There is no discernible pattern between number of ākonga requiring assessment and compliance with assessment. Some large cohorts have high rates of compliances, others low rates.
- A total of 186 ākonga for the diagnostic literacy assessment are yet to complete. 8 programmes have greater than ten learners each who are yet to complete literacy diagnostic assessments, all other programmes have fewer than ten learners each outstanding completion. For diagnostic numeracy, 143 ākonga remain, 7 programmes have greater than ten learners each who are yet to complete numeracy diagnostic assessments, all other programmes have fewer than ten learners each outstanding completion.
- While all the programmes in the case of progress assessments for both literacy and numeracy have fewer than ten learners each outstanding completion.
- The number of students requiring diagnostic assessment remains high, due to the changes in 2023 LNAAT guidelines requiring all level 3 students to take a diagnostic assessment.

Assessment compliance is reliant on individual lecturers ensuring that their students take the tests.

Assessment processes

To better support individual lecturers with assessment compliance the following changes that were made for Progress assessment S1 2022 onwards, were continued in the 2025 assessment cycles.

- Assessments to be created by Academic Centre for all students requiring assessment. This will ensure consistent approach to identification of students across all programmes and that tests are created in a timely manner.
- All lecturers who need to conduct assessment will be given access to the TEC tool.

This ensures that lecturers are able to access real-time data about which students have completed the test.

- Literacy and Numeracy Assessment information has been added to the MIT Canvas Standards template (that all courses are now required to use) to ensure that consistent information is given to students about assessment requirements.
- Tutorials and training offered by Academic Centre to support conduct of assessment. This ensures lecturers are able to 'sell' the test to their students.

Conclusion

The number of ākonga requiring diagnostic assessment remains high owing to ākonga in Level 3 programmes requiring diagnostic assessment. 95%/90% assessment compliance of these ākonga is not beyond MIT's capability. The real-time tracking and supporting of ākonga who have not yet completed their assessments by Kaiako involved in L&N assessments will help in achieving alignment with 95%/90% assessment compliance. Reserving time in class for conducting the diagnostic and progress assessments is in alignment with MIT expectations. To have real-time follow up on completions and introduce interventions Kaiako access to the TEC tool is critical.

Recommended Actions

- Literacy and Numeracy reports are to be filed in SharePoint immediately upon completion of tests and discussed at the next available Programme Committee.
- Programme Committees should satisfy itself at every meeting that literacy and numeracy tests have been carried out at a cohort level, and that individual outstanding students are being supported to complete the tests.
- Heads of School are to identify individual lecturers responsible for administering Literacy and Numeracy tests and provide support where necessary to ensure tests are being carried out.
- Heads of School to confirm that all lecturers who deliver Youth Guarantee programmes have the required NZCALNE qualifications
- The 2026 Literacy and Numeracy assessment cycles will adopt the same assessment process as 2025 with changes in reporting frequency. This is due to the academic centre not having the reporting capacity for frequent reports with the changes in the Business reporting team. The academic centre will continue to support the assessment set up, however will not send out the weekly completion updates which can now be tracked by the lecturers by accessing reports for their programmes from the TEC tool.
- The academic centre will provide Academic Quality Committee with two final compliance reports for 2026, one at the end of Semester 1 assessment cycle and a second report at the end of Semester 2 of the Literacy and Numeracy assessment cycles.

Appendix 1

In 2023 the TEC brought out new guidelines. Key changes to note in the process below are as follows:

- Pre- (now called diagnostic) assessments are no longer required to be completed within 3 weeks of the start of a programme. MIT has extended the assessment window to 5 weeks; however, assessments will still be provided to schools in Week 2 to give a wider assessment window.
- TEC no longer has assessment completion targets; however, MIT retains 95%/90% targets for diagnostic and progress (post-) assessments.
- Diagnostic assessments are now required for DQ3-7 programmes (SAC3+) Level 3 programmes. All students studying Level 3 programmes at MIT will complete a diagnostic assessment.

- Progress assessments are not required for DQ3-7 funded programmes (this excludes Youth Guarantee funded students on those programmes – YG student will require progress assessments). It is at lecturer/School discretion whether any Level 3 DQ3-7 students are given progress assessments.
- Diagnostic assessments are now required for MPTT funded students. All MPTT funded students studying any Level programme will complete a diagnostic assessment.
- DQ 1-2 (SAC1-2), Youth Guarantee L1-L3 and ESOL/ILN assessment remains as in previous years.
- The only programmes exempt from assessment are NZSCED 91502, qualifications *taught predominantly* in te reo.
- Students who have taken assessments within 24 months are not required to be assessed. This is not easy to administer between Schools at MIT. Students may change subjects (e.g. English Language to Hospitality), or may change lecturer (e.g. Floristry L2 to Floristry L3). Lecturers will need to know students' literacy and numeracy current capability. It is prudent for students to simply be given a diagnostic assessment in their new programme. The exception to this is School of Languages' English programmes. If a student studies English Language Level 2 (assessed using Starting Points) and then studies English Language Level 3 (also assessed using Starting Points), the students' progress assessments from Level 2 can be used as the Diagnostic assessments for the Level 3 programme.

Support for students who do not meet Literacy and Numeracy thresholds moving into higher level programmes

Many students who complete literacy and numeracy assessments continue to further study with MIT, e.g. English Language Level 2/3 and go on to study e.g. Floristry Level 3, Study and Career Preparation Level 3 etc. Students who move into a Level 3 programme will have to complete a diagnostic assessment as per the new TEC guidelines. Support will then be provided to the student as normal through pastoral care and standard learning and teaching support.

Students who move into a Level 4 programme can be identified by their new lecturer as needing support. These students will then be given a diagnostic assessment and supported as normal through pastoral care and standard learning and teaching support. The new TEC guidelines encourage this. MIT's Level 1-6 programmes are in the main Open Entry. Not reaching the literacy and numeracy threshold in a previous programme cannot be a bar to entry into a higher-level programme unless there are Entry Requirements.

TEC Literacy and Numeracy assessment Tool guidelines and funding mechanism guidelines now clarify that numeracy assessment is not required for those programmes that have English language learners (ESOL) - with basic understanding of spoken English, and learners with English as a first language who are at foundation stages of learning to read. These learners complete the TEC Starting points literacy test only, which does not include numeracy. Based on this, NZ1881 NZC English Language (Level 2) does not test numeracy, and NZ2853 NZC Skills for Living for Supported Learners identifies some students who are foundation readers and only complete the Starting Points literacy test. In the results below these students are counted under literacy, but not numeracy.

MIT's assessment process

The Academic Centre supports administration of assessment and provides advice and guidance in relation to the assessment tool.

The Academic Centre is responsible for:

- loading students into groups in the TEC assessment tool.
- reporting on compliance against TEC requirements
- distributing compliance reports to the Schools

Schools are responsible for:

- notifying the Academic Centre of students who need to be added to the tool
- identifying and ensuring all students who need to be assessed complete the assessment
- using the assessment results to inform their learning and teaching approach

The Academic Centre will track, manage and facilitate the process for all Literacy and Numeracy assessments except MN1013 (ILN/ESOL) which is managed by the School of Languages, and Community Education, and Trades Academy (including P-Tech funded programmes at Level 4) which is managed by the Pathways and Transitions team.

Annual Monitoring Report 2025

Purpose

To provide the Academic Quality Committee with an overview of NZQA's Monitoring activity and outcomes of Level 5-7 and higher programmes that occurred in 2025.

Commentary

The Annual Monitoring Report for 2025 provides an overview of all NZQA and self-monitoring across MIT. It identifies the programmes monitored, the type of monitoring, and the outcomes.

Relevant to:	<i>Schools delivering Level 7+ programmes Compliance with MIT quality setting</i>
Context:	<i>Oversight and monitoring the application of the Institute's academic quality assurance system, including the policies and operating procedures that support it</i>
Policy reference:	<i>AC8/1 (6.5, 6.7, 10.3j) SAER ToR 2.7.6a, b, f</i>
Internal stakeholders:	<i>HoS, GM Schools, Academic Quality Committee, Academic Committee</i>
External stakeholders:	<i>NZQA</i>

Recommendation

That the report be accepted by the Academic Quality Committee

Responsible for report:

Alanah Malkani

Quality Advisor

Monitoring Process

In 2025, the monitoring process followed the same approach as in previous years, with the exception of one key change (See Appendix 1).

Programmes (Level 7 +) monitored in 2025

In 2025, there were a total of 15 monitor visits across MIT, monitoring 15 programmes, including the graduate diplomas associated with degrees and three post graduate programmes. The programmes monitored in 2025 were:

- Bachelor of Applied Management (with Majors) & 1 Grad Dip
- Bachelor of Nursing
- Bachelor of Nursing Māori
- Bachelor of Applied Social Work
- Graduate Certificate in Cross Cultural Supervision
- Bachelor of Education (Primary, Pasifika)
- Graduate Certificate in Applied eLearning
- Bachelor of Digital Technologies
- Master of Applied Technology and Post Graduate Diploma and Certificate (Level 8)
- Bachelor of Applied Sport and Exercise Science (Level 7)
- Bachelor of Applied Counselling (Level 7)
- Bachelor of Education (Early Childhood Teaching)
- Bachelor of Nursing Pacific
- Bachelor of Engineering Technology/ Grad Dips
- Bachelor of Accounting (Te Pūkenga unified programme)

Results of monitoring

Thirteen programmes were monitored by monitors appointed by NZQA, and two programmes (B Nursing, B Nursing Pacific) were self-monitored.

The final monitor reports received have been filed by the Academic Centre and sent to the respective Heads of School. At the time of writing (End-January) final reports for 2 programmes are still to be received from the Monitor (Bachelor of Applied Management & Grad Dips, Nursing Māori). NZQA is aware of the delays in receiving the draft reports.

All programmes received a number of recommendations. Some recommendations were not directly related to the programme approval and accreditation criteria/delivery of the programme.

Most action plans have subsequently been received by SAER. Academic Centre will support the programme teams to carry out the actions as required. Due to a number of visits scheduled later in the year (and the time taken for the monitors to complete their reports), some action plans are not yet completed.

In 2025, SAER received the draft Action Plans for discussion and feedback to the Schools before approval by the relevant Programme Committee (PC). This change to the process ensured that the approved actions remain within the scope of NZQA monitoring expectations, however the process for obtaining PC approved action plans from Schools requires further review, as a number of Schools have not yet returned the approved action plans to the Academic Centre for filing.

While all monitor reports contained recommendations, it is pleasing to note that generally the monitors were satisfied with the delivery of the programmes, commitment of kaimahi and the rate of student achievement. This is reflected in the comments and commendations across all reports.

Of note:

- 12 recommendations were made regarding assessment design, feedback & academic standards for seven programmes to either improve assessment design, rubrics, relevant and timely assessment information, feedback loops, improve course completions, replace courses to retain relevance (B Applied Counselling, B Applied Management, B Nursing, B Nursing Pacific, B Digital Technologies, TPB Accounting, B Education ECE, B Education Primary Pasifika)
- Twelve recommendations from monitors mentioned staffing in various ways, with six of them in B Nursing Māori (kaiako workload allocation, kaiako resourcing)
- Research was mentioned in eight reports' recommendations in the context of increasing relevance of research related to the programme and increasing the number of outputs.
- There were seven recommendations relating to Clinical Placements & practicum/ work integrated learning to either strengthen clinical placement coordination, access and supervision.
- There were seven programmes where recommendations related to curriculum and programme design/review to retain relevance to all stakeholders.
- There were seven programmes where recommendations related to industry advisory committee, to either establish or enhance engagement. With the monitor requiring one programme (B EngTech-Mechanical Major) to establish an Industry Advisory Board preferably by the start of Semester 1 2026.

There was a total of 81 recommendations across the 15 programmes.

One programme (Graduate Certificate in Cross Cultural Supervision) had the monitor commending them on their success and offering no recommendations.

Appendix 1

Monitoring Process 2025

The monitoring process provides assurance to NZQA and stakeholders that our Level 7+ programmes are being delivered to the approved criteria. NZQA Unscheduled monitoring of sub degree programmes is also likely. Schools are responsible for ensuring that monitoring takes place using either NZQA-appointed monitors or MIT-appointed critical friends (self-monitoring). Academic Centre is responsible for coordinating and supporting all monitoring activities across the institute to ensure that the monitoring process is conducted according to MIT policy and procedure.

NZQA requires that programmes are monitored in the first half of the calendar year. In 2025, most monitoring visits were held before August. Six monitoring visits were held later in the year due to the Monitor's availability. Three sub-degree programmes had unscheduled NZQA monitoring visits between July to December 2025

The NZQA-appointed monitors send their draft report to NZQA, and NZQA then sends the draft report to MIT for factual accuracy checking. MIT then sends it back to NZQA after confirming accuracy.

This year, there was a change in the process. Schools were no longer required to write a report for the monitor; but were required to organize the evidence documentation to send to the monitor. The Schools arranged the Agenda for the day of the visit, and all evidence documents and agenda were sent to the monitor before the visit. The Schools also prepared a governance brief for the visit.

Any recommendation(s) made by the monitor are put into an action plan. In 2025, action plans were submitted to the SAER Committee for feedback and then approved and overseen by the appropriate Programme Committee. Academic Centre follows up with Schools regarding carrying out recommendations where required.

During the visit itself, the monitor meets with various stakeholders (MIT governance, School leadership, delivery teams, ākongā, graduates, employers/industry). While ākongā, graduates and employers may change annually, the same kaiako tends to represent the programme over time.

NZQA has a monitoring report template for monitors to use (MIT recommends that self-monitors use the same report template as well). The monitor sometimes comments on non-academic matters that may be pertinent to programme delivery.

Academic Centre contacts the monitor before their visit, giving them all the documentation they need and reminding them of monitoring requirements including scope and expected timeframe for MIT receiving their draft report after the visit.

ANNUAL REPORT ON CONSISTENCY REVIEWS 2025

Purpose

To provide the Academic Quality Committee an overview for the 2025 Consistency reviews attended by MIT

Commentary

The purpose of this report is to provide an overview of the Consistency Process in 2025.

Relevant to:	All Schools delivering sub degree programmes at levels 1-6 and diplomas at level 7 Diplomas. Compliance with MIT quality setting and NZQA Consistency requirements (Part 5 NZQF Programme approval, recognition and accreditation Rules 2022).
Context:	The consistency of qualification achievement by students is monitored and assured, and the programme team cooperates and participates in NZQA consistency reviews (including providing sufficient evidence to effectively demonstrate consistency of graduate outcomes when participating in the process of assuring consistency) (Level 1-6, and of under-graduate diplomas at diploma programme at level 7).
Policy reference:	AC8/1 (5.4,5.6)
Internal stakeholders:	Academic Committee; Programme Committees and HOS
External stakeholders:	NZQA

Recommendations

That the report be accepted.

Responsible for report:

Alanah Malkani

Quality Advisor

ANNUAL CONSISTENCY REPORT 2025

Refer to Appendix 1 for the Consistency Review Process.

Academic centre invited the programme's teaching team to a series of workshops to facilitate the ongoing mahi required to prepare and complete on time what is needed for the review. There was 100% uptake by the programme teams for these series of workshops.

Most Schools had not begun their data collection until Academic Centre coordinated the review process with Schools scheduled for review as a result they were often catching up on 5 years' worth of surveys in the 3-6-month time period. Graduate response rates were often very low and resulted in little to no employer details being available to confirm current graduate capability in the workplace.

Programmes reviewed in 2025

In 2025 there were 18 consistency reviews of which one programme required only a desk report to be submitted. All reviews were conducted online. 5 programmes were exempted by NZQA.

Two programmes, NZ2767 New Zealand Certificate in Electrotechnology and NZ3767 New Zealand Certificate in Telecommunications, were previously part of the School of Electrical Trades and subcontracted for delivery to e-tec (part of Skills.org). Both programmes were closed by 2023. For NZ3767, which had 12 graduates in 2020, NZQA approved a desk-based evaluation, meaning no attendance at a review meeting or formal presentation was required; instead, a concise evidence-supported report was required. NZ2767, with 84 graduates between 2020 and 2022 and an additional two in 2023, followed the standard consistency review process, including submission of a report, supporting evidence, and participation in the review meeting.

The qualifications reviewed were:

1881	New Zealand Certificate in English Language
2850	New Zealand Certificate in Early Childhood Education and Care
2834	New Zealand Certificate in Construction Trade Skills
2101	New Zealand Certificate in Cookery
2102	New Zealand Diploma in Cookery (Advanced)
4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)
2105	New Zealand Certificate in Food and Beverage Service

2104	New Zealand Certificate in Food and Beverage Service
2767	New Zealand Certificate in Electrotechnology
3767	New Zealand Certificate in Telecommunications- Desk Report
4316	New Zealand Certificate in Electrical Pre-Trade
2851	New Zealand Diploma in Early Childhood Education and Care
2678	New Zealand Certificate in Horticulture
2506	New Zealand Certificate in Maritime Crewing
2511	New Zealand Certificate in Maritime Crewing
1883	New Zealand Certificate in English Language (Academic)
2515	New Zealand Diploma in Nautical Science
2715	New Zealand Certificate in Mechanical Engineering

The qualifications listed below were exempted by NZQA due to one or more of the following reasons: no graduates, fewer than five graduates, awards made early in the review period with significant time elapsed since, or delivery ceased in a sub-school that is no longer operating.

2100	New Zealand Certificate in Cookery
2108	New Zealand Certificate in Hospitality
2666	New Zealand Diploma in Horticulture Production
2676	New Zealand Certificate in Horticulture Production
3045	New Zealand Certificate in Te Reo (Rūmaki, Reo Rua) (Level 3)

Results of Consistency Reviews

17 qualifications of 18 for which MIT participated in a Consistency Review were found to be nationally consistent (final outcome). MIT's individual results are:

Total number of reviews attended	Initial Outcome Sufficient	Initial Outcome Not Sufficient	Final Outcome Sufficient	Final Outcome Not Sufficient
17 + 1 Desk report	15	3	17	1

The one consistency review that was rated not sufficient refers to the desk report for NZ3767. The desk report by MIT rated this as not sufficient, as there were significant gaps in most of the required evidence areas for consistency. Given that the programme was discontinued in 2021, developing a robust set of evidence at this time would be extremely difficult and of no value. NZQA left the not sufficient rating to stand.

Good practice identified from reports from Consistency Reviewers:

A common theme across the Reviewer feedback for 2025 Consistency reviews were that MIT provided a clear and convincing case that graduates were meeting the strategic purpose and outcomes of the qualification in well put together self-assessment.

The positive comments from reviewers were about comprehensive, well-evidenced self-assessment reports, with clear analysis and interpretation that supported the well-argued conclusion that graduates had met the qualification's GPOs. Some of the other positive comments were specific to that review.

Areas for improvement identified from Consistency Reviewers reports:

The most common constructive feedback provided was for programme teams to:

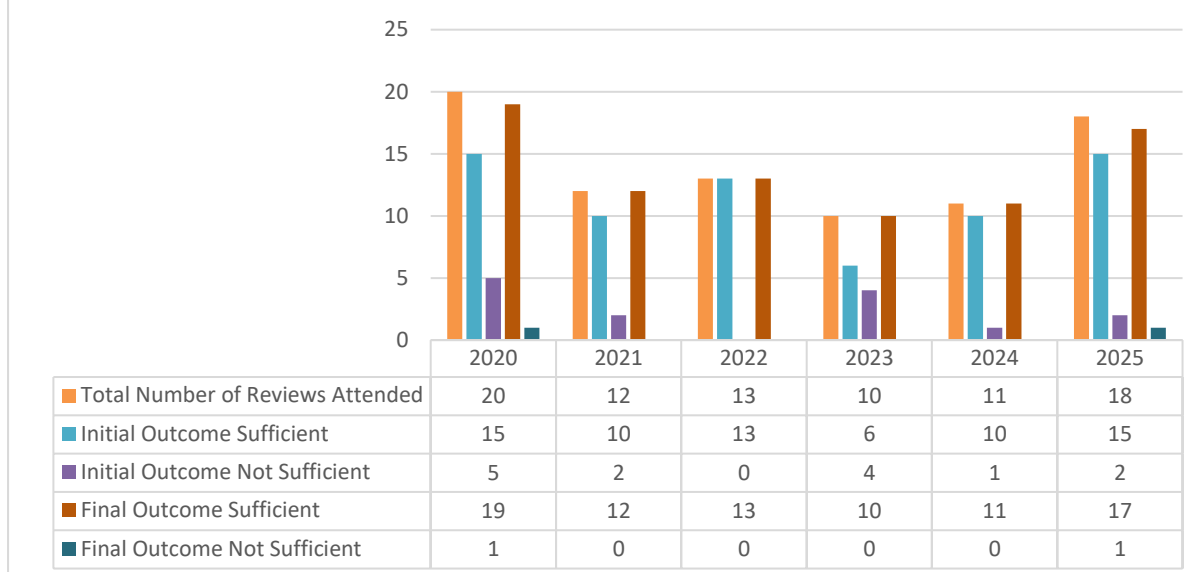
- Continue to routinely gather evidence from representative cohorts of graduates, employers, and next enrolment educators three to six months after course completion to ensure rich feedback is available for analysis.
- Develop and apply strategies to improve graduate feedback response rates.

No specific issues were identified with the qualification in any of the final reports.

Consistency Review Outcomes 2020 - 2025

Below is a comparison of Consistency Review Outcomes for a five-year period (2020 – 2025).

Comparison of Consistency Review Outcomes from 2020-2025



Commentary on Outcomes for 2020-2025

- For four consecutive years from 2021 to 2024, a final outcome of all reviews being rated as 'sufficient' for programmes was maintained. The one consistency review that was rated not sufficient in 2025 refers to the desk report for NZ3767.
- In 2025, fifteen out of a total of eighteen reviews received a direct 'sufficient' rating, compared to ten out of a total of eleven in 2024.

Going forward in 2026

The assuring consistency function will no longer continue as of 1 January 2026 as advised by NZQA. Therefore, any reviews that were previously noted on the schedule will not be conducted. NZQA has removed them from their website. The Heads of School and Academic Leads Quality whose programmes were on the schedule up to June 2026 were informed of these changes. However, they have been advised to routinely gather evidence each year from representative cohorts of graduates, employers, and next-level tutors (if applicable), three to six months after programme completion, to ensure rich feedback is available for analysis for programme review and delivery.

