

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

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

	• 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: 2 April 2026

Time: 1:00pm

Venue: Mt Albert Campus Boardroom 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:	Position	Present	Apology	Absent	Proxy
Martin Carroll	Chair	✓			
Annette Pitovao	Member	✓			
Chris Park	Member	✓			
Chris King	Member	✓			
Eric Boamah	Member				
Jeff Howe	Member	✓			
Julie Prentice	Member		✓		
Luka Crosbie	Member	✓			
Peseta Sam Lotu-Iiga	Member		✓		
Pip Schollum-Manase	Member	✓			
Rosanne Ellis	Member	✓			
Simon Nash	Member		✓		
Simon Tries	Member	✓			
Viv Merito	Member	✓			
Wiremu Manaia	Member		✓		
Terina Haimona	Student Representative	✓			
Thao (Tiffany) Nguyen	Student Representative		✓		

#### In attendance:

Juee Jin (Secretary)

James Oldfield

Sharon Brownie

Helen Perry

Ward Kamo

## **Opening of the Meeting**

The Chair opened the meeting with a karakia.

The Chair noted the Tiffany Nguyen's delivery of the student address across all five Unitec graduation ceremonies during the week, acknowledging the exceptional standard of the presentations.

The Committee supported the Chair writing to formally convey its appreciation.

### **RESOLVED:**

That the Academic Committee accept apologies for absence from Julie Prentice, Simon Nash, Peseta Sam Lotu-liga, Wiremu Manaia, Tiffany Nguyen and noted the early departure of Eric Boamah.

Moved: Martin Carroll

Seconded: Luka Crosbie

### **CARRIED**

The Chair received all apologies and declared the meeting quorate.

## **1.1 Work Plan**

The Committee considered the Academic Committee Work Plan.

- It was agreed that the YSWD status report be deferred, with follow-up to be undertaken by Simon Nash.
- A consolidated Annual Monitoring, Literacy and Numeracy, and Consistency Report across MIT and Unitec will be presented at the next meeting.
- The Committee agreed to retain the current timing for the Research Annual Report and PER/MER summary reports be deferred to July, while noting that further review of reporting purpose, format, and timing will be undertaken for future cycles.

The Committee supported further work to clarify the scope of Student Survey reporting.

### **ACTION:**

Simon Nash to clarify the scope and coverage of Student Survey reporting.

## **1.2 Previous Minutes**

Academic Committee\_Minutes\_Draft\_2026-03-04

### **RESOLVED:**

That the Academic Committee confirm the Minutes of the meeting held on 4 March 2026 as a true and correct record.

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 May meeting.*

#### **b. Moderation Policy Compliance**

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.

*Discussion on 2026-04-02:*

It was noted that external moderation for Semester 1 is largely complete or in progress with moderators, while visibility over Semester 2 moderation remains variable. Overall completion has improved to 77%, with some data reporting issues identified and resolved.

The Committee noted emerging sector-wide challenges in securing external moderators on a reciprocal basis, with increasing reliance on paid arrangements and associated resource constraints.

The Chair noted the potential financial and policy implications of this shift and the need for a more structured approach. The Chair also noted the potential for sector-level alignment on external moderation practices.

#### **ACTIONS:**

- Simon Tries to undertake a costing exercise for external moderation.
- Simon Tries to develop advice on the budgetary treatment and protocol for paid moderation arrangements.

#### **c. 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.

*Nominations for subcommittees, including student representatives, were considered under*

*Item 2.12. The matter was concluded.*

**d. 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.

*Discussion on 2026-04-02:*

It was noted that a project plan has been developed and initial engagement with Heads of School is scheduled.

*A phased implementation proposal will be presented to a future meeting.*

**e. 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.

*Discussion on 2026-04-02:*

Recent correspondence with NZQA regarding programme and micro-credential listings was discussed noting that some inaccuracies had been identified and are being addressed, while ownership of certain micro-credentials remains unclear.

The Chair noted the associated governance risk where approval ownership does not align with operational control, and the need to resolve whether such micro-credentials should be formally retained or divested.

**ACTION:**

Simon Tries to confirm ownership and progress either retention or formal divestment of Te Pūkenga related micro-credentials prior to the next meeting.

**e.2 NZQA Transfer of programmes and micro-credentials**

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.

*“Unified Programme Review” were considered under Item 2.5. The matter was concluded.*

**f. Proposed Moderation Policy and Procedure**

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 matter is in progress. A report will be provided at the May meeting.*

**g. Academic Misconduct Report**

1. AI Committee to finalise and progress the Institute AI policy, including clearer guidance on acceptable and prohibited uses of AI in assessment.

*AI Policy and Procedures were considered under Item 2.11. The matter was concluded.*

2. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period.

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

3. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions.

*The matter is in progress. A report will be provided at a future meeting.*

4. Remind Schools to consistently report misconduct cases in accordance with Policy.

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

## **2 General Business**

### **2.1 Chairperson's Report**

Presenter: Martin Carroll

The Chair provided an update to the Committee.

The Chair acknowledged the contribution of staff involved in Unitec graduation ceremonies, including the Kahurangi, and Pacific Graduation events. The Chair also recorded particular appreciation for Bhav Dhillon and Ward Kamo's roles in presiding over several ceremonies.

The Committee was advised that Council has established a Programme and Engagement Subcommittee. It was noted that the subcommittee has not yet met, and further updates on its role and relationship with the Academic Committee will be provided in due course.

The Chair also noted recent changes to Ministerial portfolios, including the appointment of Hon. Penny Simmonds to Cabinet as Minister for Tertiary Education, Science, Innovation and Technology.

#### **RESOLVED:**

That the Academic Committee receive the Chairperson's Report.

Moved: Chris Park

Seconded: Simon Tries

**CARRIED**

### **2.2 MITU Student Regulations - Exemption for Level 8 postgraduate programmes from sections 11.10 and 11.11.3**

Presenter: Martin Carroll

The Committee considered the Student Regulations – Exemption for Level 8 postgraduate programmes from sections 11.10 and 11.11.3.

The Chair advised that the exemption has been exercised under delegated authority and is presented to the Committee for noting.

It was noted that the exemption addresses an identified oversight in the current regulations, and that a permanent amendment will be considered as part of a future scheduled review of the Student Regulations.

#### **RESOLVED:**

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.

Moved: Martin Carroll  
Seconded: Rosanne Ellis

**CARRIED**

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

### **2.11 AI Policy and Procedures**

Presenter: James Oldfield

The Committee considered the draft Artificial Intelligence (AI) Policy and Procedures.

It was noted that the draft has been reviewed by the TTG, which supported its release for targeted consultation with staff and learners, recognising the potential disciplinary implications associated with its application.

The Committee noted that the policy is intended as a high-level, organisation-wide framework, supported by associated procedures and external guidance documents, and designed to remain adaptable as the AI landscape evolves. The Committee further noted the importance of alignment with external guidance, including research and data sovereignty frameworks.

It was further noted that additional work is required to finalise supporting processes, including mechanisms for approval of AI tools and alignment with institutional data sensitivity frameworks.

The Committee discussed a number of matters, including:

- the need to ensure clarity and consistency across related policies and procedures;
- the importance of clearly articulating data sensitivity classifications and appropriate use of AI tools; and
- the need to resolve potential ambiguity regarding the use of AI-enabled applications on personal versus work devices, including alignment with existing BYOD guidance.

The Committee supported release of the draft policy for consultation, subject to refinement.

#### **ACTIONS:**

- James Oldfield to update the draft policy to address identified issues, including correction and alignment of policy references, and to incorporate feedback arising from Committee discussion.
- James Oldfield to liaise with relevant teams to resolve alignment between AI policy provisions and existing BYOD/device guidance.

It was noted that a revised version will be presented to a future meeting prior to submission for approval.

### **2.3 Correspondence**

The Committee received the following correspondence:

a. To: Academic Committee  
From: NZQA

Date: 20 March 2026

**Subject:** Key Updates for Tertiary Education Providers - March 2026

b. To: Academic Committee

From: NZQA

Date: 9 March 2026

**Subject:** NZQA - C68013 - Subcontracting application for maritime programmes - MIT and Unitec (6010)

The Chair advised that further analysis is underway regarding the impact of recently introduced NZQA fees, noting the potential for a significant unbudgeted financial impact. It was noted that this represents a developing institutional risk, with both financial and reputational implications.

It was noted that work is underway to assess the full impact of the fee changes, including analysis of student and credit reporting components, and that further clarification is being sought from NZQA.

In relation to the iQAF framework, it was noted that further consultation from NZQA, including on detailed requirements and templates is anticipated; however, progress is currently delayed. In the absence of timely guidance, related policy development may need to proceed on an interim basis, with adjustments made once further direction is provided.

**RESOLVED:**

That the Academic Committee receive the Correspondence.

Moved: Chris Park

Seconded: Simon Tries

**CARRIED**

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

Presenter: Rosanne Ellis

The Committee received the institutional submission to the Ministry of Education on the proposed design settings for the Tertiary Research Excellence Fund (TREF), noting that TREF will replace the Performance-Based Research Fund (PBRF) and introduce revised funding arrangements across the tertiary sector.

It was noted that the proposed model includes the introduction of separate funding pools for universities and the ITP/Wānanga/PTE sector, with associated strategic implications for the institution, including potential constraints on research income growth within a capped vocational pool. It was further noted that the proposed metrics may not fully recognise applied and translational research, and that the institutional submission advocates for strengthened qualitative and quantitative measures to better reflect this contribution.

The Chair noted that a strategic decision will be required in due course regarding participation in either the university or vocational funding pool; however, no decision is required at this stage. It was noted that meaningful comparative financial modelling remains inherently difficult due to uncertainty in allocation methodologies and future sector performance.

The Chair further noted the importance of ensuring that institutional research priorities, including applied, translational, and Māori and Pacific research are appropriately positioned

within the evolving funding framework, while acknowledging the current policy context in which such positioning must be carefully articulated.

It was noted that Cabinet decisions are expected in the near term, with further sector consultation and detailed design work to follow. The Committee agreed to maintain oversight of the matter pending further sector guidance, with updates to be provided ahead of any institutional decision point.

**RESOLVED:**

That the Academic Committee receive the Submission on Proposed Design Settings for the Tertiary Research Excellence Fund.

Moved: Rosanne Ellis

Seconded: Luka Crosbie

**CARRIED**

## **2.5 Unified Programme Review**

Presenter: Chris Park

The Committee received the report on Unified Programme Review, noting that it represents an initial, risk-informed assessment focused on programmes unified under NZIST/Te Pūkenga, with further work underway in relation to programmes approaching last dates of assessment and broader portfolio considerations.

A concern was raised regarding institutional resourcing capacity, noting existing constraints and the uncertainty associated with the scale of redevelopment required across the identified programmes, particularly in the context of concurrent programme activity.

The Chair noted that the review forms one of several key inputs into forthcoming 2027 academic product suite planning, alongside expiring LDAs and programmes currently progressing through approval processes. The Chair emphasised that planning for the next cycle will be largely focused on addressing legacy and transitional programme requirements, rather than new programme development, and that additional resourcing or phased delivery may be required to support this work.

It was further noted that the review does not operate in isolation, but will inform broader portfolio planning, and that timelines may be adjusted where necessary to ensure deliverability.

**RESOLVED:**

That the Academic Committee endorse the Unified Programme Review as a foundational input into 2027 academic product suite planning.

Moved: Chris Park

Seconded: Pip Schollum-Manase

**CARRIED**

## **2.6 Management of Academic Programme Changes**

Presenter: Chris Park

The Committee received the report on Management of Academic Programme Changes, noting that the Academic Approvals Committee (AAC), in its initial weeks of operation, is

experiencing significant and unsustainable workload pressures, resulting in delays and increasing risk.

It was noted that the current model presents a material operational and reputational risk, including the potential for errors in approval decisions and delays impacting Schools. All proposed options involve redistribution of risk, requiring careful consideration of where decision-making and oversight should sit.

The Chair noted that maintaining the current model is not viable and that an interim structural response is required to address immediate pressures, while longer-term system and process integration continues.

The Committee supported the redistribution of lower-risk programme change activity (Type 1 Changes and short courses) through the establishment of a small number of AAC subcommittees, while retaining centralised oversight of higher-risk activity (Type 2 Changes and new programmes) within AAC.

In doing so, it was emphasised the need to:

- maintain consistency of decision-making and alignment across the portfolio,
- ensure robust document control and regulatory compliance, and
- mitigate the risk of misclassification of programme changes.

It was further noted that upstream factors, including the quality of submissions and programme development capability within Schools, contribute to current workload pressures, and that these require ongoing attention.

The Chair confirmed that the proposed approach is a time-bound, interim measure, and that:

- subcommittees will operate under clear Terms of Reference, standard operating procedures (SOPs), and defined delegations; and
- AAC will retain an oversight and monitoring role, including the ability to intervene where required.

The Committee agreed to establish two AAC subcommittees initially, with flexibility to adjust based on workload.

**ACTION:**

Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to:

- develop Terms of Reference and SOPs for two AAC subcommittees,
- propose an appropriate membership approach consistent with governance protocols, and
- present the proposed structure to the Academic Committee for formal approval at the next meeting.

It was noted that the subcommittees will not become operational until formally approved by the Academic Committee.

**RESOLVED:**

That the Academic Committee receive the report.

Moved: Chris Park

Seconded: Rosanne Ellis

**CARRIED**

### **3.4 Research Ethics Committee (REC)**

Presenter: Eric Boamah

#### **RESOLVED:**

- That the Committee move into closed session to consider the detailed content of REC minutes on the basis of privacy considerations.
- That the February REC minutes be received.
- That pending further advice regarding privacy obligations, REC minutes be treated as closed session documents.

Moved: Martin Carroll

Seconded: Eric Boamah

#### **CARRIED**

### **2.7 Programmes for Closure**

Presenter: Chris Park

The Committee considered a proposal to close a number of programmes previously delivered at the MIT site.

The Committee was advised that the Academic Registry undertakes an annual process to identify programmes that have reached their final date of assessment and are eligible for closure. The programmes presented had been confirmed by the relevant Heads of School prior to the end of the previous year and were now submitted for formal approval to proceed with closure through the NZQA.

It was confirmed that appropriate consultation and sign-off had been completed and approved the proposed programme closures.

#### **RESOLVED:**

That the Academic Committee approve the closure of programmes as detailed in the paper effective 1 January 2026.

Moved: Chris Park

Seconded: Pip Schollum-Manase

#### **CARRIED**

The Chair noted that, following this decision, it would be timely to undertake a calibration of programme closure processes across the institution. The Committee was advised that the approach at Unitec has historically been more variable, with closures often occurring in response to programme replacement or periodic review activity. It was noted that, in some cases, extended teach-out periods can result in programmes remaining open for a considerable duration before formal closure.

The Committee agreed that this variation reflects legacy practices, presenting an opportunity to establish a more consistent and systematic approach across the institution.

#### **ACTION:**

Chris Park and Simon Tries to develop and present a proposed consistent and systematic process for programme closures across the institution.

## **2.12 Subcommittee Membership Nominations**

Presenter: Martin Carroll

The Committee considered the report outlining a number of nominations to Academic Committee subcommittees.

The Chair advised that the nominations presented represent those where prior consultation with relevant subcommittee chairs and stakeholders has been completed. It was noted that additional nominations have been received but are not yet included, pending further engagement to ensure appropriate consultation prior to formal appointment. The Committee noted that subcommittee membership will therefore be confirmed on a staged basis as this process is completed.

It was noted that the recommendation in the report did not include Vanessa Byrnes for the Research Committee. It was confirmed that the recommendation would be amended accordingly.

The Chair further advised that the MIT Student Council has indicated that it is currently unable to nominate suitable candidates for enrolled learner positions requiring representation from research-based programmes. To ensure these positions are filled and that student representation is maintained, it was agreed that the Unitec Student Council be invited to nominate suitable representatives.

### **RESOLVED:**

That the Academic Committee approve the subcommittee membership nominations as presented, subject to the amendment to include the Vanessa Byrnes in the recommendation.

Moved: Annette Pitovao

Seconded: Terina Haimona

**CARRIED**

## **2.10 100% Portfolio Assessment Settings**

Presenter: Helen Perry

The Committee received a paper addressing the use of 100% portfolio assessment across programmes at MIT and Unitec.

The Committee was advised that, while portfolio assessment remains appropriate in certain contexts (e.g. practice based, project led, or integrative learning), its use as a default assessment method, particularly as a container for multiple discrete assessments has led to a range of issues. These include misalignment with learning outcomes, inconsistency in grading and moderation practices, and reduced clarity for students.

It was noted that the issue is not the use of portfolio assessment itself, but its application in ways that do not align with sound assessment design principles or system requirements. In response, the paper proposed:

- removing the use of 100% portfolio assessment as a default setting, particularly within unified programmes,
- clarifying the conditions under which portfolio assessment is pedagogically appropriate, and
- establishing clearer institutional expectations for assessment design.

A transitional approach was also proposed, including system-level changes within SMS, to support programmes in moving away from inappropriate portfolio structures over time.

The Chair confirmed that the proposed changes do not require an immediate programme type change, noting that any longer-term programme redesign would be addressed separately. The Committee supported the direction of travel and endorsed the recommendations. It was further noted that this work may inform a broader programme of activity to strengthen shared understanding of assessment methods and their application across the institution, without delaying implementation of the current proposals.

In considering implementation, the Committee clarified ownership of key components. It was agreed that any policy implications arising from this work would be incorporated into the institutional assessment policy, with responsibility assigned to Chris Park and progression through the Learning and Teaching Committee. Development of guidance on appropriate use of portfolio assessment will be led by Helen Perry, in partnership with Joce Williams and relevant academic support teams. The remaining implementation actions will be progressed through this workstream under the same leadership.

**RESOLVED:**

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

Moved: Simon Tries  
Seconded: Chris King

**CARRIED**

**2.13 Standardised Governance Templates (Agenda, Minutes, Memo)"**

Presenter: Martin Carroll

The Chair noted that the templates have been developed to support consistency across committees, primarily through common structure and branding.

**Resolved:**

That the Academic Committee:

- a) endorse the standardised Agenda, Minutes, and Memorandum templates, and
- b) approve their implementation across Academic Committee subcommittees.

Moved: Rosanne Ellis  
Seconded: Simon Tries

**CARRIED**

**4 Resolution to exclude the public**

Martin Carroll.

It will be moved by the Chair that the public be excluded from the following parts 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:**

<b>Item</b>	<b>General subject of each matter</b>	<b>Section(s) relied upon</b>
5.0	Research Ethics Committee Report	s9(2)(a)
5.1	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
5.2	Granting of Awards	s9(2)(a)
5.3	Approval of Graduand Lists	s9(2)(a)

---

**Interests Protected**

<b>Section</b>	<b>Interest</b>
s9(2)(a)	To protect the privacy of natural persons, including that of deceased natural persons.
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.

**RESOLVED:**

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

Moved: Martin Carroll

Seconded: Chris King

**CARRIED**

**5 CLOSED Session**

The Meeting moved into Closed Session at 3:25pm.

**6 Return to Open Session**

Martin Carroll.

**RESOLVED:**

That the Committee move out of closed session and resume in open session.

Moved: Martin Carroll

Seconded: Chris King

**CARRIED**

**7 Confirmation of Resolutions from Closed Session**

Martin Carroll.

**RESOLVED:**

That the Academic Committee confirm the following resolutions made in closed session:

**a.** That the Academic Committee receive Closed Correspondence.

**b.** That the Academic Committee receive and approve the Granting of Awards of the Institute to graduands as detailed in the paper.

c. That the Academic Committee approve the list of graduands as detailed in the paper.

Moved: Martin Carroll

Seconded: Simon Tries

**CARRIED**

## **2.8 Annual Reports 2025**

Presenter: Simon Tries

- a. MIT Annual Moderation Report 2025
- b. MIT Annual Literacy and Numeracy Report 2025
- c. MIT Annual Monitoring Report 2025
- d. MIT Annual Consistency Report 2025

The Committee was advised that Unitec reports are expected for the next meeting. It was agreed that, for completeness and effective oversight, the reports should be considered alongside each other.

It was agreed that consideration of the 2025 Annual Reports be deferred to the next meeting to enable joint review of MIT and Unitec reports.

## **2.9 Unitec Student Complaints (formal and Informal) and Appeals – Q4: Oct to Dec 2025**

Presenter: Annette Pitovao

The Committee received the Q4 2025 report on student complaints and appeals, noting that it completes the annual reporting cycle and meets compliance requirements.

The Committee noted a comparatively high proportion of complaints from international students, alongside themes relating to assessment practices. It was also noted that a subset of complaints reflects formal assessment reconsideration processes rather than substantive complaints, and that overall appeals volumes remain consistent with prior periods, with academic matters comprising the majority.

The Committee agreed that further analysis would assist in understanding these patterns.

### **ACTION:**

That further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee.

### **RESOLVED:**

That the Academic Committee receive the Student Complaints (Formal and Informal) and Appeals Report for Q4 2025.

Moved: Annette Pitovao

Seconded: Jeff Howe

**CARRIED**

## **3 Standing Items**

### **Subcommittee Reporting**

### **3.1 Academic Approvals Committee (AAC)**

Presenter: Chris Park

The Committee received the AAC minutes and summary of programme approvals and outcomes.

It was noted that the volume and repetition of items across meetings reflects the current workload and provides supporting context for earlier discussion regarding AAC capacity. The Chair noted that the matters presented were largely operational in nature.

#### **RESOLVED:**

That the Academic Committee receive Academic Approval Committee Report.

Moved: Chris Park

Seconded: Pip Schollum-Manase

**CARRIED**

### **3.2 Academic Quality Committee (AQC)**

Presenter: Simon Tries

The Committee received the AQC minutes, noting that the Committee is in its early stages of establishment.

It was noted that initial meetings have focused on defining the Committee's approach to its quality assurance and oversight functions, including programme monitoring and oversight of Programme Committees. Early progress includes development of a work plan and initial consideration of revised approaches to degree monitoring, which remain subject to further refinement.

The Committee noted that key aspects of AQC's role, including the review of Programme Committee outputs, are still being operationalised, with further clarity expected as reporting flows are established.

The Chair noted that AQC remains in a formative phase and that its workload and scope will need to be monitored as its functions become more fully embedded.

#### **RESOLVED:**

That the Academic Committee receive Academic Quality Committee Report.

Moved: Simon Tries

Seconded: Rosanne Ellis

**CARRIED**

### **3.3 Research Committee (RC)**

Presenter: Rosanne Ellis

The Committee received the minutes of the inaugural Research Committee meeting for 2026, noting that the Committee is in the early stages of establishment.

It was noted that the meeting focused on orientation matters, including Terms of Reference and operating procedures, as well as updates on applied research strategy development and recent external submissions. No substantive decisions were made.

It was further noted that the Research Committee has commenced a review of institutional policies and practices relating to student authorship in publications, with a report and recommendations expected to be presented to the Academic Committee by June.

The Chair clarified that the Māori Research Action Plan and Pacific Research Plan fall within the approval remit of the Research Committee.

**RESOLVED:**

That the Academic Committee receive Academic Quality Committee Report.

Moved: Rosanne Ellis

Seconded: Jeff Howe

**CARRIED**

**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.

The meeting concluded at 3:51pm.

**Confirmed as a true and correct record:**

**Chair:**

**Date:**

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

<b>Meeting Date</b>	<b>Reference</b>	<b>Action Description</b>	<b>Action Owner</b>	<b>Due Date</b>
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4a	<p><b>Development of Learner Experience KPIs on Complaints and Appeals</b></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	May 2026
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4b	<p><b>Moderation Policy Compliance</b></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><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Simon Tries to undertake a costing exercise for external moderation.</li> <li>• Simon Tries to develop advice on the budgetary treatment and protocol for paid moderation arrangements.</li> </ul>	Simon Tries, Chris King	May 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4e	<p><b>PAC design and implementation</b></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><b>Deliverable B – Phased Implementation Proposal:</b> 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>	Julie Prentice, Pip Schollum- Manase, Chris King	May 2026

03 Feb 2026, 04 Mar 2026, 02 Apr 2026	2.2h	<p><b>NZQA Transfer of programmes and micro-credentials</b> Revised appendices pending (data corrections required).</p> <p><b>ACTION:</b> Simon Tries to confirm ownership and progress either retention or formal divestment of Te Pūkenga related micro-credentials prior to the next meeting.</p>	Simon Tries	May 2026
04 Mar 2026, 02 Apr 2026	2.8	<p><b>Proposed Moderation Policy and Procedure</b></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> <p><i>The report is presented under agenda item 2.5.</i></p>	Simon Tries	May 2026
04 Mar 2026, 02 Apr 2026	2.3	<p><b>Academic Misconduct Report</b></p> <ol style="list-style-type: none"> <li>1. Develop a single integrated institutional process for collecting and reporting academic misconduct data across MIT and Unitec.</li> <li>2. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions.</li> <li>3. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period.</li> <li>4. Remind all Schools to consistently report misconduct cases in accordance with policy.</li> </ol>	<p>Chris Park</p> <p>Pip Schollum-Manase</p> <p>Deborah Rowe</p> <p>Pip Schollum-Manase</p>	Jun 2026
02 Apr 2026	2.11	<p><b>AI Policy and Procedures</b></p> <ul style="list-style-type: none"> <li>• James Oldfield to update the draft policy to address identified issues, including correction and alignment of policy references, and to incorporate feedback arising from Committee discussion.</li> <li>• James Oldfield to liaise with relevant teams to resolve alignment between AI policy provisions and existing BYOD/device guidance.</li> </ul>	James Oldfield	Jun 2026

02 Apr 2026	2.6	<p><b>AAC Standing Subcommittees</b></p> <p>Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to:</p> <ul style="list-style-type: none"> <li>• develop Terms of Reference and SOPs for two AAC subcommittees,</li> <li>• propose an appropriate membership approach consistent with governance protocols, and</li> <li>• present the proposed structure to the Academic Committee for formal approval at the next meeting.</li> </ul> <p><i>The report is presented under agenda item 2.8</i></p>	Chris Park	May 2026
02 Apr 2026	2.7	<p><b>Programmes for Closure Process</b></p> <p>Chris Park and Simon Tries to develop and present a proposed consistent and systematic process for programme closures across the institution.</p>	Chris Park Simon Tries	May 2026
02 Apr 2026	2.9	<p><b>Student Complaints and Appeals</b></p> <p>Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee.</p>	Jeff Howe	May 2026

### CLOSED Action Items: 2026

3 Dec 2025, 3 Feb 2026	3.3.3	<p><b>Update the REC Terms of Reference</b> to include regular statistical reporting on research-ethics applications and outcomes.</p> <p><i>The item was considered under agenda item 1.5c and is now closed</i></p>	Rosanne Ellis	Prior to finalisation of ToR
3 Dec 2025, 3 Feb 2026.	3.3.7	<p><b>Record the reduction in programme development capability</b> 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.</p> <p><i>The item is closed, noting that the matters will be addressed through the academic product management redesign workstream.</i></p>	Simon Tries	Progress update mid-year
23 Jan 2026, 3 Feb 2026, 4 Mar 2026	1.4e	<p><b>Academic Committee Handbook</b></p> <p>The Chair and Chris Park to draft an Academic Committee Handbook to reflect the current governance framework and differ from previous versions.</p>	Martin Carroll Chris Park	Mar 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026	1.4d	<p><b>Clarification of Learner Representative Workload Expectations and Appointment Processes</b></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



**Memo to:** MITU Academic Committee  
**From:** MITU Learning & Teaching Committee  
**Subject:** MITU Teaching Excellence Framework Policy 2026  
**Author:** Jocelyn Williams (Manager, Te Puna Ako, Unitec)  
**Date:** 23 April 2026

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## Recommendation

That the MITU Academic Committee:

- Receives the MITU Teaching Excellence Framework Policy endorsed by the MITU Learning and Teaching Committee on 23 April 2026.
- Approves the MITU Teaching Excellence Framework Policy in readiness for implementation planning.

## 1 Background

In February 2025, the MIT & Unitec SLT set the development of a framework of Teaching Excellence Standards as a KPI for 2025. The project was led by a steering group of J Williams (Unitec TPA), H Perry (MIT AC) and J Oldfield (TPA) supported by a cross MIT-Unitec advisory group and wide consultation. A co-creation approach prioritised the gathering of input about teaching excellence from MIT and Unitec kaiako and a range of key stakeholder groups because successful implementation will rely on kaimahi seeing themselves in the model.

A range of data collection (a survey, an engagement event, focus group, multiple hui) and secondary research methods were used. Detailed consultation data were transcribed for rounds of thematic analysis and model development. The TES listed below are therefore based on deep and detailed data sets that ultimately aligned clearly around prominent themes of teaching excellence that became named as the new Standards.

## 2 The Teaching Excellence Standards

Rounds of data analysis, processing, and consultation were conducted to refine nine Teaching Excellence Standards that would (a) reflect the convictions of teaching kaimahi and (b) embody teaching excellence characteristics reflecting the needs of our learners across Tāmaki. The standards were presented to the newly combined MITU Academic Committee hui in November 2025, together with an emerging matrix describing how the standards could be understood and applied. The standards are:

1. Te Tiriti o Waitangi
2. Know your subject
3. Engage with your profession
4. Connect students with the profession
5. Know and support the needs of all learners
6. Plan and design for effective learning
7. Facilitate students' learning
8. Assess and provide feedback on learning
9. Apply digital literacy.

The above-named Teaching Excellence Standards are represented diagrammatically in the policy.



The policy now submitted for approval by the AC was prepared as a formal step towards planning implementation of the framework and standards. At the inaugural MITU Learning and Teaching Committee hui (23 April 2026), the policy was considered and endorsed.

Approval of this policy by the MITU Academic Committee will create an approved platform for the mahi required to begin planning implementation of the TES in a range of areas and portfolios of the institute.

## 2.1 Matrix of Criteria

A separate matrix of criteria to support understanding and application of the nine standards across four levels of progression (emerging, developing, demonstrating and modelling) was compiled and went through many iterations. Feedback was received from the combined MITU Academic Committee (AC) in November about the number of levels in the matrix (four rather than three), and review of the language of the matrix and its criteria for wide accessibility was recommended. Waves of revision and further development of the matrix continued until January 2026.

The usefulness and design of the matrix is intended to be continuously considered once implementation begins, with the MITU Learning & Teaching Committee playing the leading role in identifying areas for improvement to be set out in an evaluation report due to MITU Academic Committee in early 2027 (see below).

## 3 Next steps

After this policy is approved for use, implementation planning and project management can begin in earnest, with scoping and clear communications being early planning priorities. A Teaching Excellence Framework (and Standards) website should be a centerpiece of communications, along with school-by-school engagement and academic partnering / advisory work. Successful communications and easy availability of MITU teaching excellence information will also require partnering with other teams such as Marketing.

During 2026, broad feedback on this significant new teaching excellence framework will be gathered by academic advisory teams (Academic Centre / Te Puna Ako) and considered (MITU L & T Committee), with a view to an evaluation report being prepared for early 2027. This would include an overview of early implementation, stakeholder feedback, areas for improvement and recommendations.

## Attachments

- **MITU Teaching Excellence Framework\_Policy**

## Teaching Excellence Framework Policy

### Audience and Scope

This Policy applies to all employees of Manukau Institute of Technology and Unitec (MIT & Unitec), including permanent, fixed-term, casual and contracted staff, secondees, and all individuals with responsibilities related to teaching, learning, curriculum, assessment, or academic decision-making.

### Table of contents

Audience and Scope .....	1
Purpose.....	2
Policy.....	2
1. Principles .....	2
2. Teaching Excellence Framework .....	2
3. Teaching Excellence Standards.....	3
Development and Approval.....	3
Teaching Excellence Standards.....	3
Monitoring and Review .....	3
4. Responsibilities .....	4
5. Relationship to Policies, Procedures and Guidelines .....	4
6. Support .....	4
Exemptions and dispensations.....	4
Definitions .....	5
Evaluation / outcomes.....	5
Delegations.....	5
Relevant legislation .....	5
Related documents.....	5
Amendment history.....	5

## Purpose

This Policy establishes and mandates the Teaching Excellence Framework for MIT & Unitec.

The Teaching Excellence Framework defines a shared, Institute-wide approach for recognising, developing, evaluating and rewarding teaching excellence, and for supporting continuous improvement in student learning and experience.

## Policy

### 1. Principles

- 1.1. MIT & Unitec is committed to teaching practices that are consistently high quality, evidence-informed, learner-centred, culturally responsive and supportive of student success.
- 1.2. The Teaching Excellence Framework is the Institute's mandatory framework for defining and evaluating teaching excellence.
- 1.3. The Teaching Excellence Standards are the authoritative reference point for evidencing teaching excellence at MIT & Unitec.

### 2. Teaching Excellence Framework

- 2.1. The Teaching Excellence Framework comprises the following components:
  - Teaching Excellence Standards; and
  - Systematic incorporation of the Teaching Excellence Standards into Institute policies, procedures, guidelines, and decision-making processes.
- 2.2. The Teaching Excellence Standards are represented diagrammatically in Figure 1.