Appendix 1:

Consistency Process

The Consistency process provides assurance to NZQA that there is confidence that nationally, graduates meet the knowledge, skills and attributes of the graduate outcomes of qualifications. Consistency review is not an external moderation of the assessment process, instead the focus is on comparing graduates in relation to the qualification outcomes.

NZQA develops and publishes a consistency review schedule and invites education organisations to review meetings.

Before each consistency review, MIT gathers evidence through its self-assessment and its other processes, to show how our graduates meet the outcomes specified in the listed qualification and the approved programme. MIT sends NZQA a self-assessment report which includes this evidence 10 days before the scheduled meeting.

During the review, a representative from MIT's programme team will present a verbal summary of their report. The consistency reviewer makes an evaluative judgement that rates the quality of the self-assessment and supporting evidence MIT provides about the consistency of its graduates in relation to the graduate outcomes of the qualification. Active and effective participation during the review session assists the consistency evaluator in this evaluation.

Once the review session(s) for the qualification are completed, the consistency evaluator reports to NZQA, who reviews and accepts the report. NZQA then publishes either an interim or a final report on the NZQA website and follows up with individual education organisations and the qualification developer on specific issues or recommendations identified during the review.

National consistency is 'Confirmed' or 'Not yet confirmed'. The decision on the national consistency of graduates of the qualification is based on the synthesis of the answers to the evaluation question answered for each education organisation participating in the consistency review.

MIT receives a rating of 'sufficient' or 'not sufficient'.

- Sufficient: Self-assessment and supporting evidence is sufficient to demonstrate consistency of graduate outcomes, including:
 - Effective self-assessment is supported by good evidence to show that graduates meet the graduate profile of the qualification
 - Sufficient self-assessment supporting evidence that the education organisations have taken all reasonable steps to ensure their graduates match the graduate outcomes
 - The nature, quality and integrity of the evidence justify the education organisation's judgements about graduates meeting the graduate outcomes
 - Any areas of weakness in the evidence or judgements are not serious and are being effectively managed or improved
- Not sufficient: When ANY of the above are not met, the self-assessment or supporting evidence is not sufficient to demonstrate consistency of graduate outcomes.

If MIT receives a not sufficient, there is a defined period after the consistency review meeting to present further evidence, or to demonstrate through an organisational improvement plan how MIT will address self-assessment evidence issues in a prompt, agreed timeframe.

NZQA update their TEO Self-Assessment Form as needed. Academic Centre provides the programme team with the latest version, a list of resources to include as supporting evidence and a recent exemplar of a completed TEO self-assessment form as guidance for completing the form.

In 2025, Academic Leads Quality continued to oversee the collection of feedback, ensuring internal and external moderation was carried out, writing the report and attending the reviews.

Academic Centre provided Programme teams with a template of questions individualised to their programme to use or amend. Some schools alter questions based on their closer connection with their graduates. Consistency surveys continued to be sent using MS Forms.

In April 2025, NZQA updated their schedule for Consistency. Academic Centre supported Schools as follows:

- Updated schedule sent out in April with an offer of support for graduate and end user surveys
- MITNet resources provided for all templates and guidelines
- Graduate, educator and employer surveys set up for each programme on the schedule
- eTxt sent to all graduates letting them know a survey was forthcoming

- Feedback and advice given on the draft report and evidence to be submitted
- The Academic Centre provided deadlines to Schools for both draft and final consistency reports
- All communications to Schools included Head of School, Academic Lead Quality, Programme Committee Chair, Academic Partner

Draft reports were to be provided to Academic Centre two weeks prior to submission to NZQA to allow time for feedback on the report and the supporting evidence to be actioned by the programme team.

Te Pūkenga - Unitec

Academic Board

March 2026

Title	Unitec Student Complaints (formal and Informal) and Appeals – Q4: Oct to Dec 2025
Provided by:	Annette Pitovao
Authored by:	Annette Pitovao and team
For:	INFORMATION

Recommendation

Academic Board receives this Student Complaints (Formal and Informal) and Appeals Report for Q4 2025.

Purpose

The purpose of this paper is to provide a summary of **formal, informal Student Complaints and Reconsiderations** received by Student Success teams: Formal Complaints, Student Advocate, International and Domestic Student Support and **Appeals** received by Te Korowai Kahurangi from October to December 2025.

1. Key Points & Summary

a. Q4 2025 summary

- i. Informal complaints numbers continue to fluctuate compared to previous quarters.
- ii. Formal complaints numbers continue to remain high compared to previous years.
- iii. Appeals remain similar compared to previous years in Q4.
- iv. International students continue to be the highest Priority Group users.
- v. Academic concerns continue to be the higher than non-academic.
- vi. School of Applied Business then School of Building Construction have the highest number of students with concerns.

Overall for 2025 Informal complaints was lower than 2024 but considerable higher than 2023, whilst formal complaints were higher than both 2024 and 2023.

- #### b. The number of both formal and informal complaints received by Student Success teams and appeals received by TKK for all quarters 2023-2025 are as follows:

	Informal complaints					Formal complaints					Appeals - TKK				
	2023	2024	2025	% change previous quarter	% Change compared to 2024	2023	2024	2025	% change previous quarter	% change compared to 2024	2023	2024	2025	% change previous quarter	% change compared to 2024
Q1	19	43	25	-51.92%	-41.86%	7	1	6	+20%	+500%	1	1	0	-100%	-100%
Q2	23	33	26	+4%	-21%	5	5	8	+33%	+60%	5	0	2	-	-
Q3	8	47	59	+127%	+26%	5	8	10	+25%	+25%	4	1	3	+50%	+200%
Q4	31	52	48	-18.6%	-7.69%	4	5	5	-50%	0	1	1	1	-66.66%	0

	Informal complaints				Formal complaints				Appeals - TKK			
Total	81	175	158		21	19	29		11	3	6	

Please note: 2023 Q2 & Q3 data not available for Student Advocate.

There is possibility of repetition when complaints move between work groups e.g. Student Support to Student Advocate.

- c. As per amendments to Te Kawa Maiooro, Reconsideration of Assessment Decisions and Reconsideration of Course Final Grade follow the Complaints Policy. Student Complaints received reconsiderations from July 2024 onwards. The number of formal reconsiderations for Assessment Decision and Course Final Grade for all quarters 2024-2025 are as follows:

	Assessment Decisions				Course Final Grade			
	2024	2025	% change previous quarter	% Change compared to 2024	2024	2025	% change previous quarter	% Change compared to 2024
Q1	Not a formal process	4	-84.61	NA	No past data available	0	-100%	-
Q2	Not a formal process	3	-25%	NA	No past data available	0	-	-
Q3	6	9	+200%	+50%	1	8	-	+700%
Q4	26	30	+233.33%	+15.38%	15	9	+12.5%	-40%
Total	32	46			16	17		

*Please note: *Previously Assessment Decisions were **not** part of a formal process. Formal via the Schools were available for Final Course Grade only, which changed following amendments to Te Kawa Maiooro | Educational Regulatory Framework (<https://www.xn--tepenqa-szb.ac.nz/assets/Te-Kawa-Maiooro/Te-Kawa-Maiooro-2024-Final-V24.03-APPROVED-22-Nov-2023.pdf>). Section 7.18 and 7.19 was applied from July 2024 after inclusion to the Ākonga Complaints Procedure to implement the TKM amendment.*

2. Priority Group information - Q4

Priority groups	Student Advocate	Domestic Student Support	International Student Support	Formal Complaints	Formal Reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total
Disability	2	0	-	1	1	-	3	4	5	4	16
International	38	0	4	4	29	1	16	18	37	76	147
Māori	9	1	-	3	1	-	4	6	8	14	32
Pacific	3	0	-	8	1	-	2	5	4	12	23
Non-priority	12	1	-	3	6	-	12	9	46	22	89

Please note: There is a possibility of a complainant being in more than one priority group. Hence the numbers in the table may differ from the complaint numbers.

3. Academic vs non-academic Q4

Type	Student Advocate	Domestic student support advisors	International student support advisors	Formal complaints	Reconsiderations	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total
Academic	42	1	4	-	39	1	14	12	53	87	166
Non-Academic	22	1	-	5	NA	-	21	27	36	28	112

Academic versus non-academic complaints are defined as:

Academic complaint: issues related to but not exclusively - learner's final grade, Assessment Concession (AC), qualification awarding, enrolment or admission decision, progression, or coursework/assessments.

Non-academic: Any issues that are not an academic complaint listed above.

Note: Student Advocate numbers include both informal and formal.

4. Numbers by Campus Q4

Campus areas	Informal via Student Advocate	Informal via Student Support	Informal via International Student Support	Formal Student Complaints	Formal reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total
Mt Albert	33	1	3	3	34	1	30	33	69	75	207
Waitākere	9	1	1	2	5	-	5	6	20	18	49

5. Area/Department the complaints/reconsiderations/appeals relates to - Q4

About Schools / Business units	Informal via Student Advocate	Informal via Student Support	Informal via Intl Student Support	Formal Student Complaints	Formal reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total	Percentage against total student EFTS for year 2025
School of Applied Business	13	-	3	1	22	1	10	6	12	40	68	10.14%
School of Architecture	3	-	-	-	2	-	1	1	3	5	10	2.87%
School of Bridgepoint	3	-	-	-	1	-	4	2	9	4	19	4.24%
School of Building Construction	5	-	-	2	8	-	8	10	21	15	54	6.80%
School of Community Studies	2	1	-	-	-	-	0	1	-	3	4	2.48%
School of Computing, Electrical and Applied Technology	4	-	-	-	1	-	3	7	6	5	21	2.96%
School of Creative Industries	-	-	-	-	-	-	-	-	1	-	1	0.45%
School of Environmental & Animal Sc.	-	-	-	-	-	-	3	2	11	-	16	3.73%
School of Healthcare & Social Practice	8	1	1	2	5	-	2	5	13	17	37	4.80%
School of Trades & Services	1	-	-	-	-	-	-	-	2	1	3	0.54%
Car Parking / Stellar	2	-	-	-	-	-	0	2	6	2	10	-
External (Break Time vendor)	-	-	-	-	-	-	1	0	-	-	1	-
Enrolment and Academic Operations	-	-	-	-	-	-	2	-	-	-	2	-
Graduation Office	-	-	-	-	-	-	-	1	-	-	1	-

About Schools / Business units	Informal via Student Advocate	Informal via Student Support	Informal via Intl Student Support	Formal Student Complaints	Formal reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total	Percentage against total student EFTS for year 2025
Student Finance	-	-	-	-	-	-	-	-	3	-	3	-
Learning & Achievement	-	-	-	-	-	-	-	-	-	-	-	-
Marketing and Communications	-	-	-	-	-	-	-	-	-	-	-	-
Te Korowai Kahurangi	-	-	-	-	-	-	-	-	-	-	-	-
Student Success	--	-	-	-	-	-	1	0	1	-	2	-
External - Other (employment /tenancy)	-	-	-	-	-	-	0	2	1	-	3	-

6. School associated with complainant Q4 (Complaints DO NOT necessarily relate to school)

Complainant School	Informal via Student Advocate	Informal via Domestic Student Support	Informal via International Student Support	Formal Student Complaints	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2025 Total
Applied Business	13	-	3	1	1	9	7	10	18	44
Architecture	4	-	-	-	-	2	1	5	4	12
Bridgepoint	3	-	-	-	-	2	2	8	3	15
Building & Construction	5	-	-	2	-	6	7	17	7	37
Community Studies	2	1	-	-	-	0	2	0	3	5
Computing, Electrical and Applied Technology	4	-	-	-	-	3	7	5	4	19
Creative Industries	-	-	-	-	--	0	0	0	-	0
Environmental & Animal Sciences	-	-	-	-	-	4	2	9	-	15
Healthcare & Social Practice	9	1	1	2	-	4	6	16	13	39
Trades & Services	2	-	-	-	-	1	2	2	2	7

Please note: Table shows the school the student is enrolled in. It does not necessarily mean that the complaint is about the school.

7. Resolution period - formal and informal Q4

	Total	Closed	Open	Resolution period for closed complaints/reconsiderations/appeals
*Student Advocate	64	57	7	Average closure across all cases 10 days Shortest 1 day Longest 43 days
Domestic Student Support Advisors	2	2	0	2 closed within the same day
International Student Support Advisors	4	4	0	Closed
Formal Student Complaints	5	4	1	1 within revised date, 2 over 30 days, 1 withdrawn
Formal reconsiderations (Assessment Decision or Course Final Grade)	39	39	0	11 within 15 working days, 9 above 30 days, 1 within 30 days, 17 did not proceed (withdrawn, no response, informally resolved, grounds not met)

	Total	Closed	Open	Resolution period for closed complaints/reconsiderations/appeals
Appeals - TKK	1	1	0	3 working days

*Note: Student Advocate numbers include both informal and formal.

8. Themes - Q4

Student Advocate	Domestic Student Support Advisors	International Student Support Advisors	*Formal Complaints	Appeals - TKK
Appeals (3), Disciplinary (10), Formal complaint (2), Assessment Concession (3), Car Parking (2), Course Progression (1), International student insurance (1), Concerns regarding staff (12), Concerns regarding student behaviour (2), Bullying/harassment (2), Concern regarding placement (1), enrolment (1), reconsideration of assessment decisions/final grade (23), Netfit/Studylink concern (1)	Netfit communication (1), Grades (1)	Failing assessments	Course or programme (2), Actions & behaviour of ākonga and kaimahi (3)	Plagiarism (AI)

*Formal complaints: There is a possibility of shift in the nature post investigation to reflect the actual nature of complaint.

9. Further Detailed Information

a) Student Advocate Summary:

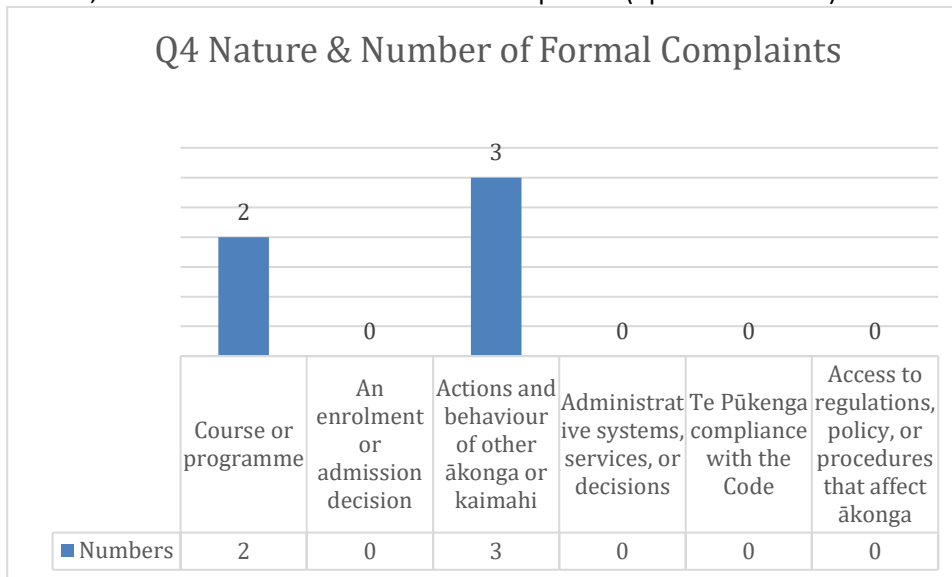
- All appeal cases related to disciplinary outcomes and outcomes for reconsideration of assessment decisions. All were discussed and informal follow up completed resulting in no formal appeals being submitted.
- Majority of disciplinary matters related to academic misconduct (allegations of plagiarism, cheating and using generative artificial intelligence contrary to assessment instructions). Outcomes ranged with some upheld and some not upheld.
- Formal complaints related to course delivery and actions by academic staff.
- Concerns relating to assessment concessions involved assessment concessions being declined and assessment concessions did not action to the satisfaction of the student. Eg approved outcome of compassionate marking however little to no uplift given. These did not escalate beyond the concerns being raised.
- Car parking concerns related to unpaid parking fines and potential disputes. None escalated and were resolved informally.
- Course progression matters related to a student being excluded from their respective programme due to failing a course twice and unable to get approved for third time enrolment.
- One concern related to the transition of Southern Cross Travel Insurance to Unicare for an International Student.
- 12x concerns raised regarding academic staff relating to course delivery and providing an unprofessional response during meetings.
- Bullying and harassment concerns resolved informally in collaboration with the school.
- Student behaviour concerns related to actions such as disengagement in group work and behaviour which falls short of bullying.
- One concern related to a student's placement and feeling of unsafety.
- 1x enrolment concern raised relating to a historic disciplinary outcome and conditions set regarding re-enrolment.

- 23x reconsideration of assessment decisions. Mixed reasoning for disputing marks given. One theme related to a reduction of marks given to reflect artificial intelligence detection however the process for the decision being unfair and not aligned with policy and procedure.

b) Formal complaints summary:

- 5 formal complaints registered in Q4 2025 with 4 closed, 1 open. The numbers are similar to Q4 2024.
- 4 formal complaints from previous quarters remain open at the time at this report.
- At the end of December, we saw a 53% increase in formal complaints YOY.

Nature, number and outcome of formal complaints (open and closed) as below:



There is a possibility of shift in the nature post investigation to reflect the actual nature of complaint.

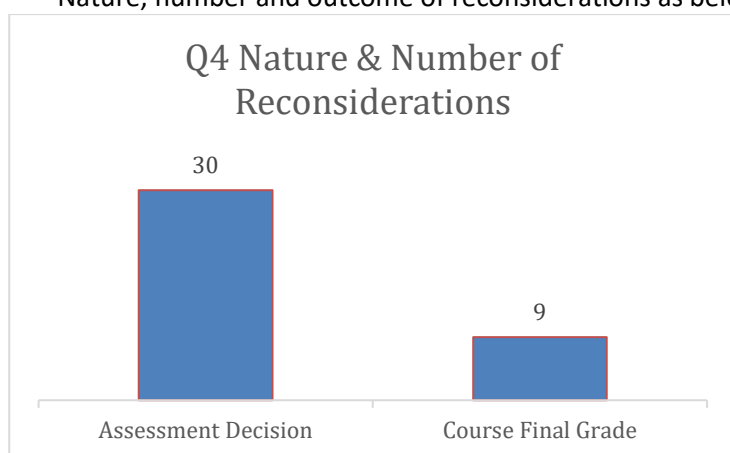
Formal complaint outcomes:

- Upheld – 1
- Not upheld – 1
- Partially upheld – 1
- Withdrawn - 1

c) Reconsiderations summary:

- 39 reconsiderations received in Q4 and all closed. In comparison with Q4 2024 there is 5% (2 less) decrease in formal reconsiderations. Total 63 reconsiderations received for the year 2025.
- Majority of students have tried to resolve it informally before taking a formal route, but the 2-step process has not been utilized as per the 9th of July amendment to the Te Pūkenga Concerns and Complaints Policy ex., informal with both Lecturer and then APM. Student Complaints admin had been busy with interactions going back to the student with the process.

Nature, number and outcome of reconsiderations as below:



Reconsideration outcomes:

- Upheld – 2
- Not upheld – 13
- Partially upheld - 6
- Grounds not met - 3
- Did not proceed – 9
- Withdrawn – 6

10. Student Feedback

- a. Formal complaints process feedback was sought from closed Formal Student Complaints related to complaint handling and understanding of the process. 1 feedback received this year for a 2025 complaint. The complaints process feedback form will be reviewed this year for a pop-up box to appear to record student comments on both questions if they wish to provide more information. Currently the pop-up box appears for comments when the click is in the negative.

Contributors

Adam Nee, Andrea Stills, Karen Miller, Melinda Jenkins, Sophie Aleke Fa’avae, Wilma Pinto

Appendix

Appendix 1. Informal complaints: More details on themes identified above (section 8)

Appendix 2. Formal Complaints: Area/s of concern & Improvement Actions Identified

Appendix 3. Reconsiderations: Area/s of concern & Improvement Actions Identified

Appendix 1 – Informal complaints: Q4 Theme information

Themes Identified	More Info
Generative artificial intelligence	This continues to be a key issue during assessments. Concerns raised highlighted inconsistencies with procedure following the detection of artificial intelligence. A mixture of explanations from students was received however more students claimed to only have used the Grammarly version provided by Unitec.
Staff conduct	Concerns raised followed students alleging unfair treatment, unprofessional behaviour and poor course delivery.

Themes Identified	More Info
Assessment Concession	Concern raised after an outcome of compassionate marking did not result in any noticeable uplift.
Bullying / Harassment	Only related to students and their interactions experience on campus and online.
Reconsideration of assessment decisions	Themes included students: <ul style="list-style-type: none"> - Disagreeing with their marks and wishing to dispute them. - Receiving reduced marks for detection of artificial intelligence without being sufficiently communicated with. - Failing an assessment and wanting to go through the process in hopes it will result in a different outcome.