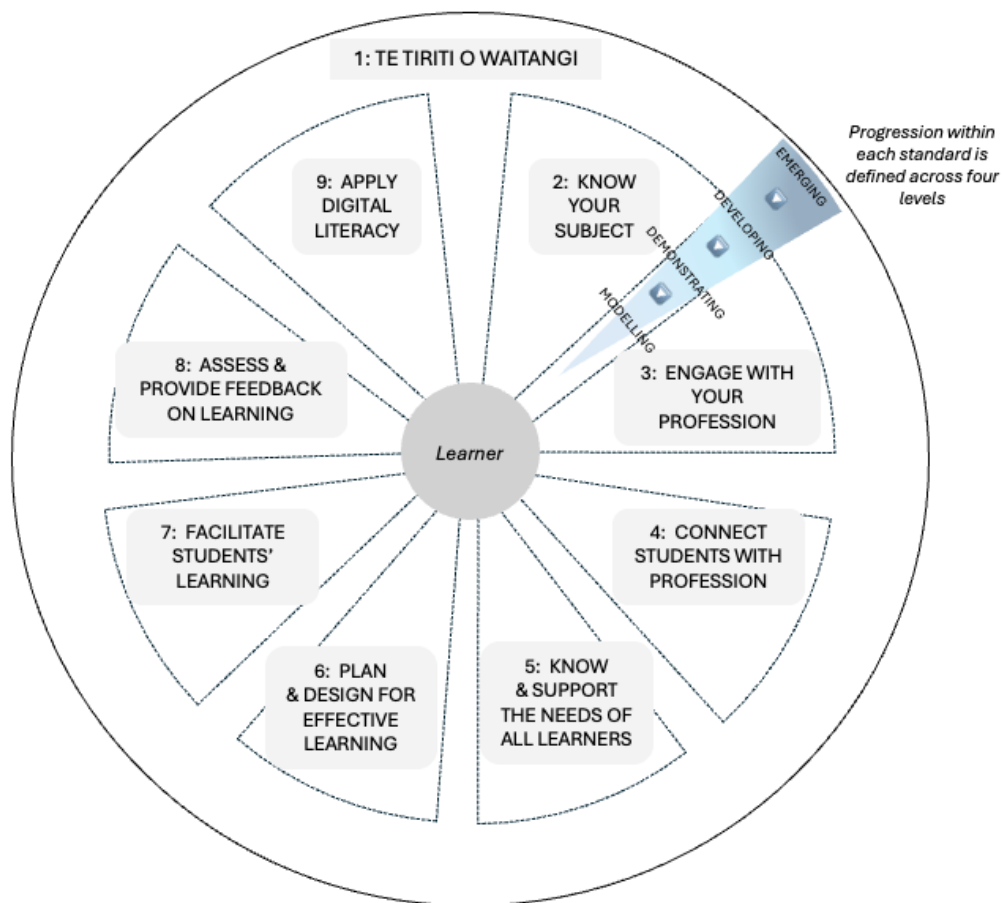


Figure 1: Overview of the nine Teaching Excellence Standards mapped across four levels of progression (laid out in a separate matrix of criteria).

### 3. Teaching Excellence Standards

#### *Development and Approval*

- 3.1. The Teaching Excellence Standards are approved by the Academic Committee, following endorsement by the Learning & Teaching Committee.
- 3.2. In reviewing the Teaching Excellence Standards, the Institute shall periodically undertake appropriate consultation to ensure that the Standards continue to be academically robust and culturally responsive, and reflect broad and diverse disciplinary and pedagogical perspectives

#### *The Teaching Excellence Standards*

- 3.3. The Teaching Excellence Standards will be overseen by the Learning & Teaching Committee.
- 3.4. MIT & Unitec shall maintain nine (9) Teaching Excellence Standards, each defined across four (4) levels of progression with associated sub-dimensions, set out in a matrix of criteria.
- 3.5. The Standards and the supporting Standards Matrix form part of the Teaching Excellence Framework.

#### *Evaluation and Review*

3.6. The Teaching Excellence Standards will be reviewed in accordance with this Policy and the Institute's academic governance and quality assurance processes.

#### **4. Responsibilities**

4.1. The Institute shall ensure that the Teaching Excellence Standards are embedded into all relevant Institute policies, procedures, guidelines and frameworks where teaching practice is designed, evaluated, supported, recognised or rewarded.

4.2. Academic leaders and managers shall:

- a. apply the Teaching Excellence Standards consistently in recruitment, performance planning and review, progression and promotion processes;
- b. support academic staff to engage with and develop with reference to the Teaching Excellence Standards; and
- c. use the Standards when making evaluative decisions about teaching practice.

4.3. Academic staff whose role includes teaching shall:

- a. engage with the Teaching Excellence Standards as part of their ongoing professional practice;
- b. use the Standards to inform professional development planning and performance discussions; and
- c. provide evidence of teaching practice aligned to the Standards when required under Institute procedures.

#### **5. Relationship to Policies, Procedures and Guidelines**

5.1. The Teaching Excellence Standards will be systematically embedded within, and applied through, institutional policies, procedures and guidelines, including but not limited to:

- a. Recruitment and appointment policies and procedures;
- b. Professional development and learning design frameworks;
- c. Performance planning and review, including guiding MIT's Perform and Unitec's ADEP (Achieve, Develop, Enjoy, Partner) processes;
- d. Academic progression and promotion policies and procedures;
- e. Teaching excellence awards and recognition schemes;
- f. Curriculum design, assessment design and approval processes across all delivery modes and NZQCF levels;
- g. Digital learning and teaching ecosystems and tools; and
- h. Student evaluation of teaching instruments and processes.

#### **6. Support**

6.1. The Teaching Excellence Framework shall be supported by Institute guidance, exemplars and professional learning resources to promote consistent understanding and application of the Teaching Excellence Standards.

### **Exemptions and dispensations**

## Definitions

See the *Glossary of MIT&Unitec Academic Policies, Procedures and Associated Documents*

## Evaluation / outcomes

The extent to which the implementation of this policy and the associated procedures achieve their intended outcomes will be subject to evaluation and review.

## Delegations

Please refer to the *MIT&Unitec Delegations Register* for the delegations for this policy and procedures.

## Relevant legislation

Education and Training Act 2020

## Related documents

- MIT&Unitec Teaching Excellence Standards Matrix of Criteria
- MIT Kaiako Education Policy AC2
- MIT People Development Policy HR5
- MIT Performance Management Policy
- Glossary for MIT&Unitec Academic Policies, Procedures and Associated Documents.

## Document management and control

<b>Approver:</b>	Academic Committee (pending)
<b>Latest approval date:</b>	2026-XX-XX
<b>Effective date:</b>	2026-XX-XX
<b>Next scheduled review date:</b>	To be confirmed
<b>Policy sponsor:</b>	DCE Academic
<b>Policy owner:</b>	Manager, Te Puna Ako / Head, Academic Quality

## Amendment history

Document Version	Effective Date	Approver	Amendment details
V0.1	2026-XX-XX	Academic Committee	Initial draft for Academic Committee consideration



**Memo to:** Academic Committee  
**From:** Academic Committee  
**Subject:** Correspondence  
**Classification:** Unclassified  
**Date:** 2026-05-06

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### Recommendations

That the Academic Committee receive the correspondence.

### INWARDS:

#### Attachments:

- a. To: Academic Committee  
From: NZQA  
Date: 17 April 2026  
**Subject: NZQA - Transfer of Records - Unitec 6004 (Pg. 2-6)**
- b. To: Academic Committee  
From: NZQA  
Date: 20 April 2026  
**Subject: Revised NZQA - Transfer of Records - Unitec 6004 (Pg. 7-11)**
- c. To: Academic Committee  
From: NZQA  
Date: 17 April 2026  
**Subject: NZQA - Transfer of Records - MIT 6010 (Pg. 12-14)**
- d. To: Academic Committee  
From: TEC  
Date: 30 March 2026  
**Subject: Transition from training scheme delivery to micro-credential delivery (Pg. 15-17)**

### OUTWARDS:

- e. To: Tiffany Thao Nguyen  
From: DCE Academic  
Date: 23 April 2026  
**Subject: Acknowledgement – Graduation Ceremony Address (Pg. 18)**

17 April 2026

Christina Hong  
Chief Executive  
Manukau Institute of Technology and Unitec  
139 Carrington Road  
Mount Albert  
Auckland 1025

*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.*

Tēnā koe Christina

Re: Transfer of 'unified' programmes and micro-credentials records in the NZQA system

This letter is in continuation of the letter dated 31 January 2026 where NZQA confirmed the actions required under clause 133, Part 7, Schedule 1 of the Education and Training Act (2020) (the Act) to vest programmes, micro-credentials and other activities provided by New Zealand Institute of Skills and Technology (NZIST) to a successor organisation in accordance with a the transition plan developed in consultation with New Zealand Qualifications Authority (NZQA) and approved by Tertiary Education Commission (TEC).

The Appendices attached to this letter list the programmes and micro-credentials where Manukau Institute of Technology and Unitec holds programme approval and accreditation and only accreditation of the programmes and micro-credentials that were approved under NZIST (6683) as 'unified' programmes and micro-credentials.

- programme approval and accreditation under sections 439 and 441, respectively, of the Act for the Manukau Institute of Technology and Unitec programmes listed in Appendix 1 and 2, and
- micro-credential approval and accreditation under sections 445 and 446A of the Act, respectively, for micro-credentials approved and accredited to Manukau Institute of Technology and Unitec and listed in Appendix 3.

Please contact Nuzhat Sohail at 04 463 3176 or [Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz) if you have any queries.

Nāku noa, nā



Utufaasisili Rosemary Mose  
Deputy Chief Executive, Quality Assurance (Acting)  
Pou Whakahaere Tuarua Whakaū Kounga

cc Tertiary Education Commission via email (CustomerService@tec.govt.nz)  
cc Ministry of Education via email (MoE.ServiceDesk@education.govt.nz)  
cc Study Link via email (StudyLink\_Service\_Delivery\_Risk@msd.govt.nz)  
cc Immigration New Zealand via email (nzqa\_notifications@mbie.govt.nz)  
cc Simon Tries via email ([stries@unitec.ac.nz](mailto:stries@unitec.ac.nz))

The following are provided as appendices to this letter:

Appendix 1; Programme approval and accreditation

Appendix 2; Programme accreditation

Appendix 3; Micro-credential listing, approval and accreditation

## Appendix 1 Programme approval and accreditation

Programme Number	Version	Programme title	Qualification number	Qualification version	Qualification title
127901	1	New Zealand Certificate in Animal Care (Level 3)	2487	2	New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine, and Rural Animals
128079	1	Internship (cybersecurity) Micro-Credential	4821	1	Internship (cybersecurity) Micro-Credential
128087	2	Postgraduate Diploma in Applied Science (level 8)	4822	2	Postgraduate Diploma in Applied Science
128085	2	Postgraduate Certificate in Applied Science. (level 8)	4823	2	Postgraduate Certificate in Applied Science
128109	1	New Zealand Diploma in Architectural Technology (Level 6)	2416	2	New Zealand Diploma in Architectural Technology (Level 6)
128115	1	New Zealand Diploma in Construction	2420	2	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying
128319	1	New Zealand Diploma in Landscape (Level 5)	2888	2	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design
127902	2	New Zealand Certificate in Animal Management (Level 4)	2489	3	New Zealand Certificate in Animal Management (Level 4) with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping

## Appendix 2: Programme accreditation

Programme Number	Version	Programme title	Qualification number	Qualification version	Qualification title
118504	4	New Zealand Diploma in Enrolled Nursing	2889	2	New Zealand Diploma in Enrolled Nursing (Level 5)
127531	2	New Zealand Diploma in Business	2459	3	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management
128322	1	New Zealand Certificate in Construction Trade Skills (Level 3)	2834	2	New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades, Carpentry, and Joinery
128181	1	New Zealand Certificate in Exercise	3563	2	New Zealand Certificate in Exercise (Level 4)
125171	2	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)	3915	1	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)
127903	2	New Zealand Certificate in Animal Healthcare Assisting (Level 4)	4388	2	New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare
127904	2	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	4391	3	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)
128589	1	New Zealand Diploma in Veterinary Nursing (Companion Animal Veterinary Nursing) (Level 6)	4389	3	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing
120544	4	New Zealand Certificate in Mechanical Engineering (Level 3)	2715	2	New Zealand Certificate in Mechanical Engineering (Level 3)
128066	1	New Zealand Certificate in Real Estate (Salesperson)	3111	2	New Zealand Certificate in Real Estate (Salesperson) (Level 4)
127550	1	Bachelor of Accounting	4775	1	Bachelor of Accounting

### Appendix 3: Micro-credential Approval and Accreditation

Micro-credential Number	Version	Micro-credential title	Reporting code	Reporting code Version
128987	1	Taumata Tu: Tikanga (Micro-credential)	5195	1
128989	1	Taumata Ora: Mātauranga Marae (Micro-credential)	5197	1
128991	1	Taumata Oho: Pepeha (Micro-credential)	5199	1

16 April 2026

MoE Numbers: 6004

Christina Hong  
Chief Executive  
Manukau Institute of Technology and Unitec  
139 Carrington Road  
Mount Albert  
Auckland 1025

*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.*

Tēnā koe Christina

Re: Transfer of 'unified' programmes and micro-credentials records in the NZQA system

This letter is in continuation of the letter dated 31 January 2026 where NZQA confirmed the actions required under clause 133, Part 7, Schedule 1 of the Education and Training Act (2020)(the Act) to vest programmes, micro-credentials and other activities provided by New Zealand Institute of Skills and Technology (NZIST) to a successor organisation in accordance with a the transition plan developed in consultation with New Zealand Qualifications Authority (NZQA) and approved by Tertiary Education Commission (TEC).

The Appendices attached to this letter list the programmes and micro-credentials where Manukau Institute of Technology and Unitec holds programme approval and accreditation and only accreditation of the programmes and micro-credentials that were approved under NZIST (6683) as 'unified' programmes and micro-credentials.

- programme approval and accreditation under sections 439 and 441, respectively, of the Act for the Manukau Institute of Technology and Unitec programmes listed in Appendix 1 and 2, and
- micro-credential approval and accreditation under sections 445 and 446A of the Act, respectively, for micro-credentials approved and accredited to Manukau Institute of Technology and Unitec and listed in Appendix 3.

Please contact Nuzhat Sohail at 04 463 3176 or [Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz) if you have any queries.

Nāku nga, nā



Utufaasisili Rosemary Mose  
Deputy Chief Executive, Quality Assurance (Acting)  
Pou Whakahaere Tuarua Whakaū Kounga

cc Tertiary Education Commission via email (CustomerService@tec.govt.nz)  
cc Ministry of Education via email (MoE.ServiceDesk@education.govt.nz)  
cc Study Link via email (StudyLink\_Service\_Delivery\_Risk@msd.govt.nz)  
cc Immigration New Zealand via email (nzqa\_notifications@mbie.govt.nz)  
cc Simon Tries via email ([stries@unitec.ac.nz](mailto:stries@unitec.ac.nz))

The following are provided as appendices to this letter:

Appendix 1; Programme approval and accreditation

Appendix 2; Programme accreditation

Appendix 3; Micro-credential listing, approval and accreditation

## Appendix 1 Programme approval and accreditation

Programme Number	Version	Programme title	Qualification number	Qualification version	Qualification title
127901	1	New Zealand Certificate in Animal Care (Level 3)	2487	2	New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine, and Rural Animals
128109	1	New Zealand Diploma in Architectural Technology (Level 6)	2416	2	New Zealand Diploma in Architectural Technology (Level 6)
128115	1	New Zealand Diploma in Construction	2420	2	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying
128319	1	New Zealand Diploma in Landscape (Level 5)	2888	2	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design
127902	2	New Zealand Certificate in Animal Management (Level 4)	2489	3	New Zealand Certificate in Animal Management (Level 4) with strands in Canine Behaviour and Training; Companion Animals; Fish, Amphibians and Reptiles; Pet Grooming; and Zookeeping
128087	2	Postgraduate Diploma in Applied Science (level 8)	4822	2	Postgraduate Diploma in Applied Science
128085	2	Postgraduate Certificate in Applied Science. (level 8)	4823	2	Postgraduate Certificate in Applied Science
128086	2	Master of Applied Science Tahuhu Putaiao	4824	2	Master of Applied Science Tahuhu Putaiao

## Appendix 2: Programme accreditation

Programme Number	Version	Programme title	Qualification number	Qualification version	Qualification title
118504	4	New Zealand Diploma in Enrolled Nursing	2889	2	New Zealand Diploma in Enrolled Nursing (Level 5)
127531	2	New Zealand Diploma in Business	2459	3	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management
128322	1	New Zealand Certificate in Construction Trade Skills (Level 3)	2834	2	New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades, Carpentry, and Joinery
128181	1	New Zealand Certificate in Exercise	3563	2	New Zealand Certificate in Exercise (Level 4)
125171	2	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)	3915	1	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5)
127903	2	New Zealand Certificate in Animal Healthcare Assisting (Level 4)	4388	2	New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare
127904	2	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)	4391	3	New Zealand Diploma in Rural Animal Veterinary Technology (Level 6)
128589	1	New Zealand Diploma in Veterinary Nursing (Companion Animal Veterinary Nursing) (Level 6)	4389	3	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing
120544	4	New Zealand Certificate in Mechanical Engineering (Level 3)	2715	2	New Zealand Certificate in Mechanical Engineering (Level 3)
128066	1	New Zealand Certificate in Real Estate (Salesperson)	3111	2	New Zealand Certificate in Real Estate (Salesperson) (Level 4)
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128989	1	Taumata Ora: Mātauranga Marae (Micro-credential)	5197	1
128991	1	Taumata Oho: Pepeha (Micro-credential)	5199	1
128079	1	Internship (cybersecurity) Micro-Credential	4821	1

17 April 2026

MoE Numbers: 6004 and 6010

Christina Hong  
Chief Executive  
Manukau Institute of Technology and Unitec  
139 Carrington Road  
Mount Albert  
Auckland 1025

*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  
Thei mauri ora.*

Tēnā koe Christina

Re: Transfer of 'unified' programmes records in the NZQA system

This letter is in continuation of the letter dated 31 January 2026 where NZQA confirmed the actions required under clause 133, Part 7, Schedule 1 of the Education and Training Act (2020) (the Act) to vest programmes, micro-credentials and other activities provided by New Zealand Institute of Skills and Technology (NZIST) to a successor organisation in accordance with a the transition plan developed in consultation with New Zealand Qualifications Authority (NZQA) and approved by Tertiary Education Commission (TEC).

The Appendix 1 attached to this letter list the programmes where Manukau Institute of Technology and Unitec holds accreditation of the programmes that were approved under NZIST (6683) as 'unified' programmes.

Please contact Nuzhat Sohail at 04 463 3176 or [Nuzhat.Sohail@nzqa.govt.nz](mailto:Nuzhat.Sohail@nzqa.govt.nz) if you have any queries.

Nāku noa, nā



Utufaasisili Rosemary Mose  
Deputy Chief Executive, Quality Assurance (Acting)  
Pou Whakahaere Tuarua Whakaū Kounga

cc Tertiary Education Commission via email ([CustomerService@tec.govt.nz](mailto:CustomerService@tec.govt.nz))  
cc Ministry of Education via email ([MoE.ServiceDesk@education.govt.nz](mailto:MoE.ServiceDesk@education.govt.nz))  
cc Study Link via email ([StudyLink\\_Service\\_Delivery\\_Risk@msd.govt.nz](mailto:StudyLink_Service_Delivery_Risk@msd.govt.nz))  
cc Immigration New Zealand via email ([nzqa\\_notifications@mbie.govt.nz](mailto:nzqa_notifications@mbie.govt.nz))  
cc Helen Perry via email ([helen.perry@mit.ac.nz](mailto:helen.perry@mit.ac.nz))

The following are provided as appendices to this letter:

Appendix 1; Programme accreditation  
Appendix 1 Accreditation

Programme Number	Programme Version	Programme title	Qualification number	Qualification version	Qualification title
127531	2	New Zealand Diploma in Business	2459	3	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management
127895	1	New Zealand Certificate in Business (Administration and Technology)	2452	2	New Zealand Certificate in Business (Administration and Technology) (Level 3)
127899	1	New Zealand Certificate in Business - Administration and Technology	2461	2	New Zealand Certificate in Business (Administration and Technology) (Level 4)
128043	1	New Zealand Certificate in Hairdressing (Level 3)	2411	2	New Zealand Certificate in Hairdressing (Level 3)
128044	1	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	2413	2	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)
128105	1	New Zealand Certificate in Business (Accounting Support Services)(Level 4)	2455	2	New Zealand Certificate in Business (Accounting Support Services) (Level 4)
128322	1	New Zealand Certificate in Construction Trade Skills (Level 3)	2834	2	New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades, Carpentry, and Joinery
128181	1	New Zealand Certificate in Exercise	3563	2	New Zealand Certificate in Exercise (Level 4)
128326	1	New Zealand Certificate in Marine Engineering Class 6 (Level 4)	2509	3	New Zealand Certificate in Marine Engineering Class 6 (Level 4)
128327	1	New Zealand Certificate in Marine Engineering Class 5 (Level 5)	4321	1	New Zealand Certificate in Marine Engineering Class 5 (Level 5)

120544	4	New Zealand Certificate in Mechanical Engineering (Level 3)	2715	2	New Zealand Certificate in Mechanical Engineering (Level 3)
127891	1	New Zealand Certificate in Construction Trades Supervision (Level 5)	4237	1	New Zealand Certificate in Construction Trades Supervision (Level 5) with strands in Commercial Construction, Construction Related Manufacturing, Construction Related Trades, and Residential Building
128092	1	New Zealand Certificate in Food and Beverage Service (Level 4)	2105	2	New Zealand Certificate in Food and Beverage Service (Level 4) with strands in Restaurant Services, and Quick Service Restaurant Services
127550	1	Bachelor of Accounting	4775	1	Bachelor of Accounting
127885	1	New Zealand Certificate in Food and Beverage Service (Level 3)	2104	2	New Zealand Certificate in Food and Beverage Service (Level 3) with strands in Barista, Bar Services, Buffet Services, Café Services, Function Services, Quick Service Restaurant Services, and Restaurant Services

File ref: 9429053303370

30 March 2026

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Peseta Sam Lotu-iiga  
Executive Director  
Manukau Institute of Technology and Unitec  
Private Bag 92025  
AUCKLAND 1142

Tēnā koe

### **Transition from training scheme delivery to micro-credential delivery**

We are writing to advise you about the transition from delivering training schemes to delivering micro-credentials.

#### **What is changing**

NZQA is reviewing training schemes to ensure they meet current rules. If you are delivering a training scheme that was approved under earlier settings and is still active, you must apply to transition it to a micro-credential in order to continue delivery. If the training scheme is no longer required, it will be retired.

Once your micro-credential has been approved by NZQA, it will be listed on the New Zealand Qualifications and Credentials Framework (NZQCF) and the Register of NZQA Listed and Approved Micro-credentials.

#### **What this means for TEC funding**

If your training scheme is currently funded by the TEC and you want to continue funded delivery as a micro-credential, you need to contact TEC after NZQA has approved the micro-credential.

In most cases, you will not need to submit a new funding application or provide additional information, provided that:

- your training scheme was TEC-funded, and
- there are no material changes to the level, content, or equivalent full-time student (EFTS) value.

The TEC will not assess funding for a micro-credential until NZQA's approval process has been completed.

### **How TEC will assess continued funding**

We will carry out a targeted assessment to confirm whether funding can continue. This assessment focuses on whether your micro-credential meets statutory requirements, particularly those relating to health and safety and regulatory compliance.

We will not fund a micro-credential if we consider, on reasonable grounds, that most of the learning relates to health and safety or regulatory compliance and would displace an employer's legal responsibility to provide this training.

### **What you need to do**

If you are currently delivering a training scheme, you must review your training scheme, and if you wish to continue delivering it, [apply to NZQA to transition it to a micro-credential](#).

Once NZQA has approved the micro-credential, please contact your Relationship Manager or Relationship Advisor with the subject line '*[Edumis #] Training Scheme*'.

### **For further information or assistance**

More information on [the transition from training scheme delivery to micro-credential delivery is available on our website](#).

For any questions, please contact your Relationship Manager or Relationship Advisor, on 0800 601 301 or email [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz) using the subject line '*[Edumis #] Transition to micro-credential delivery*'.

Nāku noa, nā



Daelee Hardcastle  
Manager, Customer Contact Team



We ensure New Zealand's future success.



23 April 2026

Tiffany Thao Nguyen  
**President, Unitec Student Council**

[Tngyuyen2@unitec.ac.nz](mailto:Tngyuyen2@unitec.ac.nz)

Dear Tiffany

**Well done!**

I am writing to acknowledge and thank you for the excellent job you did at our recent Graduation ceremonies. You spoke beautifully at each of our five ceremonies across two days.

It can be very challenging speaking in front of large audiences. You spoke before over 1,400 graduates and several thousand of their family members and friends. That, in itself, is no small achievement. Bravo.

But more importantly, you represented impressively students well, honouring their achievements and helping them mark the moment as a special memory that they can cherish for a lifetime.

I mentioned your accomplishments at the Academic Committee, and they asked me to share their appreciation and congratulations with you.

Ngā mihi



Professor Martin Carroll  
Deputy Chief Executive Academic  
**Manukau Institute of Technology and Unitec**

cc. Dr Simon Nash, Deputy Chief Executive Learner Experience and Success



**Memo to:** Academic Committee

**From:** Simon Tries, Director, Te Korowai Kahurangi

**Subject:** Proposed MITU Moderation Policy and Procedure

**Classification:** In-Confidence

**Date:** 29 April 2026

---

### **Recommendations**

That the Academic Committee approve the proposed MITU Moderation Policy and Procedure.

### **Commentary**

At the Academic Committee hui of 4 March, the Academic Committee was presented with a proposed Moderation Policy and Procedure. The committee requested that additional consultation be undertaken and an updated version be brought back to the 6 May hui.

A series of six consultation workshops and an online form were used to collect feedback from approximately 80 predominantly academic staff over a two-week period. Feedback was then analysed and used to refine the draft policy and procedure.

There was general support for the intent of the policy and procedure, with the following key points identified through the consultation process:

- The frequency proposed frequency of moderation was considered overly burdensome
- Support was needed for staff to undertake good assessment design and moderation.
- The document should be structured so that each section could be considered in full without reference to other parts of the document
- Concerns about the resources required to implement the policy
- Concerns about the administrative burden that the proposed approach would put on schools/programme teams
- Concerns about Heads of School being accountable for moderation in their schools and how accountability was defined.
- The importance of closing the loop with assessing staff.
- A suggestion to run a pilot/ trial the proposed approach before full implementation.
- The procedure being too detailed / the procedure not being detailed enough.

Additional feedback was then sought from the Academic Leadership Team and the Academic Quality Committee.

All feedback has informed the final document presented for approval, including structural and formatting changes. The document was then finalised for Academic Committee approval.

Key aspects of the policy and procedure are:

1. Pre-Assessment Moderation is completed at *course* level – any change to any assessment tool (the tasks and marking guidance) within a course requires that the moderator moderate the amended assessment tools, and if required, any other assessment tools impacted by the change, or confirm there is no impact (details will be captured in the report)
2. Post-Assessment Moderation is completed at least once every three course occurrences following the marking of learners' assessment submissions and before assessment results are released to students. Frequency is based on the level of risk associated with the course.
3. Internal Course Moderation is focussed on confirming that students have been awarded the appropriate grade given the evidence provided against the course learning outcomes. It occurs at least once every three years following the approval of course grades. Frequency is based on the level of risk associated with the course.
4. External Course Moderation is undertaken following Internal Course moderation. All arrangements for external moderation must be based on a formal agreement (memorandum of understanding, contract for service, etc.)
5. Every moderation report must be responded to (typically by the assessor). Responses to moderation reports include agreement, disagreement with rationale, or action plan.
6. Moderation outcomes and significant issues are reviewed by the Head of School (or delegate) and overseen by the Programme Committee.
7. Reporting from the moderation system is intended to include which courses are moderated when, key outcomes, significant issues (if any), etc. to identify themes and professional development opportunities, and to provide assurance to the institute.
8. Accountability for moderation resides with the Head of School.

### **Next Steps**

If approved, the implementation plan will be finalised and enacted, including:

- the development of moderation artefacts for approval by the Academic Quality Committee:
  - Moderation report templates
  - Moderation Planning and Tracking Tools will be developed
  - Moderation Guidelines
- resources for staff training will be developed
- workshops and training for academic staff and moderators.

Implementation will commence as soon as possible with full implementation expected to be completed by the end of 2026. Implementation is likely to be iterative

A review of the policy and procedure and the mechanisms which support them will be scheduled to be undertaken in late 2027 (timing dependent on feedback from those engaged in the system).

**Attachments**

Proposed MITU Moderation Policy and Procedure 20260429

## Manukau Institute of Technology and Unitec Moderation Policy and Procedures

### Contents

Audience and scope .....	2
Purpose .....	2
Policy .....	2
1. Moderation Principles .....	2
2. Policy Statements.....	3
Roles and responsibilities / accountabilities.....	4
Procedures .....	5
1. Overview .....	5
2. Moderation planning, tracking, and oversight.....	5
3. Pre-Assessment Moderation .....	7
4. Post-Assessment Moderation.....	9
5. Internal Course Moderation .....	12
6. External Moderation (excluding Standard Setting Body moderation).....	14
7. When post-assessment moderation must occur .....	15
8. External Moderation – Standard Setting Bodies.....	17
9. Moderation of Assessments undertaken in languages other than English .....	19
10. Moderators: Appointment, independence, and capability .....	19
11. Miscellaneous moderation matters .....	20
12. Moderation Planning and Tracking Tool .....	21
13. Retention and storage of moderation materials.....	22
14. Moderation templates.....	22
15. Additional moderation requirements.....	22
Exemptions and dispensations .....	22
Definitions .....	22
Evaluation / outcomes.....	22
Delegations.....	22
Relevant legislation .....	23
Related documents .....	23
Document management and control .....	23
Amendment history .....	23

## Audience and scope

This policy applies to all staff involved in assessment and moderation activities. It covers moderation across the following Manukau Institute of Technology and Unitec (MITU) academic provision:

- all formally approved academic programmes and credentials (including contracted delivery), and all summative assessments used to determine final student outcomes within those programmes;
- other academic provision where moderation is deemed appropriate;
- all MITU employees involved in assessment and moderation, including contracted staff, secondees, and staff on fixed-term contracts (referred to collectively as *staff* in this policy); and
- all academic governance committees involved in the assessment and moderation processes.

## Purpose

The purpose of this policy is to clearly define moderation requirements at MITU. It outlines staff responsibilities and accountabilities for implementing effective moderation practices.

Moderation safeguards the integrity and quality of summative assessment, regardless of delivery mode. In doing so, it ensures the credibility of the qualifications awarded and the educational outcomes achieved by students. Moderation also provides assurance to stakeholders and supports MITU's commitment to the continuous improvement of learning, teaching, and assessment.

This policy allows for different moderation practices to be applied in different contexts, while ensuring that assessment remains fair, valid, consistent, and aligned with the required standards.

This policy should be considered alongside the *Student Regulations*, the *Assessment Policy and Procedures*, and the *Moderation Guidelines*<sup>1</sup>.

## Policy

### 1. Moderation Principles

- 1.1. Moderation is student centred: It supports effective learning and teaching, and promotes equitable and credible outcomes for all students.
- 1.2. Moderation upholds mana and kaupapa: It upholds the mana of assessors, moderators, and the kaupapa of moderation through a rigorous academic peer-review process. It supports respectful and transparent approaches to moderation, including clearly defined responsibilities, expectations, feedback, and outcomes, and contributes to continuous improvement.
- 1.3. Moderation is effective and fit for purpose: It is purposeful, meaningful and effective in:
  - a. actively safeguarding, improving, and providing assurance of, the quality and integrity of summative assessment (as defined in the MITU Assessment Policy);
  - b. providing improvement and development opportunities that include but are not limited to those regarding assessment; and
  - c. providing evidence for evaluation, quality assurance, and compliance purposes,
- 1.4. Moderation is appropriate: It is appropriate to the context, situation, assessment method, learning outcomes, subject, cultural context, and situation for all academic provision. To enable this, flexibility is afforded in the approaches, practices, timing,

---

<sup>1</sup> Moderation Guidelines will be mandatory to follow and will include detailed processes and instruction for staff.

stage(s) of assessment considered, documentation and evidence kept, within set parameters and different contexts.

- 1.5. Moderation is resilient and sustainable: The moderation framework and systems employed are adaptive, and responsive to situations as they arise. Moderation is manageable and is responsible in use of resource. It develops and grows staff and personnel involved in the assessment process.