Appendix 2. Formal Complaints: Q4 Area/s of concern & Improvement Actions Identified by School/Business unit

Area of Concern	Improvement Actions Identified
<ul style="list-style-type: none"> • Lack of preparedness of lecturer to deliver appropriate assessments with clear instructions in a timely manner. • Unprofessional behaviour of the lecturer with regards to arriving on time and leaving the class early, answering students' emails in a timely manner, withholding assessment marks beyond normal timeframes and not creating a positive learning environment. • Negative Impact on the students learning experience and grades. 	<ul style="list-style-type: none"> • Lecturer should attend appropriate training by TPA to ensure that a more positive learning environment is created for students – Action HoS • All classes taught by the lecturer should be recorded on Echo 360 so that attendance and delivery of lectures can be monitored - APM • Monitor future preparation and moderation of assessments for all classes to ensure that students receive assessments in a timely manner.
<p>-Student Wellbeing and Safety: The student did not feel safe or supported indicating a need for stronger pastoral care and awareness of reporting pathways. Ensure students know where and how to access pastoral and advocate support when experiencing distress.</p> <p>-Barriers to Reporting: Limited or lack of understanding of the reporting process.</p>	<p>Head of School to work with Director, Student Success or delegate to address the recommended action/s to address/improve the concern within Unitec section of the Ākonga investigation and decision report.</p>

Appendix 3. Reconsiderations: Q4 Area/s of concern & Improvement Actions Identified by School/Business unit

Area of Concern	Improvement Actions Identified
Marking accuracy in summative assessments.	Ensure pre and post moderation and check marking occur.
Student needs to accept that the grade was not met- and that there was insufficient evidence for these grounds for reconsideration	-

Area of Concern	Improvement Actions Identified
Assessments to be changed sufficiently to ensure that students cannot use previous assessments.	Future assessments to be changed sufficiently each semester.
AI guidelines process not followed consistently due to time pressures.	<ul style="list-style-type: none"> - To protect both academic integrity and ākongā rights.: If AI-generated content is detected in an ākongā submission, a deferred grade be assigned pending a review process. The ākongā to be given an opportunity to explain their work and demonstrate authorship through an interview. - A uniform penalty should be enforced for comparable infractions.
Proving the authenticity of ākongā work is becoming increasingly challenging for all academics.	A suggested action would be for the moderator to conduct an in-person meeting with ākongā, providing them the opportunity to present and justify their research when their work requires clarification or defence.
NA	The course coordinator to review processes for supervisors to address students' non-engagement between assessment events. APM and course co-ordinator (Sem1 2026)
<p>Possible under resourcing of moderation within the MPA and MAB.</p> <p>There is an emerging trend of individuals requesting guidance that is closely aligned with assessment objectives, rather than focusing primarily on learning outcomes.</p>	Review resourcing of moderation practice within the MPA and MAB.



Memo to: Academic Committee

From: Helen Perry, Head of Academic Quality, Academic Centre

Subject: 100% Portfolio Assessment Settings

Date: 2 March 2026

Recommendation

That the Academic Committee approves the proposed recommendations for changes to use of 100% portfolio assessments.

Purpose

This paper reviews the current use of portfolio assessment at MIT&Unitec, evaluates advantages and disadvantages, provides MIT&Unitec data, identifies issues with its use as a default assessment method, and makes recommendations for future governance. This paper has been discussed and endorsed at Academic Leadership Team.

Background

Portfolio assessment allows learners to demonstrate capability through a curated collection of evidence such as theory, practice, reflection, and artefacts. While well-designed portfolios support authentic and integrated learning, portfolio assessment at MIT&Unitec has increasingly been used as a container for multiple discrete assessments. Many so-called portfolios are in fact traditional assignments (e.g., essays, case studies) with word counts and numerical grades, labelled as portfolios for flexibility rather than pedagogy. This has resulted in inconsistency, ambiguity, and significant quality assurance risks.

Educational Advantages of Portfolio Assessment

- Holistic demonstration of competence: Portfolios support evidence of theoretical understanding, practical skills, reflection, and creativity.
- Flexibility in evidence types: Students can include written work, practical artefacts, multimedia, workplace outputs, or reflections.
- Supports deeper, ongoing and scaffolded learning: Portfolios accumulate over time and foster progressive development.
- Aligns with authentic, practice-based disciplines: Particularly appropriate for vocational, competency-based or practical programmes.
- Reduces assessment fragmentation: Encourages integrated demonstration rather than multiple isolated tasks.

General Disadvantages of Portfolio Assessment

- Complexity in design and communication: Requires strong guidance, exemplars and clear structure.
- High marking and moderation burden: Portfolios often contain large volumes of diverse evidence, increasing workload.

- Resubmission complexity: Unclear whether resubmission applies to whole portfolio or a component.
- Risk of over-evidencing: Students may include excessive evidence, creating unnecessary load.
- Technical issues: Digital portfolios may experience file format or platform challenges.

Clarifying the Appropriate Use of Portfolio Assessment

Appropriate Uses	Inappropriate Uses
Evidence is naturally curated over time (e.g., practice logs, prototypes, design iterations, workplace artefacts).	Assessment is actually multiple unrelated tasks bundled into one assessment shell ("portfolio as container").
Learning outcomes require demonstration of process + product—iteration, improvement, developmental feedback.	Learning outcomes are discrete and assessable through separate tasks, each with distinct criteria.
Disciplines where portfolios are an industry norm (e.g., design, creative arts, trades, IT build logs, performance-based fields).	Disciplines where portfolios are not an authentic assessment method, and other assessment types better represent capability.
Competency-based programmes where curated evidence shows threshold performance ("meets/does not yet meet").	Competency programmes using numeric grading—misalignment between pass/fail outcomes and percentage marks.
Achievement-based academic portfolios that explicitly require integrated argument, synthesis, and reflective depth.	Traditional academic essays, reports, or case studies being labelled as "portfolio" for convenience.
Assessment needs flexibility in evidence types (video, photos, workplace documentation, reflective narrative).	Assessment requires tightly defined outputs that don't benefit from flexible evidence choice.
Clear structure with milestones enabling progress monitoring.	Unstructured collections with ambiguous expectations, variable number of tasks, or unclear evidence requirements.
Holistic judgment is appropriate, supported by component checks.	Fine-grained marking is required—where separate marking of components is necessary for fairness and clarity.
Resubmission rules are clear (e.g., resubmitting only criteria not yet met).	Resubmission rules become inconsistent or unmanageable across multiple embedded tasks.
Assessment size remains moderate (avoiding over-evidencing).	Portfolios encourage overloading—students include vast volumes of unnecessary material.
SMS can accurately reflect the assessment structure (one genuine integrated assessment).	SMS diverges from actual practice—single 100% portfolio item hiding multiple assessments, leading to moderation and audit risk.

Portfolio assessment is not a single, uniform method but a category of assessment whose validity depends on a clear alignment between the intended learning outcomes, the nature of the evidence, and the assessment method used to evaluate that evidence. The assessment method must match both the outcomes being assessed and the type of evidence students are expected to produce.

Competency-focused portfolios are normally Pass/Fail because evidence is curated to demonstrate threshold competence. A learner either meets or does not meet the required performance standards; numerical grading is generally inappropriate.

Academic or analytic portfolios may legitimately use percentage-based grading because the learning outcomes require evaluation of quality, integration of theory, argumentation, and depth of reflection. Portfolio grading must be subject-specific but also principled: the assessment method must reflect the intended learning outcomes and the nature of the evidence. If the outcomes require threshold competence, the portfolio should be Pass/Fail. If outcomes require academic judgement, grading may be appropriate. Mixed outcomes require careful structuring or the use of discrete assessment tasks instead of a single portfolio.

Statistical Analysis

- MIT Portfolio courses (courses where Assessment Type in EBS is Portfolio).
- Unitec Portfolio courses (courses where the 100% weighted assessment contain the word 'portfolio'. There are other 100% weighted assessments, e.g. exam, project, thesis).

	MIT	Unitec
Total portfolio courses	238	221
Competency vs Achievement (overall)	147 comp / 91 ach	193 comp / 28 ach
Local (non-unified)	135 comp / 24 ach	120 comp / 15 ach
Unified programmes	12 comp / 67 ach	73 comp / 13 ach
Programmes with portfolios by level	Cert 25/54; Dip 4/15; Bach 2/11; GDip 1/11; PG 0/3	Cert 10/31; Dip 6/14; Bach 11/21; GDip 1/5; PG 0/26
Portfolio courses by level (unified in brackets)	Cert 139 (52); Dip 26 (13); Bach 15 (14); GDip 1 (0)	Cert 124 (70); Dip 19 (15); Bach 72 (1); GDip 1 (0)

Staff Perspectives

Staff responses consistently support portfolio assessment when it authentically evidences iterative learning, integration, and developmental feedback over time. Portfolios are seen as most appropriate for project-based, practice-led, and design-oriented learning where process is as important as the final outcome.

However, staff also indicated that “portfolio” has sometimes been used as a loose container to host many unrelated tasks, creating inconsistencies and administrative complexity. The consultation supports maintaining portfolio assessment where it is pedagogically justified and tightening expectations to avoid “portfolio-as-container”.

What staff value about portfolios (when used properly)

- **Authentic to discipline and industry:** In project-based and design fields, students work through iterations, critique cycles, and embodied practice; portfolios let them evidence process + product and show progressive capability (not a single high-stakes snapshot).
- **Breadth and flexibility:** Portfolios can legitimately bundle performances, practical documents, technical demonstrations, milestones, collaborative artefacts, rendered outputs, and reflections—provided they are coherent and mapped to learning outcomes.

- Scaffolded development: Teams described staircasing from structured sub-tasks in early years to more student-led integrated outputs in later years (e.g., thesis or capstone).
- Holistic judgment with transparency: Many teams combine component-level checks (to ensure coverage of outcomes) with an overall holistic judgment of the portfolio.

Where portfolios fall down (and shouldn't be used as 100%)

- “Containerisation”: Using “portfolio” solely to house a stack of unrelated assessments, with no integration, developmental feedback, or coherent narrative.
- Operational complexity without design: Resubmissions, progress tracking, and moderation can become unmanageable in large cohorts if milestones and decision-points aren't clearly defined.
- Inconsistency: Without shared minimum expectations, practices drift between courses/teams.

Staff concerns and cautions

- Clarity and consistency: Several staff want shared principles or minimum expectations, so portfolios are grounded and comparable across programmes.
- Administrative load: Large classes require planned milestones, defined resubmission windows, and moderation checkpoints to avoid assessment “blowout”.
- Definition drift: One colleague noted the model became so loose “you could drive a bus through it”; another argued portfolios should be one assessment item, not a wrapper for many.

Impact if portfolio were restricted or redefined

- Loss of authenticity and flexibility for project-based programmes if restrictions remove the ability to capture process and iteration over time.
- Positive if redefinition clarifies minimum expectations, strengthens consistency, and still preserves discipline-appropriate flexibility.

Specific Issues

Misalignment between portfolio grading and competency-based learning outcomes

A number of portfolios with a 50% minimum pass mark sit within programmes where learning outcomes are primarily practical, skills-based or competency-focused. In these cases, the use of an achievement-based numeric grade directly contradicts the nature of the outcomes being assessed, which are typically demonstrated through threshold competence rather than comparative performance. This creates a mismatch between:

- the assessment label (portfolio),
- the grading method (percentage marks), and
- the intended learning outcomes (competency at a defined standard).

This misalignment reduces assessment validity and introduces significant moderation challenges because graders are required to make fine-grained percentage judgements about evidence that should be assessed on a meets/does not yet meet basis.

Moderation issues and QA risks arising from portfolios used as containers

A significant moderation issue arises when a 100% portfolio is used as a container rather than as a single, coherent assessment. The SMS at both MIT and Unitec records assessment items individually; therefore, a

course coded as having only one assessment item, “Portfolio (100%)” is interpreted by the system as containing just one assessment requiring moderation.

In practice, however, many of these portfolios contain multiple discrete assessment tasks (e.g., three written assignments or several unrelated activities) that were originally designed to be moderated separately. Because the SMS recognises only the single “portfolio” item:

- Moderation coverage becomes incomplete, as embedded tasks may never be moderated.
- Moderation records become inaccurate, because the system marks the entire assessment as moderated when only one component has been reviewed.
- Quality assurance visibility is lost, as there is no system-level differentiation between an authentic integrated portfolio and a collection of unrelated tasks stored inside one assessment shell.

This structural mismatch creates a high QA risk and reinforces the need to distinguish genuine portfolio assessments from containerised assessment bundles, with appropriate SMS coding for each.

Portfolio used as a container by design in unified programmes

In unified programmes, portfolio assessment was deliberately adopted as a container category to create flexibility across multiple providers. As a result, the portfolio structure in these programmes often does not reflect authentic portfolio pedagogy. Instead, it functions as a mechanism to combine diverse assessments under a single heading, leading to inconsistent assessment practice, ambiguous expectations, and a drift away from recognised portfolio design principles.

Mixed and confusing messaging for students

Students receive inconsistent guidance when traditional assessments such as essays, case studies, or technical tasks are labelled as “portfolios.” This blurring of terminology creates confusion about what a portfolio actually is and what is required of them. As a result, students may not understand how to curate evidence, how components relate to each other, or how their work is being judged. This undermines transparency, assessment literacy, and students’ ability to plan and manage their learning effectively.

Resubmission and fairness concerns due to inconsistent interpretation

Portfolio resubmission rules vary significantly between programmes and even between courses. Staff differ in their interpretation of whether a resubmission applies to:

- the entire portfolio,
- a single component,
- or only the criteria not yet met.

This inconsistency creates fairness risks for students, as resubmission opportunities—and their workload implications—depend on local interpretation rather than institution-wide expectations. It also complicates moderation and external review, as it is unclear what has or has not been reassessed.

Tracking learner progress becomes difficult without standardisation

Portfolio structures vary widely between programmes, making it difficult to track learners’ performance or identify students at risk. When portfolios contain different numbers of components, unclear milestones, or inconsistent evidence requirements, staff struggle to monitor progress throughout the semester. This lack of standardisation:

- increases the risk of late identification of learners who are falling behind,
- reduces the reliability of progress monitoring across programmes,

- creates complexity for teaching teams, especially in large cohorts, and
- adds unnecessary administrative and QA burden.

Standardising minimum expectations for portfolio structure would enable more consistent tracking, clearer design, and earlier intervention for at-risk learners.

Solutions

Default portfolio use results in misalignment between documents and practice, moderation inconsistency, resubmission inequity, national programme inconsistency, increased audit risk, and reduced clarity for students.

Transition Pathways for Programmes Moving from 100% Portfolio

As portfolio assessment is removed as a default approach, a number of programmes will need to transition from a single 100% portfolio assessment to a set of discrete, transparent assessment tasks. Several pathways are available for MIT and Unitec, each with operational advantages and compliance considerations. The options outlined below range from short-term, low-disruption solutions to long-term structural changes.

Currently, MIT's SMS mostly reflects the PAD wording and records these courses as 100% portfolio (five unified programmes have already broken down 100% portfolio into discrete assessments). Portfolio breakdown was approved by Programme Committee.

Unitec's SMS varies by programme: some list 100% portfolios, others have already introduced discrete assessment components, including many unified programmes. Unitec currently maintains a secondary internal-use PAD for some programmes where SMS and delivery require discrete assessments, even though the official lead-provider PAD still states 100% portfolio. This internal version includes the accurate discrete assessment structure and is used administratively for delivery, marking, moderation, and course information to students. Prior to 2026, Unitec TKM delegated authority to Unitec AAC to approve portfolio assessment breakdown. There are risks in this approach:

- Creates potential version-control risks when the lead provider updates the official PAD.
- Staff must maintain two documents and track changes carefully.

SMS-Level Adjustments (Short-Term, Pragmatic Option)

One practical short-term approach is to require Programme Committees (new AAC has neither capacity nor delegated authority) at both MIT and Unitec to approve changes to SMS assessment structures for the next delivery cycle, enabling the SMS to reflect the intended discrete assessments even if the PAD remains unchanged.

Advantages

- Minimal disruption to programme delivery.
- Quickly improves clarity for staff and students.
- Provides immediate relief from moderation and assessment-tracking issues.
- Aligns SMS records with actual assessment practice.

Risks / Limitations

The PAD would continue to describe the course as 100% portfolio, creating a discrepancy between approved documentation and SMS records.

- This may be acceptable as an *interim measure*, but not as a long-term solution.
- External audit or NZQA monitoring could question the divergence if not clearly justified.
- This approach is suitable as a stabilising measure while a longer-term direction is determined.

Full Programme Approval and Accreditation (Long-Term Structural Option)

A more comprehensive option is for MIT and Unitec to seek full programme approval and accreditation from NZQA for programmes currently structured as national unified programmes. This would allow each organisation to stand up its own version of the programme and make a Type 1 change to modify assessment structures from 100% portfolio to discrete components.

Advantages

- Ensures PAD, SMS, assessments, and delivery are fully aligned.
- Removes dependency on unified programme structures.
- Provides full control over assessment design, moderation, and updates.

Risks / Feasibility Issues

- NZQA is currently reluctant to approve multiple new versions of programmes that were formerly unified under Te Pūkenga, as this would recreate the fragmentation Te Pūkenga was intended to resolve. Unitec is the lead provider for a number of programmes. MIT is not a lead provider for any programmes.
- Approval likelihood is uncertain, regardless of pedagogical justification.
- Significant work required in programme development, approvals, documentation, and accreditation.
- Timeframes may extend well beyond the next delivery cycle.

Implications if we do nothing

- continued moderation failures
- accreditation/audit exposure
- inconsistent student experience
- inequitable resubmission practices
- increased staff workload
- reputational risk

Recommendations

- Approve the removal of 100% portfolio as a default assessment method.
- Approve criteria for when portfolio use is legitimate.
- Endorse development of institutional guidance for portfolio design.
- Approve interim changes via SMS for Semester 2 2026 (unified national programmes) and Semester 1 2027 (non-unified programmes).
- Support long-term exploration of programme re-accreditation (if viable).
- Endorse staff development to support assessment redesign.

Conclusion

Portfolio assessment can be effective when intentionally applied. However, its widespread use as a default container assessment has resulted in significant quality assurance risks. The recommendations provided seek to restore alignment, clarity, fairness, and consistency across MIT.

It is requested that Academic Committee approve these recommendations.

Appendix 1

MIT and Unitec Portfolio Courses

Programme Code	Programme Title	Course Co	Course Name	Assessment Type	Minimum Pass	Weighting
TP4775	Bachelor of Accounting (Level 7)	ACCY5105	Commercial Law	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY5106	Economics	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6101	Intermediate Management Accounting	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6102	Intermediate Financial Accounting	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6103	Taxation in Aotearoa New Zealand	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6104	Introduction to Finance	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6105	Data Analytics	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6106	Law of Business Entities	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6107	Research Methods	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY6108	Accounting Information Systems	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY7101	Advanced Management Accounting	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY7102	Advanced Financial Accounting	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY7103	Auditing and Assurance	Portfolio	50	100.00
TP4775	Bachelor of Accounting (Level 7)	ACCY7104	Professional Accounting Project	Portfolio	50	100.00
MN4574	Bachelor of Education (Primary, Pasifika)	913.702	Teacher as Inquirer	Portfolio	50	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.213	Hospitality (Art of Coffee Making)	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.214	Hospitality (Basic Culinary Skills)	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.215	Hospitality (Kitchen Hygiene)	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.314	Pasta Partners	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.316	Competition Time	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.317	Gourmet Sandwiches	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.318	Introduction to Baking 1	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	451.319	Introduction to Baking 2	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	452.319	Barista Skills	Portfolio	P	100.00
MN1010	Catering and Hospitality Technical and Further Education	452.320	Hospitality Service Skills	Portfolio	P	100.00
MN3832	Diploma in Foreign going Master or Chief (Level 7)	942.747	Manage Safety and Operations (Orals)	Portfolio	60	100.00
MN4547	Graduate Diploma in Supply Chain and Shipping Management (Level 7)	944.712	Trade Management in Shipping	Portfolio	50	100.00
MN1008	Maritime Technical and Further Education	942.755	Manage Safety and Operations (Orals)	Portfolio	P	100.00
NZ2754	New Zealand Certificate in Adult Literacy and Numeracy Education (Level 1)	103.501	The Literacy and Numeracy Journey in Aotearoa	Portfolio	P	100.00
NZ2754	New Zealand Certificate in Adult Literacy and Numeracy Education (Level 1)	103.502	Learner Adult Literacy and Numeracy As	Portfolio	P	100.00
NZ2754	New Zealand Certificate in Adult Literacy and Numeracy Education (Level 1)	161.506	Celebrating Diversity	Portfolio	P	100.00
NZ2754	New Zealand Certificate in Adult Literacy and Numeracy Education (Level 1)	905.525	Learner-Centred Design	Portfolio	P	100.00
NZ3097	New Zealand Certificate in Automotive Engineering (Level 3)	201.326	Automotive Workshop Safety, Tools and Equipment	Portfolio	P	100.00
NZ3097	New Zealand Certificate in Automotive Engineering (Level 3)	201.327	Automotive Engines and Drivelines Systems	Portfolio	P	100.00
NZ3097	New Zealand Certificate in Automotive Engineering (Level 3)	201.328	Automotive Electrical and Electronic Systems	Portfolio	P	100.00
NZ3097	New Zealand Certificate in Automotive Engineering (Level 3)	201.329	Automotive Brakes, Steering and Suspension	Portfolio	P	100.00
NZ2455	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	ACCY4201	Accounting Principles	Portfolio	50	100.00
NZ2455	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	ACCY4202	Accounting Software	Portfolio	50	100.00
NZ2455	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	ACCY4203	Payroll for Accounting Support Services	Portfolio	50	100.00
NZ2455	New Zealand Certificate in Business (Accounting Support Services) (Level 4)	ACCY4204	Business Taxation	Portfolio	50	100.00
NZ2452	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS3201	Customer Services	Portfolio	50	100.00
NZ2452	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS3202	Business Technologies	Portfolio	50	100.00
NZ2452	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS3203	Financial Information	Portfolio	50	100.00
NZ2452	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS3204	Workplace Practice	Portfolio	50	100.00
NZ2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS4201	Administrative Systems	Portfolio	50	100.00
NZ2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS4202	Specialist Documents	Portfolio	50	100.00
NZ2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS4203	Workplace Knowledge	Portfolio	50	100.00
NZ2461	New Zealand Certificate in Business (Administration and Technology) (Level 4)	BSNS4204	Business Information	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5601	Contracts	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5603	Programming and Scheduling	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5604	Planning	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5605	Site Management	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5612	Methods and Practices in Commercial Construction	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5622	Methods and Practices in Construction Foundation	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5632	Methods and Practices in Construction Foundation	Portfolio	50	100.00
NZ4237	New Zealand Certificate in Construction Trades Supervision (Level 5)	CONS5642	Methods and Practices in Residential Building	Portfolio	50	100.00
NZ3563	New Zealand Certificate in Exercise (Level 4)	SPOR4001	Human Anatomy and Physiology	Portfolio	50	100.00
NZ3563	New Zealand Certificate in Exercise (Level 4)	SPOR4002	Exercise Programming	Portfolio	50	100.00
NZ3563	New Zealand Certificate in Exercise (Level 4)	SPOR4003	Nutrition and Lifestyle	Portfolio	50	100.00
NZ3563	New Zealand Certificate in Exercise (Level 4)	SPOR4004	Exercise Professional Practice	Portfolio	50	100.00
NZ2671	New Zealand Certificate in Floristry (Level 2)	861.295	Design Elements and Principles of Floristry	Portfolio	50	100.00
NZ2671	New Zealand Certificate in Floristry (Level 2)	861.297	Simple Floristry Creations	Portfolio	50	100.00
NZ2672	New Zealand Certificate in Floristry (Level 3)	861.381	Sympathy Designs	Portfolio	50	100.00
NZ2672	New Zealand Certificate in Floristry (Level 3)	861.382	Celebration Occasions	Portfolio	50	100.00
NZ2673	New Zealand Certificate in Floristry (Level 4)	862.416	Weddings and Corporate	Portfolio	50	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	105.235	Pathway Projects 1 (Industry Cadetship)	Portfolio	P	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	105.256	Pathway Projects 1 (Trade Start Construction)	Portfolio	P	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	141.212	Mathematics in Practice (Industry Cadetship)	Portfolio	P	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	141.222	Mathematics in Practice (Trade Start Construction)	Portfolio	P	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	181.221	Communication in Practice (Industry Cadetship)	Portfolio	P	100.00
NZ2862	New Zealand Certificate in Foundation Skills (Level 2)	181.231	Communication in Practice (Trade Start Construction)	Portfolio	P	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3201	Professional Identity	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3202	Salon Discovery	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3203	The Art of Hair Design	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3204	Reformation Basics	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3205	Introduction to Sculpture	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3206	Colour Basics	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3207	The Client Journey	Portfolio	50	100.00
NZ2411	New Zealand Certificate in Hairdressing (Level 3)	PERS3208	Grand Finale	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4201	Professional Stylist Attributes	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4202	Sculpture	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4203	The Art of Advanced Hair Design	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4204	Reformation Designs	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4205	Advanced Colour Design	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4206	Fashion Colour and Sculpture	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4207	Advanced Client Journey	Portfolio	50	100.00
NZ2413	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	PERS4208	Advanced Grand Finale	Portfolio	50	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.301	Caring within a Health or Wellbeing Setting	Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.306	Supporting a Safe Environment for the Sector	Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.307	Socio-Cultural Awareness and Safety for the Sector	Portfolio	P	100.00

NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.309	Communication for the Support Worker Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.310	Supporting a Safe environment for the Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.311	Socio-cultural Awareness and Safety for Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.312	Functional Individual Needs for the Heal Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.313	Communication for the Healthcare Assis Portfolio	P	100.00
NZ2470	New Zealand Certificate in Health and Wellbeing (Level 3)	724.314	Functional Individual Needs for the Supr Portfolio	P	100.00
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Commu 721.407		The New Zealand Healthcare system Portfolio	50	100.00
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Commu 721.408		Professional Practice in the role of the st Portfolio	50	100.00
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Commu 721.409		Safety and Quality in the healthcare syst Portfolio	50	100.00
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Commu 725.407		The role of the mental health support w Portfolio	50	100.00
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Commu 725.409		Recovery in the context of mental health Portfolio	50	100.00
NZ4321	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	MARN320:	STCW Personal Survival Techniques Portfolio	AC	100.00
NZ4321	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	MARN320:	STCW Fire Prevention and Fire Fighting Portfolio	AC	100.00
NZ4321	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	MARN320:	STCW Personal Safety and Social Respor Portfolio	AC	100.00
NZ4321	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	MARN320:	STCW Security Awareness Training Portfolio	AC	100.00
NZ2506	New Zealand Certificate in Maritime Crewing (Level 3)	943.352	Yacht Interior Skills Portfolio	P	100.00
NZ2716	New Zealand Certificate in Mechanical Engineering (Advanced) (Levr 243.522		Mechanical Engineering Site Safe, Health Portfolio	50	100.00
NZ2716	New Zealand Certificate in Mechanical Engineering (Advanced) (Levr 243.523		Mechanical Engineering Practical Skills Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH302:	Engineering Health and Safety Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH302:	Engineering Drawing and Calculations Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH303:	Mechanical Engineering Workshop Skills Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH303:	Engineering Machinery Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH303:	Engineering Fabrication Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH303:	Welding Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH303:	Mechanical Engineering Processes and C Portfolio	P	100.00
NZ2715	New Zealand Certificate in Mechanical Engineering (Level 3)	MECH304:	Mechanical Engineering Communication Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.315		My Surroundings (Cook Islands Maori) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.316		My Family (Cook Islands Maori) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.317		My Community (Cook Islands Maori) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.318		Cultural Practices (Cook Islands Maori) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.319		My Surroundings (Niue) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.320		My Family (Niue) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.321		My Community (Niue) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.322		Cultural Practices (Niue) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.323		My Surroundings (Samoa) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.324		My Family (Samoa) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.325		My Community (Samoa) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.326		Cultural Practices (Samoa) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.327		My Surroundings (Tonga) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.328		My Family (Tonga) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.329		My Community (Tonga) Portfolio	P	100.00
NZ3770	New Zealand Certificate in Pacific Language (Samoa/Tonga/Cook Isl: 830.330		Cultural Practices (Tonga) Portfolio	P	100.00
NZ2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Lev 211.212		Patterns, Tools, Regulatory and Ethical C Portfolio	P	100.00
NZ2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Lev 211.335		Essential Safety Skills for PGD Portfolio	P	100.00
NZ2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Lev 213.314		Introduction to Drainlaying Portfolio	P	100.00
NZ2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Lev 213.315		Introduction to Plumbing Portfolio	P	100.00
NZ2660	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Lev 214.200		Introduction to Gasfitting Portfolio	P	100.00
NZ1865	New Zealand Certificate in Public Health and Health Promotion (Levr 721.505		Health Promotion Portfolio	50	100.00
NZ1865	New Zealand Certificate in Public Health and Health Promotion (Levr 721.507		Evidence Based Practice Portfolio	50	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 251.201		Core Engineering Practical and Safety Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 251.305		Core Engineering Calculations Materials Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 253.227		Electrical Theory Electromotive Force an Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 253.348		Refrigeration Principles and Operations Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 253.349		Refrigeration Assembly and Site Safe Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 253.350		Electrical Safety and Electrical Appliance Portfolio	P	100.00
NZ2365	New Zealand Certificate in Refrigeration and Air Conditioning (Trade 254.361		Welding for Refrigeration and Air Condit Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 141.320		Mathematics in Practice (Nursing and H Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 141.322		Mathematics in Practice (Pre Diploma E Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 141.323		Mathematics in Practice (Education and Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 141.324		Mathematics in Practice (Police Studies) Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 161.306		Pathway Projects 1 (Nursing and Health Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 161.315		Pathway Projects A (Pre Diploma Engine Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 161.316		Pathway Projects B (Pre Diploma Engine Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 161.317		Pathway Projects 1 (Education and Socia Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 161.318		Pathway Projects 1 (Police Studies) Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 181.336		Communication in Practice (Nursing and Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 181.338		Communication in Practice (Pre Diploma Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 181.339		Communication in Practice (Education a Portfolio	P	100.00
NZ2863	New Zealand Certificate in Study and Employment Pathways (Level : 181.340		Communication in Practice (Police Studi Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.433		Skills for Successful Tertiary Study (Nursi Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.435		Pathway Projects A (Nursing Studies) Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.436		Pathway Projects B (Nursing Studies) Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.448		Skills for Successful Tertiary Study (Socia Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.449		Pathway Projects A (Social Services) Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 105.450		Pathway Projects B (Social Services) Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 181.432		Building Communication Competence (H Portfolio	P	100.00
NZ2860	New Zealand Certificate in Study and Employment Pathways (Level : 181.436		Building Communication Competence (S Portfolio	P	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	ACCY5101	Introduction to Accounting and Taxation Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	ACCY5102	Applied Accounting Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	ACCY5103	Analysis of Financial Information Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	ACCY5104	Budgets for Planning and Control Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5001	Organisations in an Aotearoa New Zeala Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5002	Business Environments Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5003	Business Functions Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5004	Change and Innovation Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5401	Introduction to Leadership Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5402	Operations Management and Compliance Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5403	Business Planning Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5404	Managing Projects Portfolio	50	100.00
NZ2459	New Zealand Diploma in Business (Level 5)	BSNS5501	Introduction to Marketing Portfolio	50	100.00
NZ2102	New Zealand Diploma in Cookery (Advanced) (Level 5)	461.533	Concepts of Menu Planning Portfolio	0	100.00

NZ2102	New Zealand Diploma in Cookery (Advanced) (Level 5)	461.535	Hospitality Business Concepts	Portfolio	0	100.00
NZ2102	New Zealand Diploma in Cookery (Advanced) (Level 5)	461.537	Professional Kitchen Management	Portfolio	0	100.00
NZ2102	New Zealand Diploma in Cookery (Advanced) (Level 5)	461.539	Culinary Staff Management	Portfolio	0	100.00
NZ2612	New Zealand Diploma in Engineering (Level 6)	242.506	DE5202 Civil and Structural Drawing	Portfolio	0	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.621	Professional Development of Pharmacy	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.630	Specialist Topic - Community Pharmacy	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.631	Specialist Topic - Patient Counselling	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.633	Specialist Topic - Medicines Reconciliation	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.634	Specialist Topic - Medicines Information	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.637	Specialist Topic - Dispensary Management	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.639	Specialist Topic - Education and Training	Portfolio	50	100.00
NZ4410	New Zealand Diploma in Pharmacy (Pharmacy Technician - Specialist)	727.640	Specialist Topic - Quality and Risk Management	Portfolio	50	100.00
MN0608	Trades Academy (Level 2)	151.201	Trades Academy Level 2	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	201.242	Automotive Engineering	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	201.243	General Engineering	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	212.219	Carpentry (Half Year)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	212.221	Carpentry with Masonry (Full Year)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	212.222	Construction SSTS Level 2	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	212.223	Building (Full Year)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	212.224	Building and Landscape Construction	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	441.215	Working in Tourism	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	441.216	Tourism in New Zealand	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	441.217	The Business of Tourism	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	451.203	Hospitality (Basic Culinary Skills)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	451.204	Hospitality (Kitchen Hygiene)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	451.211	Hospitality (Art of Coffee Making)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	451.212	Hospitality (Food and Beverage Service)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	521.217	Electrical (Half Year)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	521.218	Electrical (Full Year)	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	813.200	Digital Media	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	891.219	Hairdressing 1	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	891.220	Hairdressing 2	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	891.221	Hairdressing 2	Portfolio	P	100.00
MN0608	Trades Academy (Level 2)	902.212	Early Childhood Education	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	151.300	Trades Academy Level 3	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	161.333	Study and Career Preparation (Police Station)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	191.337	Workplace Office Administration (Term 1)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	191.338	Workplace Office Administration (Term 2)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	201.330	Automotive Engineering L3	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	203.317	Electrical (Full Year)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	211.328	Construction (Undertake a Stage 3 BCAT)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	211.334	Building and Landscape	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	211.336	Construction (Working in a BCATS Environment)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	211.337	Scaffolding (Working in a BCATS Environment)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	243.340	Pathways to Engineering L3	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	442.351	Tourism	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	451.305	Hospitality (Pasta Partners)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	451.306	Hospitality (Introduction to Baking)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	451.307	Hospitality (Competition Time)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	451.311	Cafe Culture	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	451.312	Hospitality (Gourmet Sandwiches)	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	471.310	Introduction to Baking - Trades Academy	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	561.326	Digital Media (full Year) L3	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	726.304	Nursing, Health and Counselling	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	756.303	Youth Health Care	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	891.339	Barbering	Portfolio	P	100.00
MN0610	Trades Academy (Level 3)	902.323	Early Childhood Education L3	Portfolio	P	100.00

Main Program	Programme Name	Long Title	Assessment Name	Marks	Threshold	Weighting
BAS	Bachelor of Architectural Studies	Design Studio 1A	Portfolio	100.00	0.00	100.00
BAS	Bachelor of Architectural Studies	Urban Housing_H1	Portfolio	100.00	0.00	100.00
BAT	Bachelor of Applied Technology	Industry Investigation	Portfolio of Evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Vehicle Power Transmission	Portfolio of Evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Automotive Electrical	Portfolio of Evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Automotive Electronics	Portfolio of evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Automotive Professional Practice	Portfolio of evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Engineering Mechanics	Portfolio of Evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Vehicle Design and Selection	Portfolio	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Engineering Concept Modelling	Portfolio of Evidence	100.00	0.00	100.00
BAT	Bachelor of Applied Technology	Vehicle Fleet Maintenance	Portfolio of evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Motor Trade Business Processes	Portfolio of Evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Vehicle Failure Analysis	Portfolio of evidence	100.00	50.00	100.00
BAT	Bachelor of Applied Technology	Vehicle Electronic Diagnosis	Portfolio of evidence	100.00	50.00	100.00
BBS	Bachelor of Business	Internship Based Learning	Individual portfolio	100.00	0.00	100.00
BLA	Bachelor of Landscape Architecture	Negotiated Study (Study Tour)	Portfolio of Assignments	100.00	0.00	100.00
BSP	Bachelor of Social Practice	Social Practice Practicum 1	LO Achievement Portfolio	100.00	0.00	100.00
BSP	Bachelor of Social Practice	Social Practice Practicum 2	LO Achievement Portfolio	100.00	0.00	100.00
BACC	Bachelor of Accounting	Professional Accounting Project	Portfolio	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 1	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 2	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Drawing and Ideation	Portfolio Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Digital Technologies	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Reproduction and Multiple	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Practice in Context 1	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Design for Screens	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Type and Sign	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Design for People	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Experimental Drawing	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Paint and Print Technologies	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Photographic Technologies	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 3	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 5	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 4	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Studio 6 / Capstone Project	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Practice in Context 2	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Professional Practice	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Practice in Context 3	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Professional Project	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Motion Graphics	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Experimental Publication Design	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Contemporary Craft	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Sculpture, Structure and Space	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Moving Image and Sound	Portfolio of Achievement	100.00	0.00	100.00
BDCA	Bachelor of Design and Contemporary Art	Negotiated Study 1	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Professional Development 1	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Contemporary International Cinema	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	History of Cinema	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Professional Development 2	Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Acting Studio 3B	Assessment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Dance Practice 3B	Assesment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Professional Development 3	Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	New Zealand Cinema	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Camera and Sound 3	Assessment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Editing & Sound (Post-Production) 3	Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Screen Production 3	Assessment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Scriptwriting 3	Assessment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Screen Projects	Assessment Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Contextual Studies 1	Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Contextual Studies 2	Portfolio	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Screen Technologies and Techniques	Portfolio of Achievement	100.00	0.00	100.00
BPSA	Bachelor of Performing and Screen Arts	Screen Technology Collaboration	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Carpentry Introduction 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Carpentry Introduction 2 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 2 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Walls and Roofs 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Joinery 1 (Sem B)	Portfolio of Assessments	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 2 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Walls 1 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 1 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 1 (Sem B)	Portfolio	100.00	50.00	100.00

NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 2 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 2 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 3 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 3 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 4 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 4 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Concrete Structures (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 2 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 3 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 4 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Roofs 1 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Roofs 2 (Sem B)	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 3 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 4 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 5 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Alterations and Additions (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 5 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 3 (Sem B)	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Capstone 1 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Capstone 2 (Sem B)	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Carpentry Transition 1	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 4	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 4	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 2	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 3	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 4	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Roofs 1	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 5	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 3	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Alterations and Additions	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 5	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Carpentry Introduction 1	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Carpentry Introduction 2	Assessment of Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 2	Assessment of Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Interiors 1	Assessment of Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Walls and Roofs 1	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Joinery 1	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Structures 2	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 1	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Support Structures 1	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Exterior Envelope 2	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Concrete Structures	Portfolio	100.00	50.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Roofs 2	Portfolio	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 3	Portfolio of Assessment	100.00	0.00	100.00
NZCC	New Zealand Certificate in Carpentry (Level 4)	Preliminaries 4	Portfolio of Assessment	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	Environmental Impact	Portfolio of Evidence	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	Measurement for Small Buildings	Portfolio of Evidence	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	Buildings	Portfolio of Evidence	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	Buildings	Portfolio of Evidence	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	and Civil Works	Portfolio of Evidence	100.00	0.00	100.00
NZDC	New Zealand Diploma in Business (Level 5)	Cost Planning	Portfolio of Achievement	100.00	0.00	100.00
NZDE	New Zealand Diploma in Engineering (Level 6)	Civil and Structural Drawing	Portfolio of Drawings	100.00	0.00	100.00
BCONS	Bachelor of Construction	Procurement	Portfolio	100.00	0.00	100.00
BCONS	Bachelor of Construction	Documentation	Portfolio of Evidence	100.00	0.00	100.00
BCONS	Bachelor of Construction	Virtual Design and Construction 1	Portfolio of Evidence	100.00	0.00	100.00
BETMG	Bachelor of Engineering Technology	Engineering Design and Drawing	Assignments/Portfolio/Presentation	100.00	50.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Clinical Practice III (Sem A)	Clinical Learning Portfolio	100.00	0.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Clinical Practice III (Sem B)	Clinical Learning Portfolio	100.00	0.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Clinical Practice 1	Portfolio	100.00	0.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Clinical Practice 2 (Sem B)	Clinical Learning Portfolio	100.00	0.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Principles of Research (Sem A)	Portfolio of Learning	100.00	0.00	100.00
BHSMI	Bachelor of Health Science (Medical Imaging)	Principles of Research (Sem B)	Portfolio of Learning	100.00	0.00	100.00
GDBUS	Graduate Diploma in Business	Internship Based Learning	Portfolio	100.00	0.00	100.00
MCAWS	AWS re/Start (Micro-credential)	Project	Portfolio of Evidence	100.00	0.00	100.00
MCLIC	Liaison Interpreting Contexts (Social Systems, Culture, I Systems, Culture, Ethics)		Portfolio	100.00	50.00	100.00
MCTOM	Taumata Ora: Mātauranga Marae (Micro-credential)	Taumata Ora: Matauranga Marae	Portfolio	100.00	0.00	100.00
MCTOP	Taumata Oho: Pepeha (Micro-credential)	Taumata Oho: Pepeha	Portfolio	100.00	0.00	100.00
MCTUT	Taumata Tu: Tikanga (Micro-credential)	Credential	Portfolio	100.00	0.00	100.00
NZCA3	New Zealand Certificate in Animal Care (Level 3)	when Working with Companion	Portfolio of Evidence	100.00	0.00	100.00
NZCA3	New Zealand Certificate in Animal Care (Level 3)	Transportation for Companion	Portfolio of Evidence	100.00	0.00	100.00
NZCA3	New Zealand Certificate in Animal Care (Level 3)	Companion Animals	Portfolio of Evidence	100.00	0.00	100.00
NZCA3	New Zealand Certificate in Animal Care (Level 3)	preventative health for companion	Portfolio of Evidence	100.00	0.00	100.00
NZCA3	New Zealand Certificate in Animal Care (Level 3)	Animals	Portfolio of Achievement	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le	Automotive Workshop Safety	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le	Equipment - Compulsory	Portfolio	100.00	0.00	100.00

NZCAE	New Zealand Certificate in Automotive Engineering (Le Engines and Cooling System	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le Engine Tuning and Fuel Systems	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le Automotive Brakes and Steering	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le Driveline Systems	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le Automotive Electrical Technology	Portfolio	100.00	0.00	100.00
NZCAE	New Zealand Certificate in Automotive Engineering (Le Systems	Portfolio	100.00	50.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Braking and Electronic Control	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Software	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Electronic Driveline Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Conditioning	Portfolio of Evidence	100.00	100.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Starting, Charging and Batteries	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Vehicle Safety Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine High Voltage Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Electrical and Electronic Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCAU	New Zealand Certificate in Automotive Electrical Engine Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Workplace Safety Fundamentals	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Communication Skills	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Preliminary Works for Construction	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Support Structures for Building Work	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Wall Structures for Building Work	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Roof Structures for Building Work	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Exterior Envelope	Portfolio	100.00	0.00	100.00
NZCCS	New Zealand Certificate in Construction Trade Skills (Le Interior Linings and Finishing	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 Workplace Skills and Safety	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 DC Fundamentals	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 AC Fundamentals	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 Cables, Fittings and Testing	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 Supply Systems	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 Protection, Plans and Circuits	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 Installations	Portfolio	100.00	0.00	100.00
NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3 and Isolation	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Combustible Fuel Gas	Portfolio of Evidence	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) uLPG	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Pipework for Gasfitting	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Flues and Ventilation	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Equipment	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Industry	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) Appliances and Equipment	Portfolio	100.00	0.00	100.00
NZCG4	New Zealand Certificate in Gasfitting (Level 4) and Equipment	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Safety	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level High Risk Automotive Systems Safety	Portfolio of Evidence	100.00	100.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Engine Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Fuel and Emission Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Driveline Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Transmission Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Climate Control	Portfolio of Evidence	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Vehicle Safety Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Body Control Systems	Portfolio of Evidence	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Wiring Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Braking Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Suspension Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Steering Systems	Portfolio	100.00	0.00	100.00
NZCLA	New Zealand Certificate in Light Auto Engineering (Level Wheels and Tyres	Portfolio	100.00	0.00	100.00
NZCP4	New Zealand Certificate in Plumbing (Level 4) Hot Water Systems	Portfolio	100.00	0.00	100.00
NZCP4	New Zealand Certificate in Plumbing (Level 4) Sanitary Plumbing	Portfolio	100.00	0.00	100.00
NZCP4	New Zealand Certificate in Plumbing (Level 4) Foul-water Systems	Portfolio	100.00	0.00	100.00
NZCP4	New Zealand Certificate in Plumbing (Level 4) Water Heating	Portfolio	100.00	0.00	100.00
NZCSC	New Zealand Certificate in Study and Career Preparatic (Health/Science)	Portfolio	100.00	50.00	100.00
NZDAT	New Zealand Diploma in Architectural Technology (Le Contract Administration	Portfolio of evidence	100.00	0.00	100.00
NZDCS	New Zealand Diploma in Cybersecurity (Level 6) Cybersecurity Project (Sem B)	Portfolio of evidence	100.00	0.00	100.00
NZDCS	New Zealand Diploma in Cybersecurity (Level 6) Cybersecurity Project	Portfolio of Evidence	100.00	0.00	100.00
NZDIS	New Zealand Diploma in Information Systems (Level 5) IS Application Project	Portfolio of Evidence	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Landscape Graphics	Assessment Portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Planting Design	Assessment Portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Landscapes in Context	Assessment portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Design Studio	Assessment Portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Planting Plans and Documentation	Assessment Portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Documentation	Assessment Portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Advanced Design Studio	Assessment portfolio	100.00	0.00	100.00
NZDLA	New Zealand Diploma in Landscape (Level 5) Landscape Professional Practice	Assessment portfolio	100.00	0.00	100.00

To: Academic Committee
From: Martin Carroll, DCE Academic
Contributors: AI Committee
Subject: MITU AI Usage Policy and Procedures
Classification: Unclassified
Date: 25 March 2026

Recommendation

That Academic Committee consider the attached MITU Artificial Intelligence Policy and Procedures.