## **2. Policy Statements**

- 2.1. Moderation activities and systems are aligned with and give effect to the Moderation Principles.
- 2.2. Moderation is used systematically to ensure that summative assessment processes for students are fair and equitable, and marks / grades awarded have integrity and are defensible.
- 2.3. Moderation is used to identify improvement and development opportunities for courses and programmes and the staff engaged in teaching, assessment and moderation.
- 2.4. Oversight and monitoring of moderation are sufficient to ensure robust and effective function; and to give Academic Committee, and stakeholders confidence in the moderation systems and in the qualifications and credentials awarded.
- 2.5. All staff involved in summative assessment are required to engage in moderation activities in accordance with this Policy and Procedure, to proactively uphold and safeguard the quality and integrity of assessment outcomes (as defined in the Assessment Policy and Procedures).
- 2.6. Appropriate moderation systems are in place and are tailored to the assessment methods and modes of delivery. These systems:
  - a. encompasses all summative assessments and all staff involved in the assessment process within a defined provision type(s).
  - b. meet the requirements for all provision types.
  - c. include moderation with parties external to MITU as required by the provision type.
  - d. are managed, monitored, and overseen within the academic governance and organisational structure.
  - e. are maintained to ensure that they are robust and fit-for-purpose.
- 2.7. Regulatory, external Quality Assurance Body, and Standard Setting Body requirements regarding moderation are met.
- 2.8. Where there is any conflict between this Moderation Policy and Procedure and external regulatory, standard-setting, or funding body requirements, the [Delegated Authority] will determine which requirements apply. In making this determination, they will consider existing agreements or arrangements with the external authority, the maintenance of academic integrity, and any other relevant factors.

## Roles and responsibilities / accountabilities

<b>Role</b>	<b>Accountable for</b>	<b>Responsible for</b>
Academic Committee (AC)	Institutional accountability for academic standards, the integrity of qualifications and credentials awarded, and assurance that academic quality systems (including moderation) are effective	Receiving assurance reports from the Academic Quality Committee; considering escalations of significant academic quality risks or systemic issues
Academic Quality Committee (AQC)	Institutional oversight of the moderation system; assurance of effectiveness; approval of exemptions and additional requirements where risk is identified	Reviewing moderation reports and trends; monitoring systemic issues and actions; reporting on moderation effectiveness and material risks to the Academic Committee
Programme Committees (PC)	Programme-level assurance that moderation requirements are being met	Oversight of moderation plans, outcomes, and monitoring completion and effectiveness of action plans
Head of School (or Delegate)	Ensuring moderation is completed in accordance with policy and procedures; confirming course risk and moderation frequency; ensuring external moderation occurs	Approving moderation arrangements; resolving disputes; approving and monitoring action plans; managing conflicts of interest
Academic Quality Office (AQO)	Provision of institutional quality assurance advice and coordination	Supporting policy development; advising Schools; liaising with Standard Setting Bodies; managing SSB moderation processes and appeals; providing training/development around moderation
Moderators (Internal and External)	Making independent, professional, and defensible moderation judgements	Conducting moderation; determining and documenting outcomes; identifying significant issues; filing reports and updating tracking systems
Assessors / Assessment Tool Developers	Quality and integrity of assessment tools and assessment decisions	Developing assessment tools; submitting materials for moderation; responding to outcomes; implementing required amendments
Senior Academic Staff	Providing enhanced academic assurance for higher-risk courses and assessments	Participating in moderation for high-risk courses; supporting moderation capability development
External Moderators (Non-SSB)	Independent external verification of assessment and moderation practices	Conducting external moderation in accordance with formal agreements and providing reports
Standard Setting Bodies (SSB)	National assurance that assessment standards are applied consistently	Setting moderation requirements; conducting moderation of assessment standards; issuing moderation outcomes

## Procedures

### 1. Overview

- 1.1. This procedure applies to all credit-bearing courses delivered or reported by MITU, including all summative assessments within those courses, as well as any other courses identified as being subject to, or requiring, moderation.
- 1.2. Moderation must be undertaken in accordance with this procedure and MITU Moderation Policy.
- 1.3. The MITU moderation system comprises both internal and external moderation and includes the following components:
  - Moderation Planning and Tracking
  - Pre-Assessment Moderation
  - Post-Assessment Moderation
  - Course Moderation
- 1.4. Detailed guidance on moderation risk indicators, sample selection methodologies, and triggers for moderation activity is provided in the *Moderation Guidelines*, which support the implementation of this procedure.
- 1.5. Standard Setting Body moderation is aligned with, but distinct from, the MITU Moderation system.
- 1.6. In exceptional circumstances the Academic Quality Committee may approve exceptions to this procedure. Any approved exceptions must be reviewed annually.

### 2. Moderation planning, tracking, and oversight

#### ***Purpose***

- 2.1. Moderation planning, tracking and oversight ensures moderation is planned, recorded, monitored, and reported in a systematic and risk-based manner across all courses and programmes.

#### ***Requirements***

- 2.2. Every course subject to moderation must have a moderation plan recorded in the Moderation Planning and Tracking Tool.
- 2.3. Moderation plans must be determined using each course's moderation history and risk profile to ensure all relevant moderation occurs within required timeframes.
- 2.4. The *Moderation Planning and Tracking Tool* must be used as the authoritative record for planned moderation and completed moderation activities.
- 2.5. The completion of all moderation events and outcomes must be recorded in the Moderation Planning and Tracking Tool, including:
  - Pre-Assessment Moderation
  - Post-Assessment Moderation
  - Course Moderation
  - External Moderation
  - Standard Setting Body Moderation

### ***Moderation planning, tracking and oversight process***

What needs to happen	Who is responsible	How it is carried out
Moderation plan is established for each course	Head of School (or delegate)	Develop and record moderation plans using the Moderation Planning and Tracking Tool
Risk and moderation history are considered	Head of School (or delegate)	Apply course moderation history and known risk indicators when planning moderation
Moderation activities are scheduled and tracked	Head of School (or delegate)	Schedule required moderation activities in the Moderation Planning and Tracking Tool
Moderation activities are completed	Moderator / Assessor (as applicable)	Undertake moderation in accordance with this procedure
Moderation outcomes are recorded	Moderator	Record completion status and outcomes in the Moderation Planning and Tracking Tool
Progress and outcomes are reviewed	Programme Committee	Review moderation plans, completion status, and outcomes
Required actions are identified and monitored	Programme Committee / Head of School	Confirm actions are in place and monitor effectiveness
Annual moderation reporting is completed	Head of School	Prepare and submit annual moderation report using institute-approved template

### ***Oversight, exceptions, and escalation***

- 2.6. Heads of School are accountable for ensuring moderation is completed and that outcomes are reported in accordance with this procedure. Heads of School must report annually on moderation activity and outcomes within their School to Programme Committees and the Academic Quality Committee, using the institute-approved reporting template.
- 2.7. Programme Committees must maintain oversight of moderation for their designated programmes, including:
  - a. regularly reviewing progress against moderation plans;
  - b. approving changes to moderation plans where required;
  - c. ensuring appropriate and effective actions are in place to address any identified issues, and
  - d. assuring themselves that actions arising from moderation have been effective.
- 2.8. The Academic Quality Committee maintains institutional oversight of all aspects of the moderation system.

### 3. Pre-Assessment Moderation

#### ***Purpose of Pre-Assessment Moderation:***

- 3.1. Pre-Assessment Moderation is the process and activity that provides assurance that assessment tools<sup>2</sup> are fit for purpose and:
  - a. provide students with the opportunity to demonstrate achievement of all learning outcomes within a course in accordance with the approved programme document; and
  - b. provide assessors with sufficient guidance to ensure assessment is fair, valid, consistent, and appropriate, given the stated learning outcomes and at the appropriate NZQCF<sup>3</sup> level.

#### ***Pre-Assessment Moderation requirements***

- 3.2. All assessment tools used for summative assessment within a course must undergo Pre-Assessment Moderation.
- 3.3. Pre-Assessment Moderation must confirm that assessment tools will allow students who achieve the minimum pass mark in each assessment to meet the (component of the) learning outcome/s constructively aligned to that assessment.
- 3.4. Pre-Assessment Moderation must consider the Graduate Profile Outcomes (GPOs) to which the course is constructively aligned and ensure that assessment tools are appropriate to the NZQCF level of the course.
- 3.5. All new assessment tools, and any assessment tools which have been amended, must undergo Pre-Assessment Moderation.

Where assessment tools are unchanged, additional Pre-Assessment Moderation is not required for subsequent course deliveries, unless subsequently identified as necessary (e.g., within a post-assessment moderation report) (see *Moderation Guidelines*).
- 3.6. Pre-Assessment Moderation occurs at course level. Where any assessment within a course is amended, all assessments in the course must be considered for Pre-Assessment Moderation (refer *Moderation Guidelines*).
- 3.7. Assessment tools may only be issued to students once Pre-Assessment Moderation has been completed and an approved outcome has been determined.
- 3.8. Where a further (alternative) assessment<sup>4</sup> tool is developed for specific purposes, it must be Pre-Assessment Moderated and approved in accordance with this procedure.
- 3.9. Pre-Assessment Moderation must be conducted using the *MITU Pre-Assessment Moderation Report template*.

#### ***When Pre-Assessment Moderation must occur***

- 3.10. Pre-Assessment Moderation must occur prior to assessment tools being issued to students.

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<sup>2</sup> Assessment tools are the tasks given to students, including instructions, as well as the marking guides such as rubrics, judgement statements, or suggested answers used by assessor to determine the assessment outcome.

<sup>3</sup> NZQCF – the New Zealand Qualifications and Credentials Framework ([About the NZQCF - NZQA](#))

<sup>4</sup> See *Student Regulations* (11.5 Assessment Concessions)

- 3.11. Moderation must occur sufficiently in advance of the intended use of the assessment tool to allow time to address any identified gaps or weaknesses in the design.

***Pre-assessment moderation process***

What needs to happen	Who is responsible	How it is carried out
Assessment tools requiring moderation are identified	Academic staff responsible for the course	Identify all summative assessment tools requiring moderation (as outlined on the Moderation Plan or amended from time to time)
Assessment tools are prepared for moderation	Assessment tool developer	Compile assessment tasks, instructions, marking guides, and supporting material
Assessment tools are submitted for moderation	Assessment tool developer	Provide assessment materials to the designated moderator (as outlined on the Moderation Plan)
Assessment tools are reviewed	Moderator	Review assessment tool and supporting documents for alignment with learning outcomes, GPOs, NZQCF level, and assessment quality
Moderation outcome is determined	Moderator	Complete the Pre-Assessment Moderation Report and assign an outcome (see section 3.12 below), <i>Where the assessment developer and the moderator disagree on the outcome, the steps outlined in section 3.15 below should be followed.</i>
Amendments are made (if required)	Assessment tool developer	Make amendments in accordance with moderation feedback
Final approval is confirmed	Moderator	Confirm assessment tools meet moderation requirements
Records are finalised and stored	Moderator	Store moderation reports and assessment tools and update the Moderation Planning and Tracking Tool (see section 13 below)

***Approved Pre-Assessment Moderation outcomes***

- 3.12. Pre-assessment moderation must result in one of the following outcomes:
- a. **Approved** – Assessment tools are confirmed as fit for purpose with no changes required.
  - b. **Approved following minor amendments** – Minor amendments were required and made in accordance with the moderation report, without further review.
  - c. **Approved following significant changes** – Significant amendments were required and subsequently confirmed by the moderator as meeting MITU moderation requirements.
- 3.13. Where assessment tools are approved following significant changes, the assessment tool developer may be requested or required to engage in professional development prior to developing or redeveloping assessment tools.

### ***Assessor response, disputes, and escalation - Pre-Assessment Moderation***

- 3.14. The Pre-Assessment Moderation process may require ongoing engagement between the moderator and assessment tool developer before a final outcome is confirmed (refer *Moderation Guidelines*).
- 3.15. Where the assessment tool developer does not agree with the moderation outcome, both parties must work together in good faith to resolve the matter. Where agreement cannot be reached, the moderator must escalate the matter to the Head of School (or delegate) for resolution.

### ***Pre-Assessment Moderation of externally developed assessment tools:***

- 3.16. MITU must be assured of the quality of any assessment tools used to contribute to the award of credit by MITU.
- 3.17. Where assessment tools have been developed or approved by an external body (for example, standard setting bodies, regulatory bodies, professional bodies, another tertiary education organisation, etc.), the externally developed or approved assessment tools must be Pre-Assessment Moderated by MITU in accordance with this procedure.
- 3.18. Where MITU Pre-Assessment Moderation identifies issues or concerns with externally developed or approved assessment tools, advice must be sought from the Academic Quality Office, which will determine, in consultation with the Head of School (or delegate) the most appropriate approach to resolving the issue.

## **4. Post-Assessment Moderation**

### ***Purpose of Post-Assessment Moderation***

- 4.1. Post-Assessment Moderation is the independent verification of a sample of marked assessments to confirm that appropriate marks or results have been awarded, given the evidence presented against the learning outcomes being assessed.

### ***Post-Assessment Moderation requirements***

- 4.2. Post-Assessment Moderation:
  - a. determines whether assessors have correctly considered students' evidence against aligned learning outcomes and awarded appropriate marks or results;
  - b. confirms that students have been assessed in accordance with approved assessment tools;
  - c. confirms consistency in assessor marking;
  - d. determines whether it is appropriate to release assessment results to students; and
  - e. identifies whether amendments to assessment tools are required.
- 4.3. Post-Assessment Moderation must be conducted using the *MITU Post-Assessment Moderation Report template*.

### ***When Post-Assessment moderation must occur***

- 4.4. Post-Assessment Moderation must be undertaken at least every third course occurrence, unless more frequent moderation is required due to risk factors, including where:
  - a. new or significantly amended assessments are being used;

- b. new teaching or assessing staff are engaged in the course;
  - c. previous moderation identified issues requiring remediation; or
  - d. the Programme Committee requires more frequent post-assessment moderation.
- 4.5. Post-Assessment Moderation must be completed prior to the release of assessment results to students<sup>5</sup>.

#### **Post Assessment Moderation sample selection**

- 4.6. The Post-Assessment Moderator is responsible for the selection of assessment samples. (Refer *Moderation Guidelines*). The number of samples to be post-assessment moderated must be appropriate to the number of students and the delivery modes utilised:
- a. a minimum of three samples<sup>6</sup> is required for each assessment<sup>7</sup>
  - b. a sample of 5-10% is generally considered appropriate.

#### **Post-Assessment Moderation process**

What needs to happen	Who is responsible	How it is carried out
Moderation samples are selected	Moderator	Select a representative sample (see section 4.6 above)
Assessment evidence is provided	Assessor	Provide marked assessments and marking guidance to the moderator
Assessment decisions are reviewed	Moderator	Review assessment evidence against learning outcomes and approved assessment tools
Moderation outcomes are determined	Moderator	Complete the Post-Assessment Moderation Report and record outcomes (see section 4.7)  Forward finalised <i>Post-Assessment Moderation report</i> to the assessor and teacher in charge of the course (if different)  <i>Where the assessor and the moderator disagree on the outcome, the dispute resolution process outlined in section 4.13 should be followed.</i>
Assessment tool or outcome issues are identified (if applicable)	Moderator	Identify any issues relating to assessment tools or assessment outcomes
Changes to results are managed (if required)	Moderator / Assessor	Request further samples, amend results
Amendments to assessment tool are managed (if required)	Moderator / Assessor	Amend tool and initiate pre-assessment moderation for amended tool

<sup>5</sup> The MITU *Student Regulations* have specific timeframes for the provision of assessment results to students.

<sup>6</sup> Where there are less than three samples available, all assessments must be post-assessment moderated

<sup>7</sup> Where assessments have sub-assessments then the assessor and moderator may agree between themselves whether the sub-assessments are moderated separately or as one. Refer to the *Moderation Guidelines*.

Agreement on outcomes is confirmed	Assessor and Moderator	Confirm agreed outcomes, including any amendments to results
Final outcomes are recorded and reported	Moderator	Finalise report including agreed outcomes (see section 4.7 - 4.9 below), provide to relevant staff
Records are finalised and stored	Moderator	Store moderation reports and assessment tools and update the Moderation Planning and Tracking Tool (see section 13 below)

### ***Approved Post-Assessment Moderation outcomes***

- 4.7. Outcomes from Post-Assessment Moderation include an:
- a. **Overall outcome** presented as the moderator agrees with X of Y assessor decisions, where:
    - “X” is the total number of samples where the moderator agrees with the assessor’s judgements
    - “Y” is the total number of samples provided for moderation.
  - b. **Assessor Decisions outcome** indicating the extent to which assessor decisions are fair, valid and consistent given the stated learning outcomes.
  - c. **Assessment Tool outcome** indicating the extent to which assessment tools provided students with the opportunity to achieve the learning outcomes.
  - d. **Outcome summary** of any significant issues (if any) identified through the moderation process.
- 4.8. Outcomes from Post-Assessment Moderation are typically recorded on the Post-Assessment Moderation report prior to discussion with the assessor. Any subsequent change to the Outcomes must also be recorded on the Post-Assessment Moderation report.
- 4.9. Where there are causes for concern, reports will be made available to the Head of School (or delegate).

### ***Assessor response, disputes, and escalation - Post-Assessment Moderation***

- 4.10. Where Post-Assessment Moderation identifies issues with the assessment tool, the moderator may require the assessment tool to be amended. Such requirements must be stated in the *Post-Assessment Moderation report* and the Pre-Assessment Moderation process must be followed once changes have been made to the tool.
- 4.11. Where issues are identified with assessment outcomes:
- a. the moderator may request additional assessment samples;
  - b. student assessment results/marks may be amended (see below); and / or
  - c. The release of student assessment results/marks may be deferred pending the resolution of identified issues. Any such deferral must be:
    - Communicated to students
    - Resolved as quickly as possible, and prior to the due date of students’ subsequent assessment
    - Notified to the Head of School (or delegate) if deferral is for greater than seven calendar days.

- 4.12. Where post-assessment moderation indicates the need to amend the proposed student assessment results, this may be done with the approval of both the assessor and the moderator.
- 4.13. Where the assessor and the moderator cannot reach agreement, the Head of School (or delegate) may appoint an independent arbitrator to review the matter. In determining the final outcome, the arbitrator may consider any relevant matters, including requiring additional moderation to occur, and will make the final determination on students' assessment results or marks. The arbitrator may also make recommendations to the Head of School. Any amendment to the moderation outcome must be recorded on the moderation report

## 5. Internal Course Moderation

### ***Purpose of Internal Course Moderation***

- 5.1. Course Moderation is the independent verification of a sample of students' assessment evidence against the course learning outcomes to confirm that students were awarded the appropriate final course grade.

### ***Internal Course Moderation requirements***

- 5.2. Internal Course Moderation must be undertaken using the *MITU Course Moderation Report template*.

### ***When Internal Course Moderation must occur***

- 5.3. Course Moderation must be undertaken at least once every three years.  
  
Course Moderation may be required more frequently where the course is identified as higher risk (refer *Moderation Guidelines*). The Head of School (or delegate) is responsible for confirming the level of risk associated with each course.
- 5.4. Course Moderation must be completed:
  - a. as soon as practicable following confirmation of final course grades or results; and
  - b. within 25 working days of the end of the course.

### ***Internal Course Moderation sample selection***

- 5.5. The Head of School (or delegate) is responsible for the selection of assessment samples. The number of samples to be moderated must be appropriate to the number of students and the delivery modes utilised:
  - a. a minimum of three samples (i.e., three students' assessment evidence) across the course where students have been awarded a final grade and credit has been awarded
  - b. a sample of 5-10% is generally considered appropriate.

For Course Moderation one sample is equivalent to all assessment evidence provided by a single student in a course. Samples must be selected from course delivery across a calendar year and must be representative of the delivery that has occurred. Refer *Moderation Guidelines*.

- 5.6. Where a course grade has been awarded via Assessment of Prior Learning (APL) or Recognition of Prior Learning (RPL), at least one APL/RPL sample must be included in addition to the standard sample.

### **Exceptions and exclusions – Internal Course Moderation**

- 5.7. Where Post-Assessment Moderation and Course Moderation are occurring within the same time period, the samples selected may be the same. Where this occurs, separate reports must still be provided, though the Course Moderation report may be supplemented by the Post-Assessment Moderation reports.
- 5.8. Where a course uses two-point Competency Based assessment then the Programme Committee may exempt that course from internal Course Moderation requirements. Where an assessment is exempted:
- the exemption must be notified to the Academic Quality Committee; and
  - the exemption remains valid only while post-assessment moderation requirements continue to be met.

### **Internal Course Moderation process**

What needs to happen	Who is responsible	How it is carried out
Course risk level is confirmed	Head of School (or delegate)	Confirm risk level using moderation history and risk indicators (refer <i>Moderation Guidelines</i> )
Course moderation samples are selected	Head of School (or delegate)	Select samples representative of course delivery across the calendar year (see sections 5.7 and 5.8 above)
Course moderation is conducted	Moderator	Review each sampled student's full assessment evidence against course learning outcomes
Moderation outcomes are recorded	Moderator	Complete and finalise the Course Moderation Report and record outcomes (see sections 5.9 and 5.10 below)
Assessor responds to moderation outcomes	Assessor	Record agreement or disagreement and any proposed actions in the report  Assessors are encouraged to discuss moderation outcomes with the moderator prior to confirming agreement or disagreement.
Outcomes are discussed where required	Assessor and Moderator	Discuss moderation outcomes in good faith  <i>Where assessors and the moderator disagree on the outcome, the steps outlined in section 5.12 below should be followed</i>
Action plans are approved and monitored	Head of School / Programme Committee	Approve action plans and monitor progress and effectiveness
Records are finalised and stored	Moderator	Store moderation reports and assessment tools and update the Moderation Planning and Tracking Tool (see section 13 below)

### ***Approved Internal Course Moderation outcomes***

- 5.9. Moderation reports must be completed in full and finalised by the moderator prior to being provided to the assessor.
- 5.10. Course Moderation outcomes include an:
- a. **Overall outcome**, presented as the moderator agrees with X of Y assessor decisions, where:
    - “X” is the number of samples where the moderator agrees with the assessor’s judgement
    - “Y” is the total number of samples provided for moderation.
  - b. **Assessor decisions outcome** indicating the extent to which assessor decisions are fair, valid, and consistent given the state learning outcomes;
  - c. **Assessment Tool outcome** indicating the extent to which assessment tools provided students with the opportunity to achieve the learning outcomes.
  - d. **Outcome summary** of any significant Issues (if any) identified through the moderation process.

### ***Response, disputes, and escalation – Internal Course Moderation***

- 5.11. Significant Issues identified through Course Moderation must be reviewed by the Head of School (or delegate), and an action plan developed and recorded in the moderation report. Action plans must be notified to the Programme Committee and implemented as soon as practicable. Programme Committees are responsible for monitoring the completion and effectiveness of action plans.
- 5.12. Where the assessor and the moderator cannot reach agreement, the assessor may escalate the matter to the Head of School (or delegate). The Head of School (or delegate) may appoint an independent arbitrator to review the matter. In determining the final outcome, the arbitrator may consider any relevant matters, including requiring additional moderation to occur, and will make the final determination regarding the moderation outcome. The arbitrator may also make recommendations to the Head of School. Any amendment to the moderation outcome must be recorded on the moderation report.

## **6. External Moderation (excluding Standard Setting Body moderation)**

### ***Purpose of External Moderation***

- 6.1. External Moderation is the process by which MITU:
- a. verifies that its internal moderation system is effective; and
  - b. benchmarks assessment and internal moderation practices.
- 6.2. External Moderation is intended to confirm that:
- a. students have been provided with the opportunity to demonstrate achievement of all learning outcomes within a course in accordance with the approved programme document;
  - b. MITU assessments provide sufficient guidance to ensure assessment is fair, valid, consistent, and appropriate to the stated learning outcomes and the NZQCF level<sup>8</sup>; and

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<sup>8</sup> NZQCF – the New Zealand Qualifications and Credentials Framework ([About the NZQCF - NZQA](#))

- c. assessors have correctly considered students' evidence against aligned learning outcomes and awarded appropriate assessment marks or course grades/results.

### **External Moderation requirements**

- 6.3. External Moderation must occur in accordance with the approved moderation plan and this procedure.
- 6.4. External Moderation arrangements may include:
  - a. MITU engaging an external moderator<sup>9</sup>; or
  - b. an external party engaging MITU to act as moderator.
- 6.5. External Moderation must be undertaken by moderators who:
  - a. are appropriately qualified at a level equivalent to or higher than the programme being moderated;
  - b. possess demonstrated subject expertise and tertiary teaching capability; and
  - c. can evidence current engagement in teaching, assessment, or relevant professional practice.
- 6.6. All External Moderation arrangements must be formally agreed between MITU and the external moderator.

Agreements must use the standard MITU Moderation Agreement template or be approved through the Academic Quality Office. The Head of School (or delegate) is responsible for entering into External Moderation agreements.
- 6.7. External Moderation must be conducted using the *MITU External Course Moderation Report template*.

## **7. When External Moderation must occur**

- 7.1. External Moderation must be undertaken at least once every three years, but may be required more frequently depending on the level of risk associated with the course (refer *Moderation Guidelines*). The Head of School (or delegate) is responsible for confirming the course risk level.
- 7.2. External Moderation must:
  - a. be arranged as soon as practicable following completion of Internal Course Moderation (and no later than 25 working days after the end of the course);
  - b. be completed in accordance with formally agreed moderation arrangements; and
  - c. have a completion date confirmed with the external moderator (noting that External Moderation is expected to be completed within 40 working days of the end of the course).

### **External Moderation sample selection and anonymisation**

- 7.3. Samples must be selected from course delivery across a calendar year and be representative of the delivery that has occurred (refer *Moderation Guidelines*).
- 7.4. Samples will typically be those moderated through Internal Course Moderation.

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<sup>9</sup> Note that this is distinct from MITU sub-contracting, on occasion, an external party to undertake Internal Moderation.

- 7.5. Sample size must be appropriate to the number of students and delivery modes, with a:
- minimum of three samples where final grades and credit have been awarded; and
  - 5–10% sample generally considered appropriate.
- 7.6. Where a course grade has been awarded through Assessment of Prior Learning (APL) or Recognition of Prior Learning (RPL), at least one APL/RPL sample must be included in addition to the standard sample.
- 7.7. All samples must be anonymised prior to submission, with identifying information removed or redacted. Exceptions to anonymisation requirements may be approved by the Head of School (or delegate) in consultation with the Privacy Officer.

### **External Moderation process**

What needs to happen	Who is responsible	How it is carried out
Course risk level is confirmed	Head of School (or delegate)	Confirm risk level using <i>Moderation Guidelines</i>
External Moderation is scheduled	Head of School (or delegate)	Schedule External Moderation in accordance with the moderation plan
Samples are selected	Head of School (or delegate)	Select representative samples across the calendar year (see sections 7.3 to 7.6 above)
Samples are prepared	Assessor	Ensure samples meet selection and anonymisation requirements
External Moderation is conducted	External Moderator	Review assessment evidence, assessment tools, and assessor judgements
Moderation outcomes are determined	External Moderator	Complete the MITU External Course Moderation report and record outcomes (see section 7.8 below) Forward finalised Moderation report to moderation co-ordinator.
Assessor responds to outcomes	Assessor	Record agreement or disagreement and any proposed actions
Outcomes are reviewed and actions approved (if required)	Head of School / Programme Committee	Review outcomes, any identified significant issues and proposed actions. Where significant issues are identified, the Head of School approves the proposed action plan (with amendments if required), and the Programme Committee monitors the implementation of the action plan, its effectiveness, and formally notes completion.
Records are finalised and stored	Assessor	Store moderation reports and assessment tools and update Moderation Planning and Tracking Tool (see section 13 below)

### **Approved External Moderation outcomes**

- 7.8. External Moderation outcomes include an:

- a. **Overall outcome**, presented as the moderator agrees with X of Y assessor decisions, where:
  - “X” is the number of samples where the moderator agrees with the assessor’s judgement
  - “Y” is the total number of samples provided for moderation.
- b. **Assessor decisions outcome** indicating the extent to which assessor decisions are fair, valid, and consistent given the state learning outcomes;
- c. **Assessment Tool outcome** indicating the extent to which assessment tools provided students with the opportunity to achieve the learning outcomes.
- d. **Outcome summary**, a summary of any significant Issues (if any) identified through the moderation process.

### ***Response, disputes, and escalation - External Moderation***

- 7.9. Where the assessor disagrees with the moderation outcome, the Head of School (or delegate) may appoint an independent reviewer. The reviewer will determine whether the original moderation outcome is upheld or an alternative outcome applies. The reviewer’s decision is final and may include recommendations to the Head of School, such as professional development for staff, termination of the external moderator arrangement, or engagement of an alternative moderator. Any amendment to the moderation outcome must be recorded in the moderation report and the Moderation Planning and Tracking Tool.

## **8. External Moderation – Standard Setting Bodies**

### ***Purpose of Standard Setting Body Moderation***

- 8.1. External Moderation by Standard Setting Bodies<sup>10</sup> (SSBs) provides assurance that assessment standards (including achievement standards, unit standards, and skill standards) are applied consistently and in accordance with the relevant Standard Setting Body requirements and Consent and Moderation Requirements (CMRs)<sup>11</sup>.  
  
This moderation is undertaken to ensure compliance with external regulatory requirements and operates in addition to MITU’s internal and external moderation processes.
- 8.2. Standard Setting Body moderation may include:
  - a. Pre-Assessment Moderation, as specified in the relevant CMR; and
  - b. Post-Assessment Moderation, as communicated through the Academic Quality Office.
  - c. Other types of moderation, as communicated through the Academic Quality Office.

### ***Standard Setting Body Moderation requirements***

- 8.3. Moderation of assessment standards must be undertaken in accordance with the applicable Standard Setting Body requirements and CMRs.

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<sup>10</sup> Standard Setting Bodies in the context of this policy/procedure are the Ministry of Education, the New Zealand Qualifications Authority, and Industry Skills Boards.

<sup>11</sup> Consent and Moderation Requirements (CMR) are available to download from [www.nzqa.govt.nz](http://www.nzqa.govt.nz). ([Search Framework](#))

- 8.4. The Head of School (or delegated authority) is accountable for ensuring compliance with all relevant CMR requirements.
- 8.5. Standard Setting Body moderation must be undertaken as and when requested by the Standard Setting Body.
- 8.6. Any requirements set by a Standard Setting Body relating to assessment tools and/or moderation must be met before the assessment tool is used.
- 8.7. All assessment tools and assessment evidence submitted to a Standard Setting Body must have been moderated internally by MITU prior to submission.
- 8.8. Moderation sample requirements may be determined by the Standard Setting Body.

***Standard Setting Body Moderation sample selection and anonymisation***

- 8.9. Samples are selected as directed by the Standard Setting Body.
- 8.10. All samples must be anonymised prior to submission, with identifying information removed or redacted. Exceptions to anonymisation requirements may be approved by the Head of School (or delegate) in consultation with the Privacy Officer.

***External Standard Setting Body Moderation process***

What needs to happen	Who is responsible	How it is carried out
SSB moderation requirements are identified	Academic Quality Office	Liaise with the Standard Setting Body and confirm applicable CMR requirements
Programme teams are advised of requirements and provided guidance	Academic Quality Office	Communicate moderation requirements, timeframes, and expectations Timely preparation of materials is monitored
Assessment materials are prepared	Designated contact / School	Prepare assessment tools and evidence in accordance with SSB requirements
Internal moderation is confirmed	School / Moderator	Ensure assessment tools and/or evidence have been moderated by MITU. Moderation reports may be provided to the SSB
Moderation samples are finalised	Designated contact	Select and prepare samples in accordance with SSB requirements
Samples are anonymised	Designated contact	Remove or redact identifying information prior to submission
Materials are submitted to SSB	Academic Quality Office	Submit materials in the required format and within stated timeframes
SSB moderation outcomes are received	Academic Quality Office	Receive and record moderation outcomes and advise outcome to [designated contact] Manage any MITU appeals against standard setting body moderation outcomes in accordance with the standard setting body's policies.
Outcomes are reviewed and actions approved (if required)	Head of School / Programme Committee	Review outcomes, any identified significant issues and proposed actions.

What needs to happen	Who is responsible	How it is carried out
		Where significant issues are identified, the Head of School approves the proposed action plan (with amendments if required), and the Programme Committee monitors the implementation of the action plan, its effectiveness, and formally notes completion.
Records are finalised and stored	Assessor	Store moderation reports and assessment tools and update the Moderation Planning and Tracking Tool (see section 13 below)

## 9. Moderation of Assessments undertaken in languages other than English

- 9.1. Where the language of assessment is not English, the requirements of this Policy and associated Procedures continue to apply.
- 9.2. Where an assessment is undertaken in a language other than English, moderation must be conducted by a moderator who is appropriately qualified in the language used.
- 9.3. Where the usual language of assessment is English, and a student submits an assessment in te reo Māori (as permitted in the *Student Regulations*), that assessment may be included in moderation samples.
- 9.4. When determining whether an assessment may be completed in te reo Māori, the [delegated authority] must give due consideration to the moderation of the assessment tools and assessor judgements, for each assessment and for the course as a whole.