Background

The AI Committee (of TTG) is tasked with, *inter alia*, “make recommendations to SLT [TTG] and, where appropriate, the Academic Committees, pertaining to policy and procedure settings, be they within existing policies or in specific AI policies, to ensure that the use and impact of AI is governed in any and all areas.”

The first version of this document has been submitted to TTG for approval subject to consideration of any recommended amendments from the Academic Committee.

It is presented here to Academic Committee for information and feedback.

Note that most of the specifically academic-related elements of this draft have previously been approved in some form by Academic Committee or its predecessor committees and are embedded in other academic policies.

One of the issues to determine in the coming months will be which is the most appropriate governance location for specific AI-related elements (as it will be unhelpful to duplicate policy statements and, with changes over time, thereby potentially generate conflicting policy statements). However, there is significant need to have a consolidated policy position on AI now, that can be further developed over time. Indeed, it is to be expected that this document will be regularly updated as AI, and our experience with it, continue to progress.

Manukau Institute of Technology and Unitec ARTIFICIAL INTELLIGENCE USAGE POLICY AND PROCEDURES

Approval details

Version number	0.1 (Draft)
Issue date	
Approval authority	Council, on advice from the AI Committee and TTG
Date of approval	
Policy owner	
Contact person	
Date of next review	

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1 (2026-03-01)	New version	TBD	YBD

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1 Audience and Scope

This policy applies to the staff and students of Manukau Institute of Technology and Unitec in the course of their work/academic activities, and all other people who use the digital technologies of the Institute.

2 Purpose

The purpose of this policy is to provide a framework to guide the use of AI technologies at Unitec/MIT with the following objectives are within the scope of this policy:

- (a) Upholding the principles of Te Tiriti o Waitangi when using AI;
- (b) Privacy and Data Protection: Use of AI protects personal privacy and complies with the Privacy Act 2020;
- (c) Risk Management: AI systems are selected and deployed with risks identified and mitigated to protect the institution and stakeholders from harm;

- (d) Ethical use of AI: Use of AI is conducted in alignment with the Unitec/MIT Ethical Framework;
- (e) Academic Integrity and Authentic Assessment: AI is used in assessments in a way that maintains academic integrity while providing authenticity of assessment tasks; and
- (f) Innovation in Learning and Teaching: AI is used in ways to enhance educational outcomes and administrative effectiveness.

3 Policy

3.1 AI Committee

The executive leadership team will establish an AI Committee to advise on AI policy and strategy.

3.2 Upholding the principles of Te Tiriti o Waitangi when using AI

The MIT and Unitec AI Committee has endorsed the following documents regarding their guidance on upholding the principles of Te Tiriti o Waitangi when using AI:

- (a) Te Mana Raraugna Māori Data Sovereignty Network (October 2018). *Principles of Māori Data Sovereignty*
- (b) Royal Society Te Apārangi (June 2025). *Guidelines for the best-practice use of generative artificial intelligence in research in Aotearoa New Zealand*. [Guidelines for the best-practice use of generative artificial intelligence in research in Aotearoa New Zealand \(Online\)](#)

3.3 Privacy and Data Protection

3.3.1 Transparency

Staff and students must disclose when and how they are using AI. Individuals have the right to know when they are interacting with or subject to and AI system.

3.3.2 Accountability

Users of AI are accountable for their actions and decisions, even when assisted by AI. Any decision or output involving AI must have a clearly identified human answerable for it. Users of AI are accountable for the accuracy and reliability of their AI outputs.

3.3.3 Privacy Rights and Informed Consent

Whenever AI systems collect, use, or analyse personal information, those accountable in the institution will ensure compliance with the Privacy Act 2020 and obtain informed consent from the individuals concerned where appropriate. Users will also protect the confidentiality of sensitive or commercial information when using AI.

3.3.4 Data Purpose Limitation and Minimisation

Any personal or confidential information gathered for an AI related activity must be necessary and proportionate to the legitimate purpose. Data collected for a specific purpose will not be repurposed for unrelated uses without consent.

3.3.5 Audit and monitoring

MIT and Unitec reserve the right to audit the usage of AI systems for compliance against this and other policies or legal obligations. Anyone found to have breached these policies or obligations may face disciplinary procedures.

3.4 Ethical use of AI

MIT and Unitec will develop an ethical framework to guide its engagement with AI.

3.5 Usage of Data with AI

3.5.1 Permission to use MIT and Unitec data in AI systems

AI Classification	Data Classification			
	Unclassified	In-Confidence	Sensitive	Restricted
Controlled	Yes	Yes	Yes	Yes
Supported	Yes	Yes	No	No
Permitted	Yes	No	No	No
Prohibited	No	No	No	No

3.5.2 AI Application Classifications

AI applications are classified into four categories as they are considered by the AI Committee.

AI Classification	Description
Controlled	AI applications that are recognised as featuring the highest level of security and reliability. These applications are likely only available to a limited group of kaimahi and are intended for specific purposes
Supported	AI applications that are centrally managed and licensed. These applications are effective at what they do, treat our data securely and protect the privacy of their users
Permitted	AI applications that are not centrally managed, however have been reviewed and found to be appropriate for use by kaimahi or ākonga in accordance with the guidance provided in this policy
Prohibited	AI applications that have been reviewed and found to pose too great a risk to be used as part of MIT/Unitec activities

3.5.3 Data Type Classifications

Data is classified according to the MIT & Unitec Information Classification Standard, a contextualised summary of which is shown below:

Type of Data	Description	Examples	AI Permissions
Unclassified	Data that is publicly available through the web or other sources. The assumption is that this data is not sensitive in any way and has likely been used for AI training already.		Gen AI use is approved for this data without restriction on the platform used
In-Confidence	Data that contains confidential and/or commercially sensitive information.	<ul style="list-style-type: none"> • Unpublished research data • Student activity, results and assessment data • Teaching resources • Data related to business operations such as contracts and other business arrangements. 	Gen AI use is restricted to those platforms where MIT & Unitec has a centralised formal commercial
Sensitive and Restricted	Teaching resources Data related to business operations such as contracts and other business arrangements.	<ul style="list-style-type: none"> • Personal contact details • Financial information • Enrolment records • Employment details • Strategic working papers • Change proposals 	Use of external Gen AI tools is strictly managed and only permitted using Controlled tools.

3.5.4 Unclassified Data

Gen AI use is approved for this data without restriction on the platform used.

Data that is publicly available through the web or other sources. The assumption is that this data is not sensitive in any way and has likely been used for AI training already.

3.5.5 In-Confidence Data

Gen AI use restricted to those platforms where Unitec has a centralised formal commercial arrangement in place (see MIT and Unitec Approved AI Platforms list).

Data that is sensitive in nature for reasons of privacy, security or commercial sensitivity.

Examples include:

- (a) Unpublished research data;
- (b) Student activity, results and assessment data;
- (c) Teaching resources; and

- (d) Data related to business operations such as contracts and other business arrangements.

3.5.6 Sensitive and Restricted Data

Use of external Gen AI tools is strictly managed and only permitted using Controlled tools. Data that includes sensitive information relating to identifiable individuals or is highly confidential in nature. Examples include:

- (a) Personal details;
- (b) Financial information;
- (c) Enrolment records;
- (d) Employment details;
- (e) Strategic working papers; and
- (f) Change proposals.

4 Procedures for Staff

4.1 Risk Management

Kaimahi must ensure risks are managed effectively when data is used with AI by complying with section 3.5 Usage of Data with AI.

Kaimahi must avoid using AI in any way that has been listed as restricted in section 4.4 Restricted uses of AI.

4.2 Innovation in Learning and Teaching

Innovative learning and teaching practices utilising AI are encouraged with the proviso that they must:

- (a) avoid restricted uses listed in the “Restricted uses of AI” section;
- (b) avoid using prohibited tools from the MIT and Unitec AI Platforms list; and
- (c) only utilise supported tools from the MIT and Unitec AI Platforms list if participation is required of ākongā.

4.3 Academic Integrity Assessment

AI-related matters are referred to in the following governance documents.

4.3.1 MIT policies, procedures and guidance:

- (a) [AC4-1 Assessment Procedures](#)
- (b) [AC4-5 Conduct of Assessment Procedures](#)
- (c) [AC4-6 Akongā misconduct during assessment procedures](#)
- (d) [MIT Protocols for the use of Turnitin](#)

4.3.2 Unitec policies, procedures and guidance:

- (a) [AC2.8 Academic Integrity Procedure](#)
- (b) [AC2.1 Assessment and Grading Procedures](#)
- (c) [Academic Integrity Web Page](#)

4.4 Restricted uses of AI

AI may not be used for the following purposes without specific written permission from the relevant Executive:

- (a) Evaluation and marking of student summative assessment;
- (b) Transcription of meeting recordings using any tool other than Microsoft Teams within the Unitec and MIT digital environment;
- (c) Deployment of AI Computer Use Agents within any MIT & Unitec system (including, but not limited to, LMS and Library systems);

Kaimahi may not use MIT & Unitec in-confidence, sensitive or restricted data with AI on personal devices.

4.5 Request to add to the Tamaki AI Platforms list

Prior to AI tools or platforms being designated as supported tools they must be endorsed by the AI Committee and evaluated from legal, financial and security perspectives. Tamaki kaimahi may request to have an AI tool or platform added to the Tamaki AI Platforms list by completing the following steps (pending):

- (a) Check the Tamaki AI Platforms list to ensure your AI tool or platform is not currently listed and to consider any alternatives that are already approved; and
- (b) Complete the “New AI Tool or Platform” justification form and submit as directed.

5 Procedures for Students

MIT & Unitec has a responsibility to ensure that ākonga have mastered certain skills independently and thus authentically meet the required outcomes of their course or programme of study. MIT & Unitec also recognise that there is no aspect of work or life that is or will not be impacted by AI, and therefore it has a responsibility to prepare learners for an IA-impacted world. For this reason, policies and procedures are made from time to time to ensure that learning can be authenticated in a context in which AI also impacts the learning, assessment and authentication processes themselves.

5.1 Approved use of AI in Assessment

- (a) For each course, any use of AI in assessment by ākonga must be approved by their course lecturer in advance.
- (b) Approved forms of AI use for each course are listed on the relevant Moodle or Canvas page.

5.2 Prohibited use of AI in Assessment

- (a) The following types of AI are generally not permitted for assessment activities:
- Generative AI (Gen-AI) for assessment activities where the skills assessed overlap with functions performed by Gen-AI;
 - writing support software, such as Grammarly, for assessment activities where writing style or use of grammar is assessed;
 - translation tools, such as Google Translate, for assessment activities on language courses;
 - programmable calculators for assessment activities on courses involving mathematics.
- (b) Lecturers may add additional restrictions to the use of AI for individual assessment items in their courses. Ākonga must check Moodle or Canvas for information relating to their course, or check with their tutor in advance of any assessment activities.
- (c) Where AI is approved for study, research, or assessment purposes, kaimahi and ākonga must follow the directions of their lecturer, Student Regulations, Student Code of Conduct or relevant programme documentation before using AI, and then only in accordance with this policy and any other applicable policies or processes.

5.3 Breach of this Policy

A breach of this policy by ākonga may be considered a breach of the Ākonga Policy, the Student Code of Conduct and/or the Academic Integrity Policy, and may result in disciplinary action under the Ākonga Policy.

6 Related Documents

The following documents have been endorsed by the AI Committee for application as appropriate at MIT and Unitec:

- MacCallum, K., Parsons, D., Mhaghegh, M (2024). *The Scaffolded AI Literacy (SAIL) Framework for Education*. [The Scaffolded AI Literacy \(SAIL\) Framework for Education](#), last accessed 2026-03-02.
- Royal Society Te Apārangi (June 2025). *Guidelines for the best-practice use of generative artificial intelligence in research in Aotearoa New Zealand*. [Guidelines for the best-practice use of generative artificial intelligence in research in Aotearoa New Zealand \(Online\)](#), last accessed 2026-03-02.
- Te Mana Raraunga Māori Data Sovereignty Network (October 2018). *Principles of Māori Data Sovereignty* ([TMR+Māori+Data+Sovereignty+Principles+Oct+2018.pdf](#)), last accessed 2026-03-02.

Appendix A. MIT and Unitec Approved AI Platforms

- (a) Microsoft CoPilot
 - (b) Cogniti
-

Memo to: Academic Committee

From: Martin Carroll, DCE Academic

Contributors: Pip Schollum-Manase, General Manager, Schools
Chris King, Director, Schools and Performance
Rosanne Ellis, Director Research and Enterprise
Annette Pitovao, Director, Student Success
Terina Haimona, Academic Committee Student Representative
Tiffany Nguyen, Academic Committee Student Representative

Subject: **Subcommittee Membership Nominations**

Classification: Unclassified

Date: 2 April 2026

Purpose

To seek Academic Committee's approval for the appointment of members to Academic Committee Subcommittees in accordance with their respective Terms of Reference.

Background

As part of the establishment of the Academic Committee subcommittee structure, nominations for membership are being progressed in accordance with each subcommittee's Terms of Reference.

Student representatives are nominated by the Student Council where provision is made within the Terms of Reference. Where eligibility requirements apply and suitable nominations are not currently available, these positions remain vacant.

The final set of nominations are expected to be presented to the May meeting.

Academic Committee

Nominations Received

Name	Position	Membership
Prof Peter McPherson	Head, School of Architecture	Member
Kylie Smith	Head, School of Education	Member

RECOMMENDATION

That the Academic Committee approve the appointment of following Heads of School, nominated by the Deputy Chief Executive, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

- Prof Peter McPherson, Head, School of Architecture
- Kylie Smith, Head, School of Education

Academic Approvals Committee

Nominations Received

Name	Position	Membership
Sandi Eickhoff	Head, School of Languages and Community Education	Member

RECOMMENDATION

That the Academic Committee approve the appointment of following Head of School, nominated by the Deputy Chief Executive, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

- Sandi Eickhoff, Head, School of Languages and Community Education

Academic Quality Committee

Nominations Received

Name	Position	Membership
Sue Emerson	Head, Schools of Bridgepoint Community Studies and Sport	Member
Craig Lucas	Head, School of Hospitality and Service Industries	Member

RECOMMENDATION

That the Academic Committee approve the appointment of following Heads of School, nominated by the Deputy Chief Executive, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

- Sue Emerson, Head, Schools of Bridgepoint Community Studies and Sport
- Craig Lucas, Head, School of Hospitality and Service Industries

Research Committee

Nominations Received

Name	Position	Membership
Vanessa Byrnes	Head, School of Creative Industries	Member
Luka Crosbie	Director, International and Projects Support	Member
Hadley Brown	Research Contracts Specialist	Member
Anna Wheeler	Manager, Library	Co-opted member
Natara Lata Pimoe	Unitec Pacific Student Representative	Member

RECOMMENDATIONS

That the Academic Committee:

1. Approve the appointment of Luka Crosbie (Director, International and Projects Support) as a member of Research Committee, nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.
2. Approve the appointment of Hadley Brown (Research Contracts Specialist) as a member of Research Committee, nominated by the Deputy Chief Executive Academic from among the Institute's research support staff, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.
3. Approve the appointment of Anna Wheeler (Manager, Library) as a co-opted member of Research Committee, for a period of two years.
4. Approve the appointment of Natara Iata Pimoe as an enrolled learner from Unitec enrolled in Bachelor level or higher research-based programmes, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

Research Ethics Committee

Nominations Received

Name	Position	Membership
Dr Linda Aumua	Head, School of Healthcare and Social Practice	Member
Nikiah Rodriguez	Unitec Waitākere Student Rep	Member

RECOMMENDATIONS

That the Academic Committee

1. Approve the appointment of following Head of School, nominated by the Deputy Chief Executive, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.
 - Dr Linda Aumua, Head, School of Healthcare and Social Practice
2. Approve the appointment of the following learner from Unitec enrolled in research-based programmes, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only:
 - Nikiah Rodriguez

Postgraduate Research and Scholarships Committee

Nominations Received

Name	Position	Membership
Alandara Mahanama	Unitec General Student Rep	Member

RECOMMENDATION

That the Academic Committee approve the appointment of the following enrolled learner from Manukau Institute of Technology and Unitec, nominated by the Student Councils, for a period of one (1) year with the possibility of renewal for a second one (1) year term only:

- Alandara Mahanama

Disability Academic Advisory Committee

Nominations Received

Name	Position	Membership
Sabrina Sharma	Team Leader, Disability Support	Member
Lele Talagi	Interim Team Leader, Disability Support	Member
Mirabel Mowat-Smith	Organisational Development & Equity Business Partner	Member
Melanie Wong	Senior Lecturer, School of Social Work	Member
Radhika Kumar	Head of School, Health and Applied Counselling	Member
Laura Harvey	Head of School Environmental and Animal Science	Member
Dave Hicks	APM, Supported Learning	Member
Nikiah Rodriguez	Unitec Waitākere Student Representative	Member
Roland Blignaut	MIT Disability Student Representative	Member

RECOMMENDATIONS

That the Academic Committee:

1. Approve the appointment of following support staff, nominated by the Deputy Chief Executive Academic on advice from the Director, Student Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

- Sabrina Sharma (Team Leader, Disability Support)
- Lele Talagi (Interim Team Leader, Disability Support)
- Mirabel Mowat-Smith (Organisational Development and Equity Business Partner - Tāmaki)

2. Approve the appointment of following academic staff, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

- Melanie Wong, Senior Lecturer, School of Social Work
- Radhika Kumar, Head, School of Health and Applied Counselling
- Laura Harvey, Head, School of Environmental and Animal Sciences
- Dave Hicks, APM, Supported Learning

3. Approve the appointment of following enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

- Nikiah Rodriguez
- Roland Blignaut

Learning and Teaching Committee

Nominations Received

Name	Position	Membership
Beyonce Kahui	Unitec Māori Student Rep	Member
Akenese Tuala	MIT Vice Student President	Member

RECOMMENDATION

That the Academic Committee approve the appointment of above enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only:

- Beyonce Kahui
- Akenese Tuala

Māori Academic Advisory Committee

Nominations Received

Name	Position	Membership
Beyonce Kahui	Unitec Māori Student Rep	Member
Terina Haimona	MIT Student President	Member

RECOMMENDATION

That the Academic Committee approve the appointment of the following enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

- Beyonce Kahui
- Terina Haimona

Pacific Academic Advisory Committee

Nominations Received

Name	Position	Membership
Natara Iata Pimoe	Unitec Pacific Student Rep	Member
Maimairasa Leituala	MIT Pacific Student Rep	Member

RECOMMENDATION

That the Academic Committee approve the appointment of the following enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Councils, for a period of one (1) year with the possibility of renewal for a second one (1) year term only:

- Natara Iata Pimoe
- Maimairasa Leituala

International Academic Advisory Committee

Nominations Received

Name	Position	Membership
Methindu Liyanage	Unitec International Student Rep	Member
Siosifa Sifa	MIT International Student Rep	Member

RECOMMENDATION

That the Academic Committee approve the appointment of the following enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Councils, for a period of one (1) year with the possibility of renewal for a second one (1) year term only:

- Methindu Liyanage
- Siosifa Sifa

Memo to: Academic Committee

From: Academic Committee Secretary

Subject: Standardised Governance Templates – Agenda, Minutes and Memorandum

Classification: Unclassified

Date: 26 March 2026

Recommendations

That the Academic Committee:

1. endorse the standardised Agenda, Minutes, and Memorandum templates; and
2. approve their implementation across Academic Committee subcommittees.

Background

As part of the implementation of the governance framework, a need has been identified to standardise core governance documentation to ensure:

- consistency in structure and presentation;
- alignment with statutory requirements, including the Local Government Official Information and Meetings Act 1987 and the Official Information Act 1982; and
- clarity and completeness of governance records.

Next Steps

Subject to endorsement, the templates will be:

- circulated to all subcommittee Chairs and Secretariats.

Attachments

- Agenda Template
- Minutes Template
- Memo Template
- Resolution to exclude the public template



**[Name] Committee | MIT and Unitec
AGENDA**

Date: [Insert Date]

Time: [Insert Time]

Venue: [Insert Location / MS Teams]

1. Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

Kia whai hiranga tātou (*Let's pursue excellence*)

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

1.1 Welcome and Apologies

RESOLUTION:

That the apologies be received from [list Names].

1.2 Declarations of Interest (if applicable)

Members to declare any conflicts of interest

1.3 Confirmation of Previous Minutes

[Paper Title]

RESOLUTION:

That the minutes of the meeting held on [date] be confirmed as a true and correct record.

1.4 Action Register

Status update on outstanding actions.

2. General Business

2.1 Chairperson's Report

Presenter:

RESOLUTION:

That the [Name] Committee receive the Chairperson's Report.

2.2 Correspondence

Presenter:

RESOLUTION:

That the [Name] Committee receive the Correspondence.

3. Standing Items

3.1 Reports

[Paper Title]

RESOLUTION:

That the [Name] Committee [wording from recommendation in report].

4. Resolution to exclude the public (if required)

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Closed Item	Session Item:	
Item	General subject of each matter	Section(s) relied upon
[Closed Item Title]		

Interests Protected

Section	Interest
----------------	-----------------

*Refer to 'Resolution to exclude the public template attached'.

RESOLUTION: That the public be excluded from the remainder of the meeting.

CLOSED Agenda

5. Administration – public excluded.

[Chair]

5.1 [Closed Item Title].