## 10. Moderators: Appointment, independence, and capability

### ***Professional Expectations***

- 10.1. Moderators must exercise professional judgement to make independent, impartial, and defensible decisions throughout the moderation process, and must act with integrity at all times.

### ***Assignment of moderators***

- 10.2. The Head of School (or delegated authority) is accountable for the assignment of appropriate moderators for each course within a programme.
- 10.3. Moderators must be sufficiently independent of the assessor to ensure the integrity of the moderation system. Reciprocal assessor–moderator pairings are not permitted unless explicitly authorised by the Head of School.
- 10.4. Any actual or perceived conflicts of interest relating to moderation must be declared and referred to the Head of School (or delegate) for consideration and resolution.
- 10.5. Moderators may not moderate:
  - the same course; or
  - the work of the same assessor
for more than three consecutive years.
- 10.6. Senior Academic Staff are expected to participate in the moderation of courses or assessments that are identified as high risk.

- 10.7. The use of external industry experts within the moderation process requires explicit approval from the Head of School. External industry experts must possess appropriate expertise and must be paired with a suitably qualified MITU moderator.
- 10.8. Exceptions to the above moderator assignment requirements may be approved by the Head of School, following due consideration of the intent of these provisions.
- 10.9. Members of Programme Advisory Committees are not permitted to act as moderators.

#### ***Moderator requirements***

- 10.10. All moderators must have:
  - a. relevant and appropriate discipline expertise for the moderation being undertaken; and
  - b. assessment and moderation expertise sufficient to ensure the integrity of the moderation system.
- 10.11. Moderators undertaking moderation of assessment standards must:
  - a. hold unit standard 11551 (Moderate Assessment) or be confirmed as having equivalent knowledge and skills; and
  - b. meet any requirements specified in the relevant Consent and Moderation Requirements (CMR).
- 10.12. MITU will support the effective implementation of this Policy and associated Procedures. Moderators will have access to training aligned with the requirements of the framework.

#### ***Capability and development***

- 10.13. All academic staff are responsible for ensuring they have the necessary knowledge and skills to undertake moderation. Where staff identify gaps in their capability, they are responsible, together with their line manager, for ensuring appropriate professional development is undertaken and recorded in staff performance documentation.
- 10.14. Where assessors or moderators have a history of poor moderation outcomes, the Head of School (or delegated authority) may require the staff member to undertake professional development or undergo other such processes as are deemed appropriate.

### **11. Miscellaneous moderation matters**

#### ***Moderation Not Completed as Planned***

- 11.1. Where moderation is planned but not completed in accordance with this Policy and Procedure or within the approved timeframes, it must be recorded as **“Planned – Not Completed”** in the Moderation Planning and Tracking Tool.

#### ***Cluster or team-based moderation***

- 11.2. Cluster or team-based moderation is encouraged as an effective approach to the verification of assessment evidence. Where this approach is used, a moderation report documenting the process and outcomes is required.

#### ***Alternative moderation arrangements***

- 11.3. Alternative moderation arrangements may be proposed to the Academic Quality Committee, with the endorsement of the relevant Programme Committee. The Academic Quality Committee may approve or decline such proposals.
- 11.4. Any exceptions or alternative arrangements approved under this procedure must be reviewed at least annually to confirm their ongoing appropriateness.

***Thesis and Dissertation moderation (60+ credits)***

- 11.5. The moderation of theses and dissertations with a value of more than 60 credits is considered to be undertaken through the examination process. Such courses are therefore exempt from the requirements of this Policy and Procedure.

***Alternative assessments***

- 11.6. Alternative assessments are subject to the requirements of this Policy and Procedure. Where alternative assessments are developed to support students (for example, in the context of assessment concessions):
- they must undergo Pre-Assessment Moderation; and
  - they should, but are not required to, undergo Post-Assessment Moderation.

***Use of non-MITU moderation report templates***

- 11.7. Where a moderation event is documented using a template other than one approved by MITU, the teacher in charge of the course is responsible for:
- filing the moderation report; and
  - confirming that the moderation outcomes are recorded in the format specified in this procedure.

All moderation events must have confirmed moderation outcomes in accordance with this Policy and Procedure.

**12. Moderation Planning and Tracking Tool**

***Purpose and Use***

- 12.1. The Moderation Planning and Tracking Tool is used to schedule, monitor, and record all moderation activities and outcomes for every course delivered by MITU.

***Responsibilities***

- 12.2. The Head of School (or delegate) is responsible for ensuring that the Moderation Planning and Tracking Tool is maintained as current and accurate for their programmes.
- 12.3. Programme Committees may require assessors to report on the outcomes of specific moderation events, including any associated action planning.

***Minimum requirements***

- 12.4. The Moderation Planning and Tracking Tool must:
- a. be maintained as an auditable record of moderation activities;
  - b. record when moderation is planned and completed, and by whom;
  - c. record who made the assessment judgements subject to moderation;
  - d. record the outcome of each required moderation event in accordance with this procedure; and

- e. be kept up to date as far as practicable.
- 12.5. The Moderation Planning and Tracking Tool must also retain historic moderation results to support trend analysis, monitoring of risk, and institutional quality assurance.

**13. Retention and storage of moderation materials**

*(including moderation plans, assessment tools, and reports)*

- 13.1. All moderation materials must be retained in accordance with MITU records management policies, unless a longer retention period is required by an external regulatory or Standard Setting Body.
- 13.2. As a minimum, moderated assessment tools or evidence and the associated moderation report must be retained for seven (7) years.
- 13.3. Moderation reports and the samples moderated must be filed and stored in accordance with:
  - a. processes approved by the Academic Quality Committee; and
  - b. the requirements of this procedure.

**14. Moderation templates**

- 14.1. Moderation report templates that support the implementation of this procedure are available via [insert location / system here].

**15. Additional moderation requirements**

- 15.1. The Academic Quality Committee may impose additional or alternative moderation requirements where it considers there is sufficient risk to the integrity of the assessment process or the credentials awarded by MITU to warrant such action.  
  
Any additional or alternative moderation requirements imposed by the Academic Quality Committee must be reported to the Academic Committee.

**Exemptions and dispensations**

Nil

**Definitions**

See the *MITU Glossary for Academic Policies, Procedures and Associated Documents*.

**Evaluation / outcomes**

The extent to which this Policy and Procedure are effective in delivering on institutional requirements for the assurance of assessment outcomes will be reviewed regularly by the Academic Quality Committee.

**Delegations**

Authority	Delegated authority	Supporting endorsement

## Relevant legislation

- Education and Training Act 2020
- Privacy Act 2020

## Related documents

- MITU Student Regulations
- MITU Academic Development and Approvals Policy
- MITU Assessment Policy and Procedures
- MITU Moderation Guidelines (*under development*)
- MITU Glossary for Academic Policies, Procedures and Associated Documents (*under development*)

## Document management and control

<b>Approver:</b>	Academic Committee
<b>Latest approval date:</b>	TBD
<b>Effective date:</b>	1 July 2026 (implementation may be undertaken in stages)
<b>Next scheduled review date:</b>	August 2027
<b>Policy sponsor:</b>	Deputy Chief Executive, Academic
<b>Policy owner:</b>	General Manager, Academic Services / Director Te Korowai Kahurangi

## Amendment history

<b>Document Version</b>	<b>Effective Date</b>	<b>Approver</b>	<b>Amendment details</b>
V1.0	1 July 2026	Academic Committee	New document – MIT&Unitec transition

**Memo to:** Academic Committee

**From:** Simon Tries, Director, Te Korowai Kahurangi

**Contributors:** Steve Marshall, Lead, Quality Partnering

**Subject:** 2025 Annual Quality Assurance reports

**Classification:** In-Confidence

**Date:** 28 April 2026

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## Recommendations

That the Academic Committee:

- Receive:
  - the 2025 Annual Quality Assurance summary report
  - the 2025 Annual Quality Assurance reports
- Note:
  - the incongruence in outcomes between standard monitoring processes and NZQA programme monitoring
  - a detailed action plan is being developed to address the identified issues

## Commentary

Manukau Institute of Technology and Unitec have historically completed reviews of key quality assurance systems annually. The purpose of the annual reviews are to report on the processes and outcomes of the quality assurance system, and to identify good practice and opportunities for improvement.

A total of ten annual reports have been reviewed by the Academic Quality Committee:

- Academic Review (formally known as Programme Review) (Unitec only)
- Consistency Review (no longer required by NZQA from Jan 2026) (Unitec and MIT)
- Course Evaluation Reporting (CEP) (Unitec only)
- Degree Monitoring (Unitec and MIT)
- Literacy and Numeracy Assessment Testing (Unitec and MIT)
- Moderation (Unitec and MIT)

The 2025 annual report on Annual Programme Evaluation Reporting (PER/PEP) will be provided to a future hui of the Academic Committee (August).

### **Summary of report outcomes**

The 2025 Annual Quality Assurance reports have been prepared in accordance with Unitec and MIT's extant systems. To support cross-institute evaluation, the Academic Quality Committee was also presented with an *Overview of MIT&Unitec Quality Systems Annual Reports* (appended), which reviewed the above reports and formed the basis of the committee's discussion.

Prima facie, the 2025 annual quality assurance reports provide assurance that the quality systems across MIT&Unitec are generally functioning well, with many areas of good practice identified along with areas for improvement.

However, it is important to note that the annual reports do not include reporting on NZQA Programme Monitoring (as distinct from Degree Monitoring, including by NZQA). NZQA Monitoring involves NZQA independently reviewing a programme against some or all of the criteria for programme approval and/or accreditation (often with a specific focus on assessment and moderation). NZQA Programme Monitoring reports are treated in confidence until such time as NZQA publishes the final outcomes from each event. A separate report on NZQA Programme Monitoring outcomes has also been prepared (refer *AC Memo - 2025 NZQA Programme Monitoring 20260429*).

Of particular concern has been the failure of extant systems to identify issues, in advance of NZQA Monitoring, including where degree programmes are already subject to NZQA degree monitoring (e.g., Bachelor of Accounting). This failure calls into question the consistency of NZQA approaches and the assurance being provided through NZQA monitoring. Note that it is not yet clear what NZQA's approach to monitoring will be when the NZQA Integrated Quality Assurance Framework is fully implemented.

### **Next Steps**

A plan to address the broader issues identified is currently being formulated (noting that some actions are already in progress). The plan will include the development of a consolidated suite of MITU policies and procedures which specifically addresses the recommendations made. The proposed Moderation Policy and Procedure has been put forward for approval within this context.

Policies and procedures are expected to be developed, consulted on, and presented to Academic Committee for approval prior to the end of the year. The aim of the policies and procedures will be to establish the MIT&Unitec quality assurance framework.

The framework is expected to:

- adopt the best of existing systems;
- incorporate risk-based approaches;
- align with the requirements of NZQA's Integrated Quality Assurance Framework (IQAF) (including supporting MIT&Unitec reporting to external agencies); and
- provide assurance regarding the achievement of MIT&Unitec strategic and operational academic objectives.

### **Attachments**

AQC04\_5 Memo - Overview of MIT&Unitec Quality Systems Annual Reports

MIT site 2025 Annual reports

- a. 2025 Annual Moderation Report
- b. 2025 Annual Literacy and Numeracy Report
- c. 2025 Annual Degree Monitoring Report
- d. 2025 Annual Consistency Review Report

Unitec site 2025 Annual reports

- a. 2025 Annual Moderation Report
- b. 2025 Annual Literacy and Numeracy Report
- c. 2025 Annual Degree Monitoring Report
- d. 2025 Annual Consistency Review Report
- e. 2025 Annual Academic Review Report
- f. 2025 Annual Course Evaluation Report

# 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 ākongā 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.












The last time MP&TT sheets were reported on to SAER Committee was November 2025. 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	<b>Status</b>	<b>Last recorded activity</b>	<b>School</b>	<b>Activity/ALQ</b>
		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).

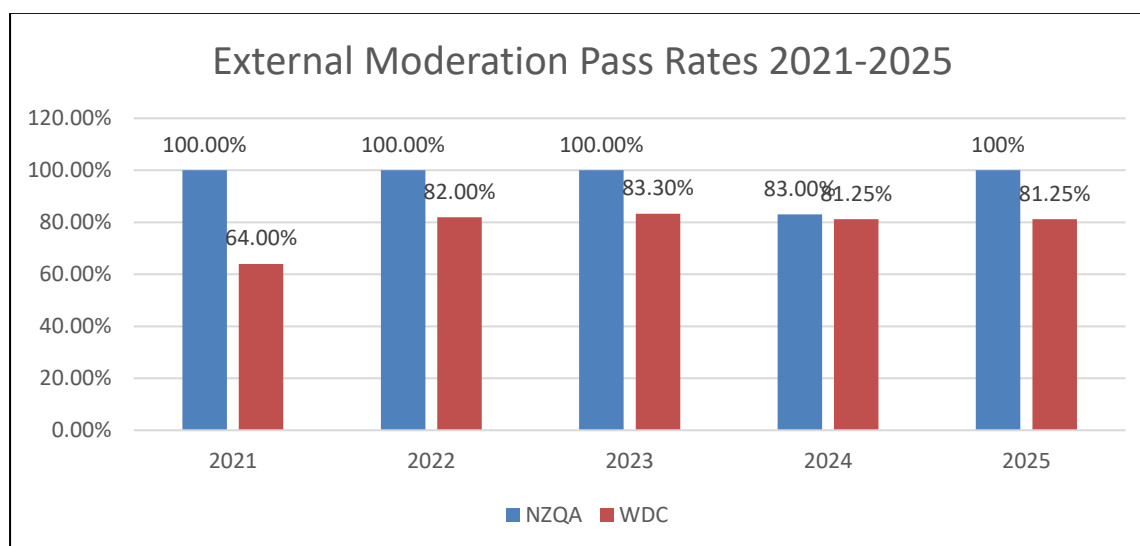


Figure 1

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).

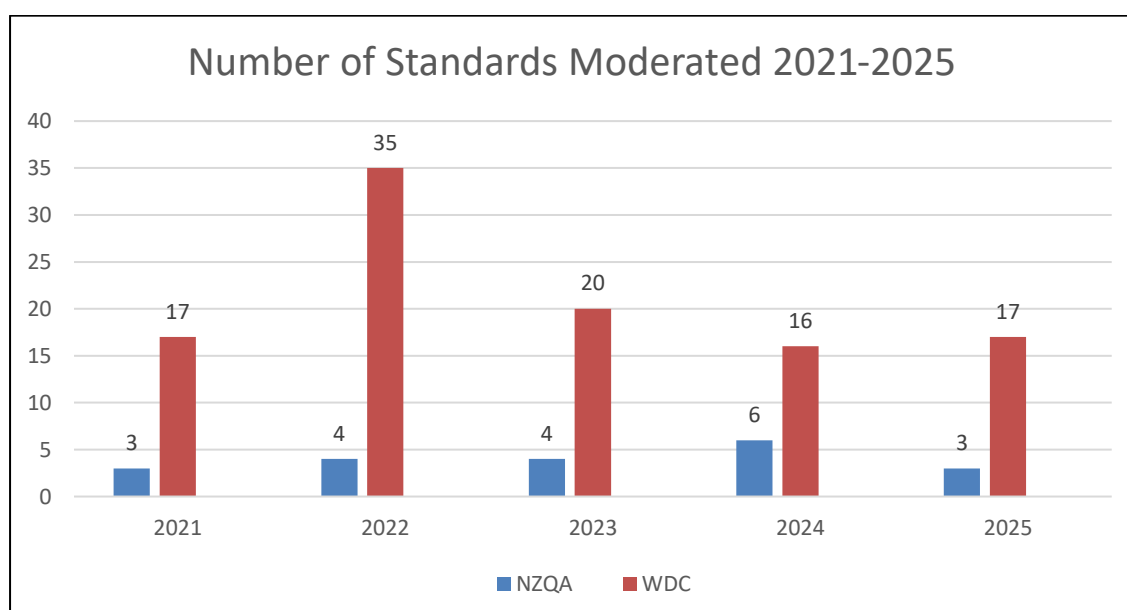


Figure 2

## 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
	<b>Pass</b>	<b>3</b>
	<b>Failed</b>	<b>0</b>
	<b>Total Moderated</b>	<b>3</b>

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
		<b>Pass</b>	<b>15</b>
		<b>Not Supported</b>	<b>2</b>
		<b>Total Moderated</b>	<b>17</b>

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"> <li>provide consistent meaningful ākonga feedback in line with best practice.</li> <li>ensure that marking is done in line with the assessor guide.</li> </ul>
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"> <li>Ākonga declaration requirements need to be completed in full</li> <li>ensure that assessment tasks meet evidence of competence requirements as per the assessor guide.</li> </ul>