RESOLUTION:

That the [Name] Committee [approve / note...]

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

We are departing
Peacefully
Joyfully
And resolute
We are united, progressing forward!



**[Name] Committee | MIT and Unitec
MINUTES**

Date: [Insert Date]

Time: [Insert Time]

Venue: [Insert Location / MS Teams]

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

Kia whai hiranga tātou (*Let's pursue excellence*)

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

The Chair welcomed all the Committee Members and [staff] to the meeting.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
[Full Name]					

In attendance:

[Full Name]					

RESOLVED: That the apologies be received from [list Names].

Moved: [Name]

Seconded: [Name]

CARRIED

1.2 Declaration of Interest (if applicable)

Members to declare any conflicts of interest.

[Record any declarations or "Nil"]

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on [date] be confirmed as a true and correct record.

Moved: [Name]

Seconded: [Name]

CARRIED

1.4 Action Register

The [Chair] updated the Committee on the open actions from previous meetings.

Action items:

2 General Business

2.1 Chairperson's Report

Presenter:

The Chair spoke to his/her report on the agenda. The items that he/she expanded on were:

RESOLVED: That the [Name] Committee receive the Chairperson's Report.

Moved: [Name]

Seconded: [Name]

CARRIED

2.2 Correspondence

RESOLVED: That the [Name] Committee [wording from recommendation in report].

Moved: [Name]

Seconded: [Name]

CARRIED

3 Standing Items

3.1 Reports

RESOLVED: That the [Name] Committee [wording from recommendation in report].

Moved: [Name]

Seconded: [Name]

CARRIED

4 Resolution to exclude the public (if required)

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reasons for passing the resolution in relation to each matter are as follows:

Closed	Session Item:
Item	General subject of each matter Section(s) relied upon
[Closed Item Title]	

Interests Protected**Section Interest**

*Refer to 'Resolution to exclude the public template attached'.

RESOLVED: That the public be excluded from the remainder of the meeting.

Moved: [Name]

Seconded: [Name]

CARRIED

5 CLOSED Session (if required)

The Meeting moved into Closed Session at [Time].

The remainder of the meeting was held in Closed Session.

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

We are departing
Peacefully
Joyfully
And resolute
We are united, progressing forward!

The meeting concluded at [Time].

Confirmed as a true and correct record:

Chair:

Date:

Memo to: Academic Committee

From: [Name, Position]

Contributors: [Name, Position]

Subject: [Insert Subject]

Classification: [Unclassified / In-Confidence / Sensitive / Restricted]

Date: [Insert Date]

Recommendations

That the Academic Committee [Approve / Note / Endorse...] [Additional resolutions if required].

Background

[Context]

Major issues and risks (if required)

[Context]

Open / Closed Session Consideration (if required)

Open Session:

This paper may be considered in open session.

OR

Public Excluded Session:

It is recommended that this item be considered in public excluded session in reliance on:

- section 48(1) of the Local Government Official Information and Meetings Act 1987; and
- section [insert relevant clause] of the Official Information Act 1982

Reason:

[Clear justification, e.g. to protect the privacy of natural persons.]

Attachments

[Documents]



MIT and Unitec Academic Committee meeting

Resolution to exclude the public

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Item	General subject of each matter to be considered	Section(s)

And that certain employees from MIT and Unitec, namely

- [List of people who can stay]

be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the above items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

Interests

Section(s)	Interest(s)
Section 9(2)(a)	protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(i)	protect information where the making available of the information would disclose a trade secret.
Section 9(2)(b)(ii)	protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(ba)(i)	protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any

Section(s)	Interest(s)
	enactment, where the making available of the information would be likely to prejudice the supply of similar information, or information from the same source, and it is in the public interest that such information should continue to be supplied.
Section 9(2)(ba)(ii)	protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment, where the making available of the information would be likely otherwise to damage the public interest.
Section 9(2)(c)	avoid prejudice to measures protecting the health or safety of members of the public.
Section 9(2)(d)	avoid prejudice to the substantial economic interests of New Zealand.
Section 9(2)(e)	avoid prejudice to measures that prevent or mitigate material loss to members of the public.
Section 9(2)(f)(i)	maintain the constitutional conventions for the time being which protect the confidentiality of communications by or with the Sovereign or [his] representative.
Section 9(2)(f)(ii)	maintain the constitutional conventions for the time being which protect the collective and individual ministerial responsibility.
Section 9(2)(f)(iii)	maintain the constitutional conventions for the time being which protect the political neutrality of officials.
Section 9(2)(f)(iv)	maintain the constitutional conventions for the time being which protect the confidentiality of advice tendered by Ministers of the Crown and officials.
Section 9(2)(g)(ii)	maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(h)	maintain legal professional privilege.
Section 9(2)(i)	enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.
Section 9(2)(j)	enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).
Section 9(2)(k)	prevent the disclosure or use of official information for improper gain or improper advantage.

Academic Approvals Committee Minutes

Purpose

To provide Academic Committee with the Academic Approvals Committee draft minutes of two meetings held on 20 February, along with the meetings of 3 March and 11 March 2026.

Commentary

The Academic Approvals Committee (AAC) met twice on 20 February 2026. Submissions from schools on the following programmes were considered in the first meeting:

Approval and Accreditation

- New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1, 120 credits) [NZCLW] *Further work required*

Type 1 Applications

- New Zealand Certificate in Electrical Pre-Trade (Level 3, 121 Credits) [NZCEP] *Further work required*
- Bachelor of Business (Level 7, 360 Credits) [BBS] *Approved pending changes*
- Master of Applied Business (Level 9, 180 credits) [MAB] *Approved pending changes*
- Postgraduate Diploma in Applied Business (Level 8, 120 credits) [PGDAB] *Approved pending changes*
- Postgraduate Certificate in Applied Business (Level 8, 60 credits) [PGCAB] *Approved pending changes*
- Master of Professional Accounting (Level 9, 180 credits) [MPACC] *Approved*
- New Zealand Bachelor in Nursing (Level 7, 360 credits) [NZBN] *Response from school required*
- New Zealand Diploma in Cookery (Level 5, 120 credits) [Dip Cookery] *Approved*
- Graduate Diploma in Business (Level 7, 120 credits) [GDBUS] *Further work required*

Assessment changes:

- Bachelor of Accounting (Level 7, 360 credits) [BACC] *Further work required*
- Bachelor of Business (Level 7, 360 credits) [BBS] *Further work required*

Type 2 changes:

- Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA] *Further work required*

Deferred to a later meeting due to a lack of time

- New Zealand Diploma in Sport, Recreation and Exercise (Multi-Sector) (Level 5, 120 credits) [NZDSR]
- New Zealand Certificate in Exercise (Level 5, 60 credits) [NZCEX]
- New Zealand in Architectural Technology (Level 6, 240 credits) [NZDAR] & New Zealand Diploma in Construction (Level 6, 240 credits) [NZDCN]

A second meeting considered changes required to the:

- New Zealand Certificate in Health and Wellbeing (Level 4, 120 credits) [NZCHW] as the result of NZQA monitoring. *Approved, noting further changes are pending.*

The Academic Approvals Committee (AAC) met on 3 March 2026 to discuss administrative matters.

The Academic Approvals Committee (AAC) met on 11 March 2026. Submissions from schools on the following programmes were considered:

Type 1 Applications

- New Zealand Diploma in Sport, Recreation and Exercise (Multi-Sector) (Level 5, 120 credits [NZDSR] *Approved pending changes*
- New Zealand Certificate in Exercise (Level 5, 60 credits) [NZCEX] *Approved pending changes*
- New Zealand in Architectural Technology (Level 6, 240 credits) [NZDAR] & New Zealand Diploma in Construction (Level 6, 240 credits) [NZDCN] *Approved pending changes*
- Graduate Diploma in Business (Level 7, 120 credits) [GDBUS] *Further work required*

Assessment changes

- New Zealand Diploma in Architectural Technology (Level 6, 240 credits) [NZDAR] *Approved pending changes*
- New Zealand Diploma in Construction (Level 6, 240 credits) [NZDCN] *Approved pending changes*

Type 2 applications

- Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA] *Approved*

Recommendation

That the Academic Committee receive the draft Academic Approvals Committee minutes from:

- 20 February 2026 (9am),
- 20 February 2026 (3pm),
- 3 March 2026 and
- 11 March 2026.

Report prepared by Chris Park GM Academic Services
--

ATTENDANCE:

Chris Park (Chair)
Joce Williams

Helen Perry
Simon Tries

Jackie Tims

APOLOGIES:**IN ATTENDANCE:**

Glenda Plaisted

Chris Park welcomed everyone to the meeting and opened with a Karakia.

1. Apologies

There were no apologies.

With leave from the Chair, the meeting moved to Item 3.1 and then Item 2.2.7 while Simon was available to attend the meeting.

The minutes of the previous meeting held on 12 February 2026 were confirmed.

PROPOSED: J WILLIAMS

SECONDED: J TIMMS

APPROVED

2. Items to Approve / Endorse / Note / Discuss**2.1. Approval and Accreditation****2.1.1. New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1, 120 credits) [NZCLW] Application**

The Committee reviewed and discussed the feedback provided by the PC/School. There are some feedback items which still need actioning so will be returned to the PC/School.

2.2. Type 1 Applications**2.2.1. New Zealand Certificate in Electrical Pre-Trade (Level 3, 121 Credits) [NZCEP] Type 1**

The documents were reviewed and further feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

The Type 1 change includes changes to:

- Add the 80% attendance criteria to decrease the risk of students not getting crucial health and safety knowledge required in the electrical profession.

- Update the class of registration from EASq to EAS, due to the EWRB led change of registration class.
- Remove the reference to Workforce Development Council regarding the Capstone exam.

2.2.2. Bachelor of Business (Level 7, 360 Credits) [BBS] Type 1

School needs to action feedback provided earlier by AAC. This item is on our agenda three times for three different changes. School to consolidated response and return one marked up PAD and response document.

The Type 1 change includes changes to:

- Update Programme regulations 4.3 credit transfer to allow graduates from the level 5 NZ Diploma in Business (Leadership and Management) strand to transfer their grades to the first year of the Bachelor of Business programme.
- Update section 8.6.1 Industry Advisory Group – new members added, outgoing members removed.
- Minor changes to the programme staffing - new lecturers added, teaching responsibilities added.

2.2.3. Master of Applied Business (Level 9, 180 credits) [MAB] Type 1

Individual PADs will be required. TKK to follow up. Further feedback was noted on the feedback sheet and is to be actioned. Pending action of the feedback, this programme does not need to come back to AAC.

The Type 1 change includes changes to:

- Assessment changes to BSNS8000, BSNS8001 and BSNS8012

2.2.4. Postgraduate Diploma in Applied Business (Level 8, 120 credits) [PGDAB] Type 1

Individual PADs will be required. TKK to follow up. Further feedback was noted on the feedback sheet and is to be actioned. Pending action of the feedback, this programme does not need to come back to AAC.

The Type 1 change includes changes to:

- Assessment changes to BSNS8000, BSNS8001 and BSNS8012

2.2.5. Postgraduate Certificate in Applied Business (Level 8, 60 credits) [PGCAB] Type 1

Individual PADs will be required. TKK to follow up. Further feedback was noted on the feedback sheet and is to be actioned. Pending action of the feedback, this programme does not need to come back to AAC.

The Type 1 change includes changes to:

- Assessment changes to BSNS8000, BSNS8001 and BSNS8012

That Academic Approvals Committee approves the Type 1 changes to the Master of Applied Business (Level 9, 180 Credits) [MAB], Post Graduate Diploma in Business (Level 8, 120 Credits) [PGDAB] and the Post Graduate Certificate in Business (Level 8, 60 Credits) [PGCAB] programme pending actioning the highlighted feedback provided.

PROPOSED: C PARK
SECONDED: H PERRY

CARRIED

2.2.6. Master of Professional Accounting (Level 9, 180 credits) [MPACC] Type 1

The documents were reviewed and further feedback was provided by members. Guidance will be sought from the ALT.

The Type 1 change includes changes to:

- Assessment changes to ACTY8108.

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Master of Professional Accounting (Level 9, 180 Credits) [MPACC].

PROPOSED: C PARK
SECONDED: H PERRY

CARRIED

2.2.7. New Zealand Bachelor in Nursing (Level 7, 360 credits) [NZBN]

No feedback was received from the school; a follow up request will be sent.

2.2.8. New Zealand Diploma in Cookery (Level 5, 120 credits) [Dip Cookery]

The documents were reviewed.

The Type 1 change includes changes to:

- Updating course descriptors for assessments.
- Removing aggregate of 50% of available marks to: "Learners must attempt all assessments, gain 50% or more of the available marks for assessments and achieve all learning outcomes."

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Diploma in Cookery (level 5, 120 credits) [Dip Cookery].

PROPOSED: H PERRY
SECONDED: J TIMS

CARRIED

2.2.9. Bachelor in Business (Level 7, 360 credits) [BBS]

School needs to action feedback provided earlier by AAC.

The Type 1 change includes changes to:

- Administrative wording changes to the learning outcomes in BBS Level 5 courses to ensure that they are the same as the NZIST unified NZDBS.
- GPO mapping table updated.
- BSNS7110 Assessment Changes.

2.2.10. Graduate Diploma in Business (Level 7, 120 credits) [GDBUS]

The documents were reviewed and further feedback was provided by members.

The Type 1 change includes changes to:

- BSNS7110 Assessment Changes

2.2.11. New Zealand Diploma in Sport, Recreation and Exercise (Multi-Sector) (Level 5, 120 credits) [NZDSR]

This item was deferred to the next meeting due to the meeting running over time.

The Type 1 change includes changes to:

- SPOR5100: changes to assessment
- SPOR5101: changes to assessment
- SPOR5104: changes to assessment
- SPOR5105: changes to assessment
- SPOR5106: changes to assessment
- SPOR5107: changes to assessment and LO mapping
- SPOR5109: changes to assessment and LO mapping

2.2.12. New Zealand Certificate in Exercise (Level 5, 60 credits) [NZCEX]

This item was deferred to the next meeting due to the meeting running over time.

The Type 1 change includes changes to:

- SPOR5100: changes to assessment
- SPOR5104: changes to assessment
- SPOR5106: changes to assessment and LO mapping
- SPOR5107: changes to assessment

2.2.13. New Zealand Certificate in Health and Wellbeing (Level 4, 120 credits) [NZCHW]

The committee had insufficient time to consider this programme. A second meeting was set for 3pm on 20 February 2026.

The Type 1 change includes changes to:

- minor wording changes to learning outcomes in the following courses:
 - HCSP4401, 4402, 4404, 4405, 4406, 4407

2.3. Portfolio Assessment Details

2.3.1. Bachelor of Accounting (Level 7, 360 credits) [BACC] Assessment details sheet

The documents were reviewed and feedback was provided by members. Further work required involves actioning feedback and rewording any assessments that has a learning outcome that starts with the word “apply”.

- ACCY6108 Accounting information systems

That Te Komiti Whakamana Hōtaka Hou | Academic Approvals Committee approves the following Portfolio Assessment Details changes to the Bachelor of Accounting (Level 7, 360 credits) [BACC] programme, effective from Sem 1, 2026.

PROPOSED: J TIMS

SECONDED: J WILLIAMS

CARRIED

2.3.2. Bachelor of Business (Level 7, 360 credits) [BBS] Assessment details sheet

The documents were reviewed and feedback was provided by members. The feedback will be provided to the PC for further work before resubmission.

- ACCY6106 Law of Business Entities
- ACCY6108 Accounting information systems
- ACCY5105 Commercial Law

2.3.3. New Zealand in Architectural Technology (Level 6, 240 credits) [NZDAR] & New Zealand Diploma in Construction (Level 6, 240 credits) [NZDCN]

This item was deferred to the next meeting due to the meeting running over time.

- CONS5001TP, CONS5002TP, CONS5005TP

3. Application approved with conditions at previous meetings

3.1 Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA] Type 2

This work had been Simon gave some background regarding this change. The changes were approved at a previous meeting with conditions which were:

- Clarify the special admission requirements.
- Clarify the elective course requirements.
- Minor corrections needed: Update the reference to New Zealand Qualifications and Credentials Framework (NZQCF) and ensure consistency throughout programme documents.
- Correct the numbering of learning outcomes in all course descriptors.
- Data sheet to be confirmed by Finance.

Simon indicated that the above changes had been made and made some changes himself using track changes to the PAD. The PAD needs a good tidy and another check.

ACTION: S Tries to request confirmation that the amendments have been carried out and confirm that the GPO mapping is correct. If not, it needs to come back to AAC once the work is done.

4. Any other Business

Closing Karakia Whakamutunga

Jocelyn gave the closing Karakia and the meeting closed at 11.55 am. The next meeting will be held on 20 February 3 pm 2026.

Signed: _____

Date: _____

ATTENDANCE:

Chris Park (Chair)
Joce Williams

Helen Perry

Simon Tries

APOLOGIES:**IN ATTENDANCE:**

Glenda Plaisted

Jackie Tims

The committee reconvened to complete discussion on the following programme:

1. New Zealand Certificate in Health and Wellbeing (Level 4, 120 credits) [NZCHW]

This programme failed a NZQA monitor revisit. The programme requires a number of changes and these will be made across this semester.

Due at the NZQA today is a Type 1 change to Learning Outcomes for courses 4401, 4405, 4406, 4407.

All other proposed changes are to be rolled back and changed at a later date.

Motion:

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Certificate in Health and Wellbeing (Level 4 ,120 credits) [NZCHW] noting that further changes are pending.

PROPOSED: S TRIES**SECONDED:** J WILLIAMS**CARRIED**

The meeting closed at 3.30pm. The next meeting will be held on 11 March 2026.

Signed: _____ Date: _____

ATTENDANCE:

Chris Park (Chair)
Joce Williams

Helen Perry

Jackie Tims

APOLOGIES:**IN ATTENDANCE:**

Glenda Plaisted

Jacqui Hindmarsh

The committee convened to discuss operational matters:

1. Terms of Reference for Academic Approvals Committee

Noted: that the final Academic Approvals Committee TOR have not been published yet, the committee discussed the responsibilities set out in section 2.

Assessment Changes

- Assessment changes are not the remit of this committee, historically MIT did not see these but Unitec's AAC did. We have limited capacity, and hence it was proposed that we continue to see assessment changes only when they result in a change in the PAD (i.e., new, type 1 and type 2 changes);
- Chair noted that the Academic Quality Committee has oversight of PC activities and the Learning and Teaching Committee has a role in leading good assessment design. AAC is the last post for assessment change, there is an expectation that assessments are fit for purpose and will be approved by the time they reach this committee.

ACTION: Chair to raise oversight of assessments with the Chairs of Academic Quality Committee and Learning and Teaching Committee.

AAC Capacity

The Chair has been speaking with the Chair of the Academic Committee about the volume of work anticipated to come through this committee this year. The Chair invited the Committee to consider alternatives to make the workload more manageable. She will put a paper to Academic Committee.

Membership

We are awaiting the balance of the membership, this is being progressed with Academic Committee. Noted that there is no staffing membership from Academic Registry. The committee agreed that schools would be asked to ensure that all proposed changes had the endorsement of Rakesh Patel or the Academic Registry staff.

Note that the *Standing Orders* are published and are on the Nest and MITnet.

2. Standard Operating Procedures

This document is a redraft of MIT’s former ASC SOP.

Discussed the SOP and made some amendments to it. Final Draft to come to a future meeting of AAC.

Meeting closed at 11 am. Next meeting is scheduled on 11 March 2026.

Signed: _____ Date: _____

DRAFT

ATTENDANCE:

Chris Park (Chair)
Joce Williams

Helen Perry

Jackie Tims

APOLOGIES: N/A**IN ATTENDANCE:**

Glenda Plaisted

Chris Park welcomed everyone to the meeting and opened with a Karakia.

1. Administration**1.1. Apologies**

There were no apologies.

1.2. Minutes of the Previous meeting

The minutes of the previous meetings held on 3 February and 20 February (x2) were deferred to the next meeting for approval.

1.3. Matters Arising

All matters completed.

1.4. Correspondence

The email the Chair sent to HoS, APM, Heads of Quality and attachments were filed in the correspondence folder. Appended to the email was the Academic Development and Approval Policies and Procedures. Though the policies are labelled separately for each site (MIT and Unitec respectively), they are combined MIT&Unitec policies.

2. Items to Approve / Endorse / Note / Discuss**2.1. Type 1 Changes****2.1.1. New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5, 120 credits) [NZDSR]**

The Committee reviewed and discussed the feedback provided by the PC/School. There was further feedback from the committee. Once the changes have been made, the School will return the PAD to TKK for confirmation/submission, it does not need to come back to AAC.

Amendments to be actioned across both PADs:

- A quiz is not a suitable way of assessing an LO starting 'apply'.
- The group project covers three LOs, but two of them are 'identify' and 'explain'. These LOs should be met individually so that it is clear that the learner meets the LO.

- The school has indicated that these are individual assessments, the PAD needs to say so.
- NZ Qualifications and Credentials Framework - amend throughout.
- Use the correct links to MIT & Unitec Policy and Procedures.
- Return to 'examine' for LO1.

See resolution for 2.1.2.

2.1.2. New Zealand Certificate in Sport and Exercise (Level 3, 120 Credits) [NZCEX]

The documents were reviewed and further feedback was provided by members. The changes requested are the same as for the NZDSR. Once the school has completed the work, the documents should go to TKK for confirmation/submission.

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 5, 120 Credits) [NZDSR] and New Zealand Certificate in Sport and Exercise (Level 3, 120 Credits) programmes providing the School addressing the feedback provided on the feedback document.

PROPOSED: J WILLIAMS

SECONDED: J TIMS

CARRIED

2.1.3. New Zealand Master of Architecture (Level 9, 240 Credits) [MARCP]

The documents were reviewed and some feedback still requires actioning. Actions which need to be taken are:

- Provide a signed memo to the AAC.
- Amend the version on the front cover of the PAD.
- 3.4g Remove the comment and just leave the tracked changes, and also 6.4.
- NZ Qualifications and Credentials Framework: needs correct link.

Once actioned by the school, the documents should go to TKK for confirmation/submission.

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Master of Architecture (Professional) (Level 9, 240 Credits) [MARCP] programme pending actioning the highlighted feedback provided on the feedback document.

PROPOSED: J WILLIAMS

SECONDED: J TIMS

CARRIED

2.1.4. Graduate Diploma in Business (Level 7, 120 credits) [GDBUS]

The documents were reviewed and some feedback provided. Initial feedback has not been actioned. There needs further work with TPA and TKK. The change was not approved.

- The memo needs clarification regarding the rationale.
- The PAD needs a complete redraft the language is antiquated.
- The assessment for BSNS7110 uses AdWords (MCQ test) this is not a suitable form of assessment for LOs 1, 3, or 5.

ACTION: There is a question about whether BSNS7110 has been released to learners. If this is the case then they must work with TPA and TKK to design an additional assessment that meets the LOs and can be counted towards 10% of the course. Chair will contact the HoS give feedback.

2.2. Portfolio Assessment Details

2.2.1. New Zealand Diploma in Architectural Technology (Level 6, 240 credits) [NZDAR] & New Zealand Diploma in Construction (Level 6, 240 credits) [NZDCN]

The documents were reviewed and feedback provided. This is a unified programme, meaning assessments cannot be changed. The items below still need addressing:

- Remove one duplicate table
- Rationale for change needs clarification.
- LO3 cannot be covered in a quiz, consider removing from quiz.

The PAD needs to be returned to the TKK for confirmation/submission.

That Academic Approvals Committee approves the Type 1 changes to the New Zealand Master of Architecture (Professional) (Level 9, 240 Credits) [MARCP] programme pending actioning the highlighted feedback provided on the feedback document.

PROPOSED: C PARK

SECONDED: H PERRY

CARRIED

3. Application approved with conditions at previous meetings

3.1 Bachelor of Design and Contemporary Art (Level 7, 360 Credits) [BDCA]

All requested amendments/changes have been confirmed.

4. Any other Business

4.1 New Feedback Template

The committee was shown the draft template for feedback. Template adopted.

4.2 Standard Operational Procedures (SoP)

The meeting discussed the draft SoP for feedback.

That Academic Approvals Committee adopts the Feedback Template and the Standard Operational Procedures (SoP).

PROPOSED: C. PARK

SECONDED: H PERRY

CARRIED

Closing Karakia Whakamutunga

Jocelyn gave the closing Karakia and the meeting closed at 3.05 am. The next meeting will be held on 25 March 2026 at 1 pm.

Signed: _____

Date: _____



MITU Academic Committee

2 April 2026

Title:	MITU Academic Quality Committee Report
To:	Academic Committee
From:	Simon Tries, Chair, MITU Academic Quality Committee
For:	Information

Recommendation

That Academic Committee receives the minutes from the MITU Academic Quality Committee's hui of 24 February 2026.

Purpose

To provide an overview of the Academic Quality Committee hui of 24 February 2026 and to confirm the endorsement of the proposed MITU Moderation Policy and Procedures.

Commentary

This was the inaugural hui of the Academic Quality Committee. The focus of the hui was on:

- reviewing the Terms of Reference and MITU Standing Orders, including clarification of the AQC's scope, authority, and expectations.
- the immediate priorities of the committee
- the role of AQC in the identification, managing, and oversight of academic risk.
- NZQA's IQAF framework and its quality assurance implications
- existing quality systems across MIT and Unitec, future development considerations, and the potential impact on related committees.
- issues and challenges identified through NZQA monitoring reports and current practice, including AQC's oversight focus.
- the existing MIT programme committees and Unitec PAQCs, including expectations regarding their minutes and memo submissions, and reporting of matters

The Academic Quality Committee endorsed the proposed MITU Moderation Policy and Procedure.

Minutes from the closed session of the committee have been provided to the Chair, Academic Committee.



Academic Quality Committee | MIT & Unitec

Minutes

Date: Tuesday 24 February 2026

Time: 9:00pm-12:00pm

Venue: Unitec Mt Albert Campus 110-2019

1. Whakatuwheratanga | Opening

Present

S Tries (Chair), J Oldfield, M Brik, S Marshall

In Attendance

Q Xu (Secretary)

1.1. Apologies

No apologies.

1.2. Quorum, Attendance and Membership

1.2.1 Quorum

1.2.2 [2026 AQC Membership](#)

1.2.3 [Attendance Tracker](#)

1.3. [2026 Hui Schedule](#)

Action: Secretary to reschedule the April hui to one week later.

1.4. Previous Minutes

1.4.1. Quality Alignment Board [Minutes](#)

That the Academic Quality Committee receives the Minutes of the QAB meeting of 20251113.

1.4.2 Self-Assessment, Evaluation and Review [Minutes](#)

That the Academic Quality Committee receives the Minutes of the SAER meeting of 20251107.

Moved / Seconded: S Marshall/ M Brik

MOTION CARRIED

1.5. Matters Arising

No matters were raised.

1.6. [Actions](#)

It was noted that the actions discussed were carried over from the former Unitec Quality Alignment Board (QAB) hui. No further action is required from the Academic Quality Committee (AQC).

The action relating to sharing the QAB review of Programme Evaluation and Planning reports can be progressed as a separate mahi, however, it will not be recorded as an AQC action.

2. General Business

2.1. [MITU Academic Governance structure](#)

The current MIT programme committees and Unitec PAQCs continue to operate under their respective terms of reference, subject to the MITU Standing Orders and AQC reporting requirements. The new combined MIT & Unitec programme committees are expected to be established iteratively, as determined by the Academic Committee. Once the new Programme Committees are in place, the replaced existing committees will be disestablished.

2.2. [Terms of Reference](#)

Next Review: September 2026. AQC members to provide advice to Academic Committee on the Terms of Reference.

Committee Structure:

Dr. Steven Marshall was appointed as Deputy Chair of the Academic Quality Committee. Remaining members are still to be appointed.

Discussion:

Members reviewed the Terms of Reference in detail.

There were some suggestions regarding specific terminology used (e.g., academic activities of the Institute being 'designed'). The Chair noted that once the full membership was established, the terms of reference would be reviewed and any changes proposed to Academic Committee.

It was noted that there was a strong emphasis on better engagement with stakeholders and effective management of academic risk. AQC will be expected to take a primary role in identifying and overseeing these risks. Members discussed how risks could be managed and how oversight could be maintained as key risks and issues arise. This includes clarifying risk management processes and ensuring awareness of individual responsibilities.

The discussion suggested an expectation that there is currently variable understanding across the institute regarding what constitutes a risk and how risks are defined, and that different perspectives exist on approaches to risk management and mitigation.

Members discussed the immediate priorities for the committee and what needed to be considered in terms of a workplan for the year.

Action: Chair to draft the AQC workplan
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2.3. [Standing Orders](#)

Members discussed the Standing Orders. It was agreed that a more fulsome kōrero would be completed when the remaining members were appointed.

2.4. Chair Reporting

The Chair provided a verbal update.

3. Inwards Correspondence

3.1. [Key Updates for Tertiary Education Providers](#)

3.2. [Interim degree monitoring 2026](#)

Action: Secretary to obtain a list of MIT programmes selected for 2026 NZQA monitoring

3.3. Unitec degree monitoring reports

3.3.1. [Master of Applied Science suite](#)

3.3.2. [Master of Applied Business suite](#)

3.3.3. [Master of Professional Accounting](#)

3.3.4. [Bachelor of Engineering Technology](#)

3.3.5. [Bachelor of Design and Contemporary Art](#)

3.4. MIT degree monitoring reports

3.4.1. [Bachelor of Applied Management and associated Graduate Diplomas](#)

3.4.2. [Bachelor of Digital Technologies and GradDip](#)

4. Quality Systems

4.1. [NZQA's Integrated Quality Assurance Framework](#)

4.2. Discussion on existing quality systems - current and future approaches

The hui discussed the MIT and Unitec Quality Assurance systems with the intent determining the status of each system (at each former institute) and to consider how these systems should be developed in the future, in particular for the purpose of policy and procedure development and alignment with NZQA's Integrated Quality Assurance Framework.

5. Academic Risk

Discussed in agenda Items 4.

6. Standing Items

6.1. Quality Assurance Reporting (No reports this hui)

7. Programme Committee Reporting

- 7.1. [MIT Programme Committees](#)
- 7.2. [Unitec Programme Committees \(PAQC\)](#)
- 7.3. Programme Committee reporting ([form](#))

Programme Committees will be required to submit minutes, memos, and any matters via an online form. Prior to each AQC hui, the AQC secretary will collect and file all documents.

AQC's approach to maintaining oversight will be considered more fulsomely at future hui, informed by the minutes to be collected from programme committees.

Action: SM to present a discussion paper in matters AQC can consider regarding oversight of Programme Committees.

8. Items to Approve

8.1 [MITU Moderation Policy and Procedure](#)

That the Academic Quality Committee endorses the MITU Moderation Policy and Procedure, subject to consideration of any feedback from M Brik.

Moved / Seconded: J Oldfield/ S Marshall

MOTION CARRIED

Members discussed key aspects of the draft document:

- Pre-assessment moderation must occur before the course start date.
- In general, moderators are not expected to negotiate with assessors regarding their findings (to maintain impartiality and the integrity of the process) though some practical conversation may occur. It was suggested that feedback could be integrated directly into the assessment document rather than in a separate report.
- The report templates are yet to be confirmed.
- Internal and external moderation follow the same frequency. External moderation is intended to validate the internal processes.
- Any externally sourced assessment materials are subject to the pre-assessment moderation process, even if the materials have been approved. The intent is to confirm that all assessment tools utilised by MITU meet internal standards.
- Challenges exist regarding the availability of qualified moderators. MIT and Unitec may conduct internal moderation across both institutions, but external moderation between both is no longer possible.
- Assignment of moderators and whether the same moderator should conduct both pre- and post-assessment moderation/course moderation was questioned.
- This procedure will be submitted to Academic Committee once endorsed by AQC.

Action: Members to review the draft moderation policy and procedure and provide feedback

9. Items to Discuss

No items

10. Closed Session - Separate Minutes

10.1. NZQA Programme monitoring (confidential)

10.1.1. Unitec – New Zealand Certificate in Health & Wellbeing (Level 4)

10.1.2. MIT - New Zealand Diploma in Information Technology Technical Support (Level 5)

10.1.3. MIT - New Zealand Diploma in Enrolled Nursing (Level 5)

10.1.4. MIT - New Zealand Diploma in Business (Level 5), Bachelor of Accounting, Bachelor of Applied Management

RECOMMENDATION:

That the Academic Quality Committee resolve to exclude the public from discussion of this agenda item, in accordance with the Local Government Official Information and Meetings Act 1987, other applicable legislation and Interim Standing Orders section 19, and record discussion in closed minutes.

11. Any other business

No other business discussed.

12. Whakamutunga | Closing

Memo to: Academic Committee

Copy: Academic Quality Committee

From: Simon Tries, Chair, Academic Quality Committee

Subject: Academic Quality Committee hui of 18 March 2026

Date: 24 March 2026

Recommendation

That the Academic Committee receive the minutes of the Academic Quality Committee hui on 18 March 2026.

Purpose

To provide Academic Committee with the minutes and key points from the Academic Quality Committee hui of summary of 18 March 2026.

Commentary

This was the second hui of the Academic Quality Committee. Current Members are looking forward to the appointment of additional members to the Committee.

Matters from the hui considered to be of particular interest to Academic Committee include:

- MITU Degree monitoring: The Committee approved a revised approach to Degree Monitoring, subject to consultation with the Director, Schools and Performance and the General Manager, Schools.
- 2025 Annual Quality Assurance reports: The committee received and discussed the 2025 Annual Quality assurance reports from MIT. These reports will be reconsidered alongside their Unitec counterparts at the next hui in April.
- The committee agreed an approach to Programme Committee reporting, noting that some additional mahi to clarify processes was required. Programme Committees (PCs & PAQCs) will be advised of the requirements.
- The Committee workplan was approved, noting that it remains subject to change.

Attachments

MITU AQC Draft Minutes 20260318



Academic Quality Committee | MIT & Unitec

Minutes

Date: Wednesday 18 March 2026

Time: 1:00pm - 4:00pm

Venue: MS Teams

Karakia

1. Whakatuwheratanga | Opening

Present

Simon Tries (Chair), James Oldfield, Monique Brik, Steve Marshall

In Attendance

Qimin Xu (Secretary)

AQC03/1. Apologies

That the Academic Quality Committee accept the apologies for early departure from James Oldfield

Moved/Seconded: M Brik / S Marshall

MOTION CARRIED

AQC03/2. Quorum, Attendance and Membership

2.1. Quorum

2.2. [2026 AQC Membership](#)

It was noted that Abha Chitalia from Te Puna Ako will act as James's formal delegate for future Academic Quality Committee hui.

2.3. [Attendance Tracker](#)

AQC03/3. Previous [Minutes](#)

That the Academic Quality Committee approves the Minutes of the Academic Quality Committee hui of 20260224.

Moved/Seconded: M Brik / S Marshall

MOTION CARRIED

AQC03/4. Matters Arising

Discussion is ongoing regarding whether the AQC hui is required to be advertised and whether papers must be made public. Legal advice is being sought.

AQC03/5. [Actions](#)

It was confirmed that all actions assigned at the AQC 24 February hui are closed.

2. General Business

AQC03/6. Chair Reporting

6.1. [AC Memo](#)

6.2. [Academic Committee Handbook \(draft\)](#)

Members reviewed the AC handbook. Further discussion will occur once the remaining members have been appointed.

6.3. Verbal Report

Discussions regarding academic risks are ongoing, including how they are identified, escalated, and addressed. Members were encouraged to consider how the Academic Quality Committee might oversee and manage risks.

3. Correspondence

AQC03/7. Inwards Correspondence

7.1. MITU 2026 Degree monitoring [schedule](#)

It was noted that this list requires updating due to a recent minor change to the schedule by NZQA. The schedule will be reviewed under agenda item AQC03/9, as the second attachment to the Degree Monitoring Approach paper.

AQC03/8. Outwards Correspondence – Nil

4. Quality Systems

AQC03/9. [Degree Monitoring approach](#)

The Committee considered the recommended motion as on the agenda. It was amended during discussion as follows and was carried as amended:

That the Academic Quality Committee approves the gap analysis focus approach detailed in this memo for modified targeted degree monitoring activity for programmes not selected by NZQA for Degree Monitoring for 2026, subject to consultation with the Director Schools and Performance and the General Manager Schools.

Moved/Seconded: J Oldfield / S Marshall

MOTION CARRIED AS AMENDED

Key points from the discussion:

The paper presenting possible options for the ALT endorsed modified targeted degree monitoring approach was prepared for AQC to review and determine next steps for implementation.

The modified targeted approach aims to focus monitoring effectively, optimise resources, reduce costs and incorporate both internal APM/HoS and selected external input to enhance insights and outcomes.

Four proposed focus approaches were discussed. Members agreed that the standard monitoring approach will serve as the default, with the option to incorporate a gap

analysis focus approach to focus on specific elements or to engage an alternative monitor where appropriate. It was highlighted that the 'gap' is determined collaboratively between the school and the academic quality office, and endorsed by the Director Schools and Performance and/or General Manager Schools.

Any deviation from the default approach will be considered in consultation with the Head of School/APM, and the Academic Quality Office to ensure it is justified and purposeful.

Monitoring will remain framed within the programme approval structure, ensuring that core approval and accreditation criteria are assured.

Members discussed how the proposal would work in practice. It was noted that the gap analysis focus approach will be implemented in consultation with the Academic Quality Office, based on recommendations and outstanding issues from previous reports. Focus will be on key areas affecting programme effectiveness.

It was proposed to rename the approach from "gap analysis approach" to "focused approach" to reflect its targeted focus on specific programme aspects.

Members reviewed the updated version of NZQA selected programmes for 2026 degree monitoring, noting that the dates are pending, and suggested assigning the same monitor to similar programmes across institutes.

<p>Action:</p> <ol style="list-style-type: none">1. Chair to confirm the monitoring approach with Director Schools and Performance and General Manager Schools.2. Chair to communicate the monitoring approach for degree programmes not selected by NZQA to all Head of Schools.3. Chair to bring the AQC approved focused approach to ALT.
<ol style="list-style-type: none">4. Steve Marshall and Monique Brik to rework the memo for the Chair's distribution.

5. Academic Risk

Members discussed the need to establish a system for monitoring academic risks, with oversight calibrated according to programme risk levels in line with IQAF standards. The Academic Quality Committee also maintains oversight of system-level risks, including assessing the effectiveness of existing QA systems in mitigating identified risks.

6. Annual Reports

AQC03/10. MIT 2025 Annual reports

That the Academic Quality Committee receives the following MIT 2025 annual reports, noting that these will be revisited at its April meeting following the receipt of the Unitec reports.

Moved/Seconded: M Brik / S Marshall

MOTION CARRIED

10.1 2025 Annual Moderation [Report](#)

Members noted concerns with the current moderation reporting system, particularly the inconsistent maintenance of central records, which limits oversight.

It was acknowledged that the proposed moderation policy and procedures aim to address these issues, with their effectiveness dependent on staff understanding, engagement, and the provision of adequate support systems.

10.2 2025 Annual Literacy and Numeracy [Report](#)

The recommended actions in the report were discussed. Members noted that reviewing all course-level reports at Programme Committee meetings may not be practicable. The key consideration is that Programme Committees are aware moderation had been completed and that any required follow-up actions are undertaken at the programme level.

It was suggested that Programme Committees receive a brief summary report outlining findings and actions taken, which will then feed into the PER for broader oversight.

Members agreed that oversight of literacy and numeracy is primarily a learning and teaching matter. While the need for compliance monitoring is acknowledged, the focus of assessing literacy and numeracy is to support students' literacy and numeracy progression and should therefore be considered by the Learning and Teaching Committee, rather than the Academic Quality Committee.

<p>Action:</p> <ol style="list-style-type: none">1. Chair to discuss responsibility for the Literacy and Numeracy reporting with the Chair of the Learning and Teaching Committee.2. Following the above discussion, Chair to provide feedback to the report author, recommending incorporation of outcomes and planned programme-level actions into the existing report before submission to the Learning and Teaching Committee.
<ol style="list-style-type: none">3. Steve Marshall and Monique Brik to prepare a paper for AQC summarising literacy and numeracy compliance requirements, along with a list of programmes across the institute which require a literacy and numeracy assessment.

10.3 2025 Annual Monitoring [Report](#)

It was highlighted that a consistent process for non-NZQA monitoring visits needs to be refined and confirmed. This includes preparation, documentation, presentation for monitors, and incorporation of the new focused approach. Guidance for monitors will also need to be developed.

Procedural Note: *The sub-degree section of the MIT 2025 Annual Monitoring Report, originally included under open agenda item 10.3, contains confidential information and was moved to the closed session for discussion. A corresponding agenda item 19 was added to the closed session minutes.*

<p>Action: Monique Brik to split the current monitoring report into two separate reports: Degree Monitoring Report and Sub-degree Monitoring Report, with the latter to be included in the closed session.</p>

10.4 2025 Annual Consistency [Report](#)

It was noted that the lack of collection of GPO evidence from graduates, employers, or subsequent educators represents an ongoing academic risk for both MIT and Unitec. Low response rates from graduates remains an ongoing concern. Members agreed that addressing this issue will require further consideration in the context of NZQA's implementation of its IQAF.

7. Programme Committee Reporting

AQC03/11. [MIT Programme Committees Membership](#)

AQC03/12. [Unitec Programme Committees \(PAQC\) Information Sheets TBC](#)

AQC03/13. Programme Committee Oversight [Memo](#)

The Committee considered the recommended motion as on the agenda. It was amended during discussion as follows and was carried as amended:

That the Academic Quality Committee approves the academic governance and decision-making oversight arrangements for programme committees.

Moved/Seconded: M Brik / S Marshall

MOTION CARRIED AS AMENDED

Key points from the discussion:

The memo proposed oversight arrangements for Programme Committees, including Programme Academic Quality Committees (Unitec), Programme Committees (MIT), and future Programme Committees (MITU) under new Terms of Reference.

The Committee agreed on the need for oversight of the award of aegrotat and conceded/restricted pass, and the graduands award list, to ensure that these activities are properly conducted by Programme Committees. It was suggested that random checks be implemented to confirm the validity of approvals, with brief reports of findings provided back to the Programme Committees.

It was further discussed that a practical process should be developed for overseeing governance and decision-making, including clear guidance on what the Academic Quality Committee should check, how reviews will be conducted, and what should be confirmed.

Consideration should also be given to establishing a centralised storage space to ensure Programme Committee documentation is easily accessible, as current materials are dispersed and inconsistently filed.

The Committee discussed oversight of quality activities and compliance. It was agreed that quality activity reports and significant quality events should be reported to AQC through minutes or as a separate document where applicable.

A future approach was proposed for Programme Committees to develop a consolidated action plan per programme, using a consistent template to capture actions arising from quality activities. Further development and consultation will be required.

It was suggested that the Academic Quality Committee provide guidance to Programme Committee chairs on reporting, including expectations for minutes and memos, and the escalation of risks and issues.

It was noted that the implementation of rating tools, and the establishment of standardised templates and their associated requirements, require further work and confirmation, to be discussed at the next hui.

Action:

1. Monique Brik and Steve Marshall to develop a practical process for AQC oversight of academic governance and decision making.
2. Chair to communicate to Programme Committees regarding reporting expectations, including guidance on requirements for minutes and the memo, as well as the escalation of issues and risks.

AQC03/14. Programme Committee reporting

14.1. Unitec PAQC - Bridgepoint and Community Studies [Approved Minutes](#)

That the Academic Quality Committee receives the Minutes of the Bridgepoint and Community Studies PAQC hui of 20260218.

Moved/Seconded: S Marshall / M Brik

MOTION CARRIED

Action: The secretary to advise BPCS PAQC that minutes will need to be resubmitted once the Programme Committee reporting process is confirmed.

8. Items to Approve

AQC03/15. 2026 AQC Draft [Workplan](#)

That the Academic Quality Committee approves the 2026 Academic Quality Committee workplan, subject to any additional changes made by members.

Moved/Seconded: S Marshall / M Brik

MOTION CARRIED

Action: Steve Marshall and Monique Brik to review the workplan and provide feedback by Friday, 20 March

9. Items to Discuss

No Items

10. Closed Session - Separate Minutes

Procedural Note: *The sub-degree section of the MIT 2025 Annual Monitoring Report, originally included under open agenda item 10.3, contains confidential information and was moved to this closed session for discussion. A corresponding agenda item 19 was added to the closed session minutes.*

AQC03/16 Previous Minutes

AQC03/17. MITU Summary of 2025 NZQA Monitor visits final reports

AQC03/18. NZ Cert Health and Wellbeing [2992-1] action plan

AQC03/19. MIT 2025 Annual NZQA Unscheduled Monitoring Report 2025

That the Academic Quality Committee resolves to exclude the public from discussion of the listed agenda items. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The reason for passing the resolution in relation to each agenda item are as follows:

- a) To protect the information on matters that are still in progress and whose final outcomes are not yet public.
- b) To enable the organisation to carry out its activities without prejudice or disadvantage.

Closing Karakia



Memo to: Academic Committee

From: Dr Rosanne Ellis, Chair MIT Unitec Research Committee

Contributors: Brenda Massey, Secretary MIT Unitec Research Committee

Subject: Subcommittee Chair Report – MIT Unitec Research Committee

Classification: In Confidence

Date: 12 March 2026

For Information

- The process to fill the academic vacancies across the committee is currently underway. On the advice of the Secretariat Administrator the committee proceeded with its inaugural meeting with the nominees put forward to date.
- Wiremu Manaia attended the meeting in an interim capacity while a representative from the Māori Academic Advisory Committee is identified to serve on the Research Committee.
- Wiremu Manaia and his team have recently reviewed and redrafted a Māori Research Action Plan; however, it is currently focused on MIT. He noted that he will need to work with Deb Heke to develop a plan that spans both MIT and Unitec.
- Luka Crosbie has volunteered to begin the development of a MIT Unitec Pacific Research Plan and will consult with his Pacific leadership.
- The committee will undertake a review of the Institute's policy, procedure and practice settings regarding attribution of student authorship for publications co-authored by MIT and Unitec staff, and/or published by MIT and Unitec, as requested by the DCE Academic, and will make a recommendation to Academic Committee on improvements by June 2026.
- The Chair provided a verbal update on the Applied Research Strategy Co-Creation Workshop outcomes to date and next steps.
- The Institution's submission on the proposed design settings for the Tertiary Research Excellence Fund (TREF), which was due the day before the meeting, was shared with the committee.
- The committee received the Academic Committee of MIT and Unitec Standing Orders, and the meeting schedule for AC and its sub-committees, including the Research Committee.

For Action

- Luka Crosbie seeks nomination to serve as the Pacific Academic Advisory Committee representative on the Research Committee.



minutes

MIT Unitec Research Committee Meeting

Date:	12 March 2026
Scheduled Start:	1300h
Scheduled End:	1400h
Location:	MS Teams

MEETING OPENED:	1300h
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SECTION 1 – NGĀ KUPU ARATAKI | PRELIMINARIES

Item 1.1 Karakia Timatanga | Opening Prayer

Item 1.2 Mihi Whakatau | Welcome from the Chair

Item 1.3 Membership

The process to fill the academic vacancies across the Academic Committee (AC) subcommittees is currently underway. The Secretariat Administrator, AC, advised that in the meantime the MIT Unitec Research Committee may proceed with meetings with the current confirmed membership.

Wiremu Manaia advised that he is attending the meeting in an interim capacity while a representative from the Māori Academic Advisory Committee is identified to serve on the Research Committee.

Luka Crosbie is seeking nomination to serve as the Pacific Academic Advisory Committee representative on the Research Committee.

Once all the nominations have been finalised, they will be presented to AC for approval. The earliest opportunity for consideration of Research Committee nominees will be at the next AC meeting scheduled for 2 April.

Item 1.4 Terms of Reference

The committee's Terms of Reference were approved by AC in January and were included in the agenda pack for members' information.

SECTION 2 – STANDING ITEMS

Section 2.1 Ngā Whakapāha | Attendance, Apologies & Quorate Status

Members Present

1. Dr Rosanne Ellis, Director Research & Enterprise (Chair)
2. Luka Crosbie, Chair, Pacific Academic Advisory Committee
3. Wiremu Manaia, Chair, Māori Academic Advisory Committee
4. Hadley Brown, Tūāpapa Rangahau (proposed nominee from among the Institute's research support staff)

Total members represented: 4 members

Apologies

N/A

Total apologies: 0 members

Quorate Status

As per Standing Orders the quorum for a meeting is the majority of the current members, therefore the meeting was quorate.

Hunga Mahi | Staff in Attendance

1. Brenda Massey, Committee Secretary

Total other staff in attendance: 1 in attendance

Item 2.2 Pitopito Kōrero o Ngā Hui | Minutes of Previous Meetings

MOTION

That the committee approves the minutes of the 2025-11-13 meeting and 2025-11-17 e-meeting of the combined MIT and Unitec Research Committees as a true and accurate record.

Moved: Rosanne Ellis

Seconded: Hadley Brown

MOTION CARRIED

Item 2.3 Mahia Atū | Matters Arising

Agenda Item(s)	Action	Responsible	Outcome
2.3	Martin Carroll has asked that the committee reviews the criteria for setting up a research centre to ensure that resilience is built into their business cases. Schedule a further discussion of this matter when Rosanne Ellis is in attendance.	Hadley Brown Brenda Massey	Complete. Tūāpapa Rangahau is in the process of reviewing all MIT Unitec internally funded support mechanisms. The review will include criteria for supporting the establishment of new research centres.
2.3	Work with the Head of Applied Business to recruit a new committee	Hadley Brown	Not progressed. This action is no longer applicable as the Unitec Research Committee has been disestablished.

	representative from the school.		
2.3	Discuss with Rosanne Ellis the possibility of establishing a scheme for projects led by senior researchers that include researchers who need support to achieve research outputs for the RPTL.	Hadley Brown	Complete. Tūāpapa Rangahau is in the process of reviewing all MIT Unitec internally funded support products. The outcome of the review will be communicated to the committee in due course.

Wiremu Manaia advised that he and his team have recently reviewed and redrafted a Māori Research Action Plan; however, it is currently focused on MIT. He noted that he will need to work with Deb Heke to develop a plan that spans both MIT and Unitec.

Rosanne Ellis asked Luka Crosbie to encourage his team to begin considering the development of a MIT Unitec Pacific Research Plan.

SECTION 3 – MEA HEI WHAKAAE | ITEMS TO APPROVE

N/A

SECTION 4 - WHAKAWHITI KŌRERO | ITEMS FOR DISCUSSION

Section 4.1 Student Authorship

The DCE Academic has asked the committee to review the Institute’s policy, procedure and practice settings regarding attribution of student authorship for publications co-authored by MIT and Unitec staff, and/or published by MIT and Unitec.

The committee considered that this request should be actioned as part of the wider MIT Unitec policy integration work. Members supported drafting any proposed changes within the Research Committee and then seeking feedback from key stakeholders, including the Māori and Pacific Advisory Committees.

SECTION 5 - NGĀ TUKUNGA | ITEMS TO RECEIVE

Section 5.1 Verbal update from the Chair: Applied Research Strategy Co-Creation Workshop outcomes to date and next steps

Three co-creation workshops have been held to support the development of the Applied Research Strategy, forming the bottom-up component of the overall top-down/bottom-up approach. These workshops focused on listening to kaimahi to clarify the purpose of research, organisational motivations (“our why”), and the barriers to achieving goals in the vocational research space.

The workshops built on one another and revealed several consistent themes and key findings:

- Applied research is central to the Institute’s identity, grounded in real-world problems and closely connected to industry and community partnerships, as well as embedded within teaching and learning (applied translational research).

- The organisation’s distinctive strength lies in being a relational “research village”, interconnected with community, students and whānau, and characterised by interdisciplinary, transdisciplinary, and partnership-led approaches.
- There was unanimous feedback from kaimahi that Māori and Pacific knowledge and leadership must be central to the future research identity of the Institute.
- Key barriers to scaling research are largely structural, including limited time, workload pressures, systems, and funding pathways, and the need for stronger visibility and storytelling.
- Overall, there is a strong sense of alignment, readiness, and momentum to develop an applied and translational research strategy.

Emerging strategic principles:

- Co-design and partnership as the default operating model.
- Ākonga and whānau centred research purpose and benefit.
- Focus on impact and outcomes rather than outputs.
- Interdisciplinary approaches by default.
- Relationality and manaakitanga as guiding values.
- Storytelling and place-based accountability reflecting the Institute’s location in Tāmaki Makaurau and the Pacific.

Next steps:

- Share the workshop findings with the Research Committee, professoriate, and research leaders.
- Present the outcomes to the Pacific Research teams at MIT and Unitec.
- Engage with Māori research staff through a wānanga on 25 March, facilitated by Deb Heke, to consider implications for Rangahau Māori and Kaupapa Māori research.
- Begin drafting the Rautaki Rangahau (Applied Research Strategy).

Action: Wiremu Manaia and Luka Crosbie to consider who in their areas might have the capacity to assist with drafting up the Rautaki Rangahau (Applied Research Strategy).

Section 5.2 Proposed Design Settings for the Tertiary Research Excellence Fund (TREF)

Significant activity has taken place over the past two weeks to prepare the Institution’s submission to the Ministry of Education on the proposed design of the Tertiary Research Excellence Fund (TREF). The proposed TREF model replaces the previous Performance-Based Research Fund (PBRF) quality evaluation, which assessed individual researchers through portfolio-based quality scores. Under the new model, research degree completions and external research income will remain core metrics for all providers.

The proposal recognises differences between university research and research undertaken by polytechnics, wānanga, and PTEs, and suggests separate funding pools. For the non-university sector, the proposal currently includes a research capacity measure (approximately 2–3% of total funding). Universities would instead be assessed on metrics such as field-weighted citations, policy impact, and commercialisation.

The proposal allows polytechnics to opt in or out of the university metrics. Given the Institute’s position as the largest and most research-active ITP, analysis has been undertaken to assess the most appropriate positioning within the framework.

Following consultation with the professoriate, research leaders, and previous members of MIT and Unitec Research Committees and the Unitec Postgraduate Research and Scholarships Committee, and through sector hui (including joint meetings with universities, ITPs, and a directors' hui with officials from the Ministry of Education and TEC), a submission was prepared and submitted.

Key position in the submission:

- The organisation wishes to retain the option to move into the university metric pool in the future, allowing flexibility as research capacity grows.
- In the near term, the organisation's preference is to compete within the non-university applied and translational research and impact pool.
- Concerns were raised that the proposed research capacity metric (based largely on research-active FTE) could be easily gamed and does not adequately capture the nature of applied research.

The submission therefore recommends adding an additional 3% metric focused on research quality and impact, designed to recognise applied and translational research and its real-world outcomes. Suggested qualitative and quantitative indicators were included to support the design of this measure.

TEC has invited the Institute to participate in upcoming design workshops to help shape the detailed performance metrics.

Policy timeline:

- Advice to Ministers Stanford and Reti: end of next week
- Cabinet consideration: late April
- Update to the sector: early–mid May
- Further consultation on detailed metrics with TEC: June
- Final definitions and framework expected: by the end of the year

Implementation timeline:

- TREF framework begins in 2027 (research activity monitoring)
- Activity reporting in 2028
- Funding allocations begin in 2029. It is expected to be assessed on a 3-year cycle.

The timeline provides approximately three years to strengthen research capability, outputs, and impact, aligning with the organisation's merger process, research strategy development, and associated business and action planning.

Section 5.3 MIT Unitec Standing Orders

The committee received the Academic Committee of MIT and Unitec Standing Orders.

Section 5.4 2026 MIT Unitec Academic Committee & Sub-Committees Meeting Schedule

The committee received the meeting schedule for AC and its sub-committees.

Section 5.5 2026 MIT Unitec Research Committee Meeting Schedule

The committee received the meeting schedule for the MIT Unitec Research Committee.

Section 6.3 Karakia Whakamutunga | Closing Karakia**MEETING CLOSED:** 1630 h**Section 6.2 Komiti Self-Assessment**

Any feedback about this meeting, or about how the committee is operating in general, should be directed to Juee Jin, Secretariat Administrator, AC.

General comments or queries are also welcome to be provided to either the Chair or the Secretary, either inside or outside of meetings.

SUMMARY OF ACTIONS

Agenda Item(s)	Action	Responsible	Outcome
5.1	Wiremu Manaia and Luka Crosbie to consider who in their areas might have the capacity to assist with drafting up the Rautaki Rangahau (Applied Research Strategy).	Wiremu Manaia / Luka Crosbie	



To	Poari Mātauranga Academic Board	Date	19/2/2026
From	Evangelia Papoutsaki Secretary of REC	Phone No.	8551
Subject	Subcommittee Chair Report – Research Ethics Committee		

Work Summary Update

The MITU Research Ethics Committee (MITUREC) held its 1st meeting of the year on February 18, 2026.

Key updates include:

1. **Ethics Applications Reviewed**

MITUREC reviewed a total of **13 ethics applications**, including **5 new applications** (with **4 scheduled for review at the February meeting**). These consisted of:

- **3 Form A applications**
- **1 Form B application (low risk)**
- **1 Form C application (course approval)**
In addition, the Committee reviewed:
- **1 request for amendments**
- **8 rollover applications from 2025 (2 Form B and 6 Form A)**

2. **Committee Discussions and Operational Updates**

The Committee discussed several key administrative and procedural matters, including:

- Required revisions to application forms following the transition to the **online submission system**
- Changes in **data storage responsibilities**, now under MITUREC through the newly established **Data Vault system**
- Updates to the **Terms of Reference (ToR)**
- Issues and implications arising from **institutional merging**

Items Linked

Subcommittee Minutes: [Agendas_Minutes](#)



MINUTES

MIT-Unitec Research Ethics Committee (REC)
Te Komiti Tikanga Matatika

Topic: REC February

Time: February 18, 2025 02:00 PM Auckland

Location: MT

Chair: Eric Boamah

Deputy Co-Chair: Daisy Bentley-Gray & Hinewaimarama
Reihana-White

REC Administrator: Evangelia Papoutsaki

[Join MT Meeting](#)

KARAKIA TIMATANGA | OPENING KARAKIA

Manawa mai te mauri nuku
Manawa mai te mauri rangi
Ko te mauri kei au
he mauri tipua
Ka pakaru mai te pō
Tau mai te mauri
Haumi e, hui e, taiki e!

Embrace the power of the earth
Embrace the power of the sky
The power I have
Is mystical
And shatters all darkness
Cometh the light
Join it, gather it, it is done!

1. WELCOME and WHAKAWHANAUNGATANGA

2. APOLOGIES

Lian Wu, Diane Tamati, student rep

3. CELEBRATIONS AND ACKNOWLEDGEMENTS

Family celebrations of graduations, entry to university and weddings

4. CONFLICTS OF INTEREST

2026-1003 Brooks/Annabel Pretty: supervisor

5. MINUTES OF PREVIOUS MEETING

That the Committee approves the minutes of the meeting held on December 2025 as a true and accurate record.

First: Caralyn Kemp

Second: Daisy Bentley-Gray

6. CURRENT APPLICATIONS A

2026-1002_MIT Wong

A Comparative Study of Vocational Education Pathways for Neurodiverse Degree Students in Japan and New Zealand: Contextually Relevant Transitions from Education to the Workforce

Lian Wu (D. Tamati, D. Bentley-Gray)

Notes: some technical aspects needing clarification resulting from the merging of the institutions

To be Ratified

2026-1003

Brooks

Decolonise – Deconstruct: Exploring Decolonisation Through Deconstruction

Hinewai Reihana-White (D. Tamati, T. Gomwe)

Notes: thorough and well put together application; length of time of data storage; useful to have the student's full research proposal which provided additional information regarding social and cultural responsiveness.

To be Ratified

7. PREVIOUS APPLICATIONS A

2025-1060

Heke

Ngā Pou Māreikura – exploring how the experience and embodiment of Oranga-tiratanga with kōhine Māori can inform pastoral and educational thriving at Hobsonville Point High School.

Hinewaimarama Reihana-White

Ratified

2025-1059

Bandara

Understanding Labour Conditions and Worker Well-being in the Sri Lankan Garment and Apparel Sector

Lian Wu (E. Boamah, D. Tamaki)

To be Ratified

- 2025-1058** **Lapu'aho**
An investigation into the lived experiences of Pacific families accessing and participating in Early Childhood Education and what culturally responsive strategies can improve engagement?
 Daisy Bentley-Gray (L. Wu, K. Rajendra)
 Notes: no updates, PR has followed up with principal supervisor.
To be Ratified
- 2025-1054** **Toleaofo**
O le Ala i le Manuia, o le Tautua
 Daisy Bentley-Gray (A. Pretty, K. Rajendra)
 Notes: no revised application was submitted to the PR; if not response is received by March, it will be taken off the agenda
To be Ratified
- 2025-1039** **Kearns**
AB Testing of Te Noho Kotahitanga peer review tool in a postgraduate Design Thinking Course.
 Hinewaimarama Reihana-White (D. Tamati, D. Bentley-Gray)
 Notes: concerns of compulsory nature of the survey, clarification regarding opting out; no response from applicant; to be taken off the agenda if no response is received by March
To be Ratified
- 2025-1045** **Wessels**
Exploring financial literacy: a pilot study with first year akonga
 Caralyn Kemp (D. Bentley-Gray, T. Gomwe)
 Notes: lack of response on recommendations; to be taken off the agenda in no response is received by March
To be Ratified

8. FORM B APPLICATIONS FOR NOTING

- 2025-1056** **Rutherford**
The AI agent will see you now: Exploring the use of Cogniti AI Agent in communication training in veterinary nursing tertiary education
 Caralyn Kemp
 Notes: no response from applicant; there is a possibility for this application to be resubmitted with major changes
To be Noted
- 2025-1057_MIT Qureshi**
Exploring the students' and lecturers' perceptions toward the use of GenAI tool for students' learning, assessment outcomes, and teaching practices within the New Zealand Polytechnic Context.
 Tony Gomwe
 Notes: issues resulting from the merging of the institutions
To be Noted
- 2026-1004** **Rangiwai**
Scoping and Kaupapa Māori Grounding for ADHD Research Among Māori Adults

Notes: no information on the specific nature or methodologies involved in this project which makes it difficult to access the ethical risks. The PR reader to meet with the applicant to seek clarification.

Eric Boamah

To be Noted

9. FORM C APPLICATIONS

Application for Ethical Approval for a Research Component of a Teaching Programme

2026-1001_MIT Wong

Te mahere rangahau Active Research | 750.726. 60 Credits

Lian Wu (K. Rajendra, A. Pretty)

To be Noted

10. MATTERS ARISING FROM PREVIOUS APPLICATIONS

2025-1008

Rangiwai

Request for amendment

Annabel Pretty

Approved

11. CORRESPONDENCE - OTHER BUSINESS

11.1 Action and updates arising from the 3 December Joint Academic Committee meeting

It was proposed that REC provide routine statistical reporting – such as the volume of applications, approval rates, and instances requiring revision - to support transparency and future planning. The Chair noted that this expectation will be incorporated into REC's governance settings.

The following action was agreed and will be included in the Action Register for the February Academic Committee meeting:

ACTION: Include regular statistical reporting on research-ethics applications and outcomes in the REC Terms of Reference prior to finalisation.

REC Deputy Chairs invited to attend the MITU Academic Committee

Update of REC Terms of Reference

The updated ToR for REC sub-committees will be presented at the second Academic Committee in February by Rosanne Ellis.

Comments: There is an expectation among members that REC should prepare the committee's ToR, as other committees do; additional comments were made regarding the wording and expectations regarding Pacific and Māori roles; people with disability representation (as per HRC requirements); and length of service and size of committee.

ACTION: Deputy Chair to raise these issues with the AC

MIT/Unitec merger context

As part of merger, temporary logos & templates are being used for all Policies, Procedures, Guidelines. These are interim as we work through transition, with final approval and review of all policies scheduled for later in 2026.

Committee new name: MITU REC

Suggested by the Ethics Chair: regarding the campuses, name specific names of each campus applicants may be working from, rather than using a general term like “South Auckland” (unless that is the official campus name).

ACTION Deputy Chair attending AC to seek advice on this matter

12. Any Other Matters

12.1 New REC Data Storage Vault

12.1.1 Communication with instructions sent to supervisors and research leaders

12.1.2 Adjusting forms content regarding storage, sample revised section 38 (suggested by Helen Gremillion)

38. Outline how and where:

i) The data will be stored;

Shorter-term, on the hard drive of the researcher’s password-protected electronic device; longer-term, in REC’s secure ethics research data vault.

ii) Consent Forms will be stored;

(Note that Consent Forms should be stored separately from data. REC expects Consent Forms to be stored on site at Unitec)

These instructions in brackets may be out of date, given the new ethics research data vault procedures

To ensure participant confidentiality and data security:

- Signed hard copies of consent forms will be scanned and electronically saved in REC’s secure ethics research data vault.

- Original hard copies will be destroyed after scanning, using secure document destruction procedures.

ii) Who will have access to the data/Consent Forms?

Only the researcher and the project’s supervisors; and, once documents are stored in REC’s secure ethics research data vault, the REC Administrator and the designated back-end IMS data management staff member.

iv) How will the data/Consent Forms be protected from unauthorised access?

Password protection

12.2 Byron Rangiwai’s proposal for a Māori umbrella ethics program (see attached document) **Comments:** Members discussed the proposal and the associated ethical risks, and recommended retaining authority over ethics approvals to ensure institution-wide compliance.

12.3 Update on online submission form progress: funding needed for monthly licence

12.4 Daisy Bentley-Gray informed the committee about the Pacific AI agent created by her team and has offered to share this with the members in the March meeting

CLOSING KARAKIA

Ka wehe atu tātou
I raro i terangimārie
Te harikoa Me temanawanui
Haumi ē! Hui ē! Taikiē!

“We are departing
Peacefully Joyfully And resolute
We are united, progressing forward!”

DATE OF THE NEXT MEETING:

March 18 2026
Venue: MS TEA