# 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

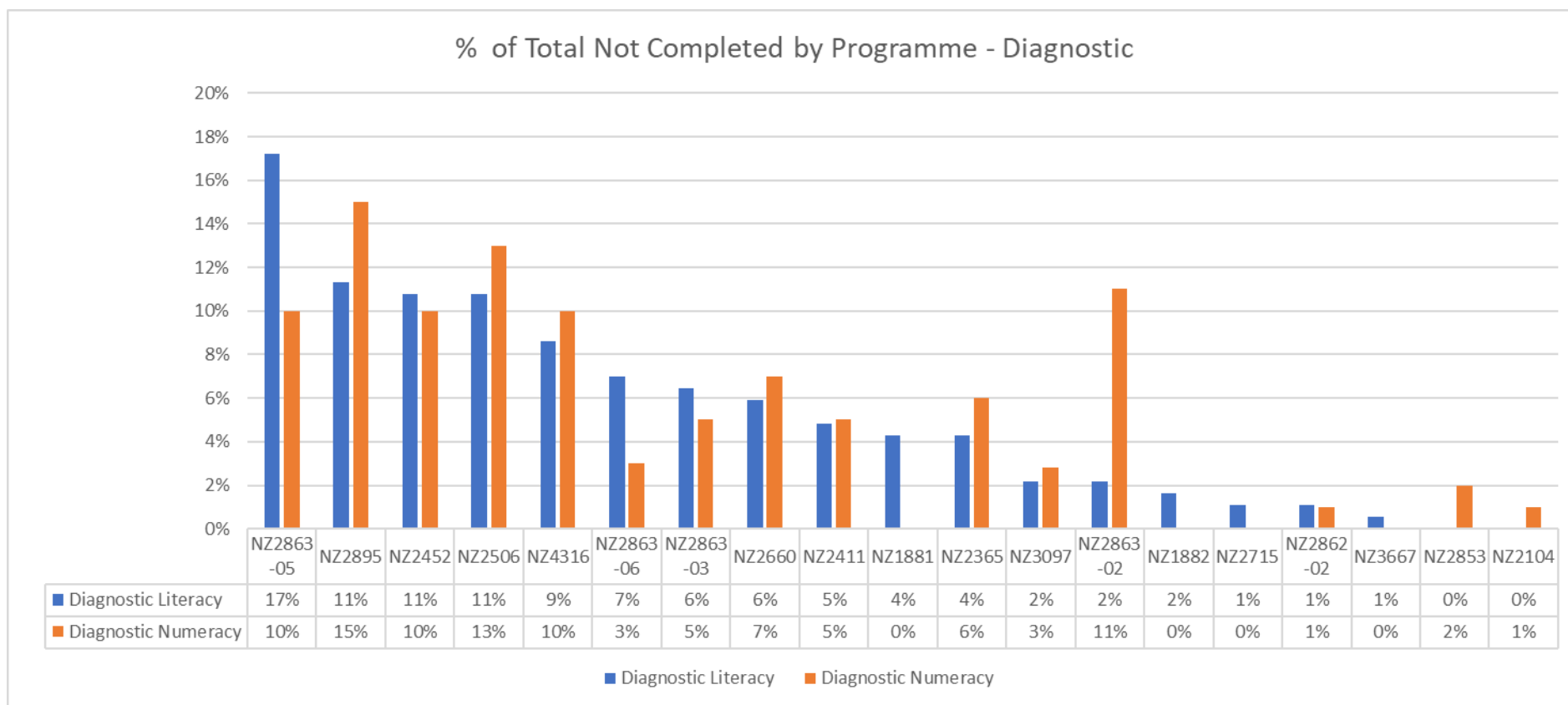
Below are the 2025 Literacy and Numeracy Diagnostic assessment results. These include all students who are required to be pre-tested (No filtering by course completions has been done here).

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%
<b>Total</b>		<b>1488</b>	<b>1302</b>	<b>88%</b>	<b>186</b>	

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%
<b>Total</b>		<b>1302</b>	<b>1159</b>	<b>89%</b>	<b>143</b>	



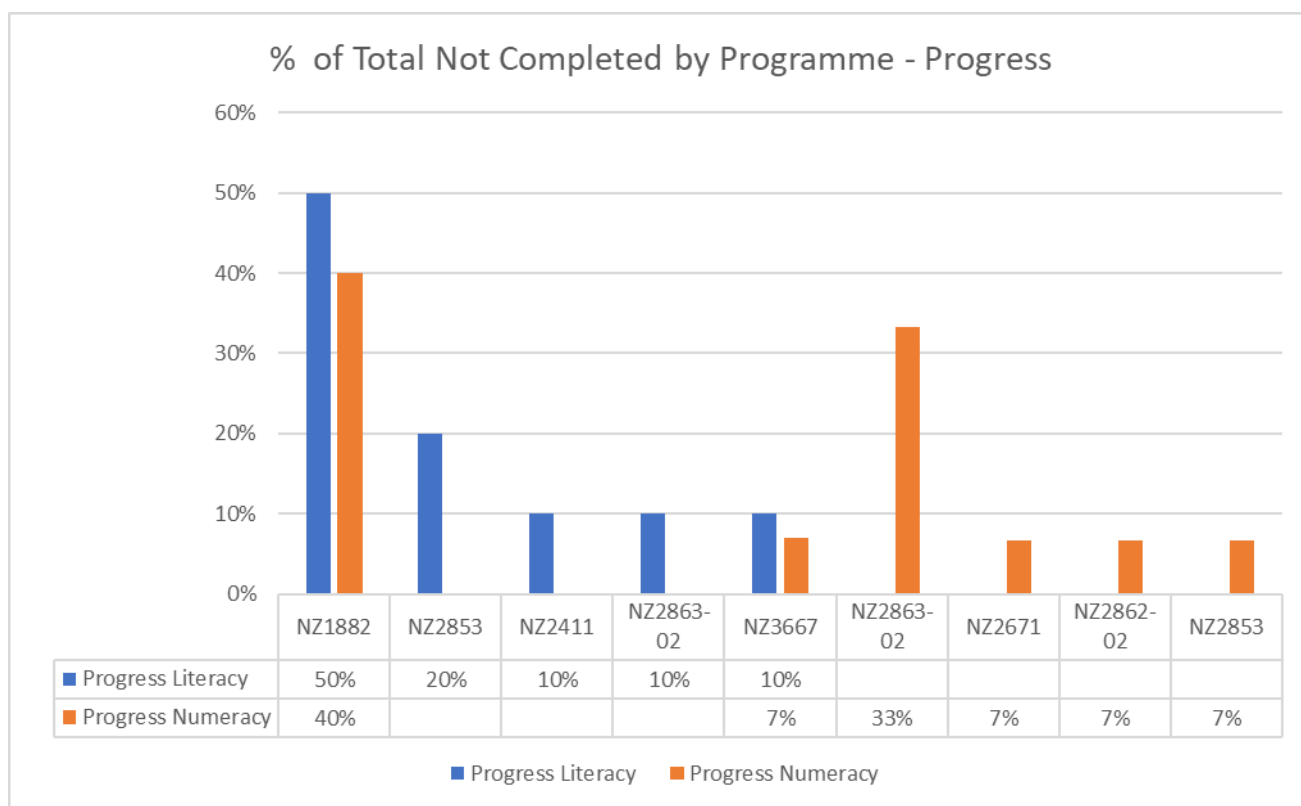
## Summary Progress (Post) assessment Literacy & Numeracy

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%
<b>Total</b>		<b>126</b>	<b>116</b>	<b>92%</b>	<b>10</b>	

**Progress - Numeracy Outcomes - 2025**

<b>Programme</b>	<b>Programme Title</b>	<b>Total Number of Students</b>	<b>Completed Count</b>	<b>% Completed</b>	<b>Not Completed Count</b>	<b>% Not Completed of Total Not Completed</b>
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%
<b>Total</b>		<b>115</b>	<b>100</b>	<b>87%</b>	<b>15</b>	



### 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 (Self-monitored)
- 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 (Self-monitored)
- 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:

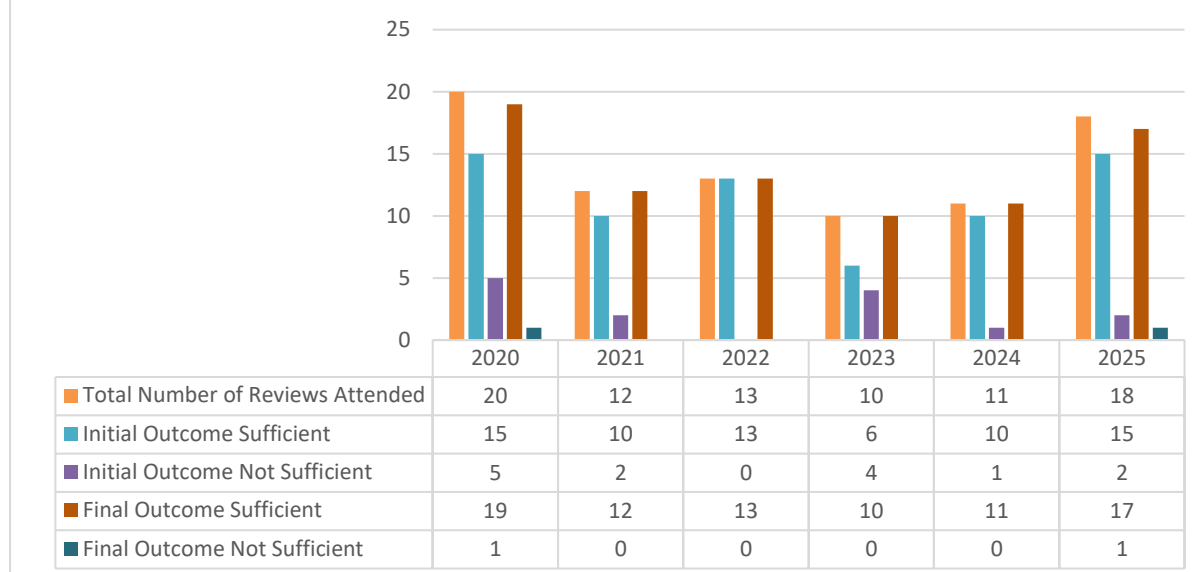
- Continue to routinely gather evidence from representative cohorts of graduates, employers, and next enrolment educators three to six months after course completion to ensure rich feedback is available for analysis.
- Develop and apply strategies to improve graduate feedback response rates.

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.



**Memo to:** Academic Quality Committee

**From:** Simon Tries, Director, Te Korowai Kahurangi

**Subject:** 2025 Annual Moderation Report (Unitec)

**Classification:** Unclassified

**Date:** 23 April 2026

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### **Recommendations**

That the Academic Quality Committee receive the 2025 Annual Moderation Report (Unitec)

### **Commentary**

The 2025 Annual Moderation Report (Unitec) provides an overview of moderation across institute, with a particular focus on moderation planning and outcomes.

A number of issues with the moderation system are identified in the report. These issues will be addressed in the upcoming changes to the moderation system as per the proposed Moderation Policy and Procedure.

### **Attachments**

2025 Annual Moderation Report (Unitec)

# 2025 Annual Moderation Report (Unitec)

20 April 2026

## Introduction

Moderation is one of Manukau Institute of Technology and Unitec's key quality assurance systems. Its purpose is to assure the quality of assessment and therefore the integrity of the qualifications awarded. It also has a role in identifying areas for ongoing improvement.

This report provides a summary of the Unitec moderation systems and outcomes for the 2025 calendar year.

## Background

In 2024 Unitec adopted a revised moderation system. The catalyst for the change was the release in early 2023 of Te Pūkenga's Moderation Policy. The introduction of the policy necessitated the rescinding of Unitec's existing policy and a review of related procedures. At the time, it was also considered prudent to review our overarching approach, including related procedures and associated processes, templates, etc. The review was undertaken alongside a review of Programme Academic Quality Committee (PAQC) Moderation Plans and a broader consideration of how greater visibility and assurance of the Unitec moderation system could be achieved. Consideration was also given to alignment with the MIT moderation system.

The review led to the introduction of:

- A mandated approach to moderation planning (three-year rolling plans were introduced)
- Institutional reporting on moderation planning and moderation outcomes

*Appendix 1* provides a summary of possible moderation outcomes

## 2024 vs 2025 Moderation

From 2024 every programme was required to have a moderation plan utilising the approved Moderation Planning and Tracking Tool (ModPTT), and which covered the current and following two years, approved by the PAQC by 31 March of each year.

Many programmes completed their planning as required with no significant issues. However, a substantial number of programmes required intervention, via Academic Committee and the Director, Schools and Performance, before their plans were completed and approved. By the end of 2024 all programmes had a three-year forward-looking plan.

## Planning

Planning for 2025 moderation was generally well managed with all programmes having an approved moderation plan aligned with policy requirements, albeit some of these were not approved by the 31 March deadline. While the Planning was completed, moderation activities were often not completed according to the plan.

### *Internal Moderation outcomes*

The table below indicates that, at an institute level, the number of courses planned for Internal moderation increased by 8% over the 2024-2025 period, while the number of planned moderation events completed declined by 2%.

While it's encouraging to see this increase, the 25% gap in moderations planned vs completed remains a significant concern. While the overall proportion of moderations completed (against planned) may yet increase (given the 4% pending), the overall outcome is disappointing, particularly given that the 4% outstanding should be considered as 'not completed' at this stage.

Internal – Institute level	2024 <sup>1</sup> (as at 14/4/2026)		2025 (as at 14/4/2026)	
	%	#	%	#
<b>Total number courses</b>	100%	1499	100%	1499
- planned for moderation	33%	498	41%	667
- completed	77%	435	75%	500
- with Improvement Required	0%	0	0%	0
- not completed	23%	130	21%	138
- planned, outcome pending	0%	0	4%	29

### External Moderation outcomes

The table below indicates that, at an institute level, the number of courses planned for External moderation decreased by 2% over the 2024-2025 period, while the number of planned moderation events completed declined by 26%.

While it's encouraging to see this increase, the 25% gap in moderations planned vs completed remains a significant concern. While the overall proportion of moderations completed (against planned) may yet increase (given the 4% pending), the overall outcome is disappointing, particularly given that the 4% outstanding should be considered as 'not completed' at this stage.

External – Institute level	2024 <sup>2</sup> (as at 14/4/2026)		2025 (as at 14/4/2026)	
	%	#	%	#
<b>Total number courses</b>	100%	1499	100%	1499
- planned for moderation	22%	336	20%	304
- completed	67%	233	41%	127
- with Improvement Required	0.3%	1	1%	2
- not completed	32%	113	33%	101
- planned, outcome pending	0.6%	2	26%	79

### Commentary

Moderation plans, and hence the courses requiring moderation, are approved by the PAQC. Moderation plans are expected to be regularly reviewed and updated to ensure they are representative of the mahi required. Every school has the ability to amend a moderation plan at any time, subject to PAQC approval.

The moderation system relies on School staff advising their allocated Senior Quality Administrator of the completion of moderation and the sharing of reports. The Senior Quality Administrator is responsible for updating the Moderation Planning and Tracking Tool using the information contained within the moderation report. Moderation activities are not typically considered complete (and hence reported on) unless the moderation report is filed.

Feedback received via Heads of Schools as to why moderation has not always occurred as planned includes:

<sup>1</sup> The 2024 data in this table varies from the data presented in the 2024 annual report as additional outcomes were subsequently reported.

<sup>2</sup> The 2024 data in this table varies from the data presented in the 2024 annual report as additional outcomes were subsequently reported.

- moderation plans not being updated as circumstances regarding specific courses change
- evidence being stored in multiple or incorrect locations (e.g. teams, local drives rather than approved repositories)
- inconsistent file naming and continued use of legacy templates
- for one school, a broken spreadsheet prevented data from the Moderation Planning and Tracking Tool *feeding through* to the Power BI report
- a reported challenge navigating Power BI, particularly moderation status views, leading to completed activity not being understood
- moderation completed but not yet logged due to evidence management or administrative delays (both school and quality partner)
- in Trades and Services *overly ambitious moderation planning*, especially where scope is no longer realistic or aligned with current delivery
- a query/concern that some discontinued programmes are still appearing in Power BI and inflating outstanding counts
- PAQC timing and governance sequencing, where reports were completed but not yet formally noted or recorded
- other operational factors, include:
  - staff changes and onboarding
  - workload pressures during peak teaching periods
  - minor human error in tracking or documentation
  - and for external moderation, dependencies include:
    - waiting on external moderators or partner institutions
    - cluster moderation schedules extending into the following year
    - pending formal agreements/external moderators; difficulty finding external partners who are available

## 2025 Moderation Outcomes

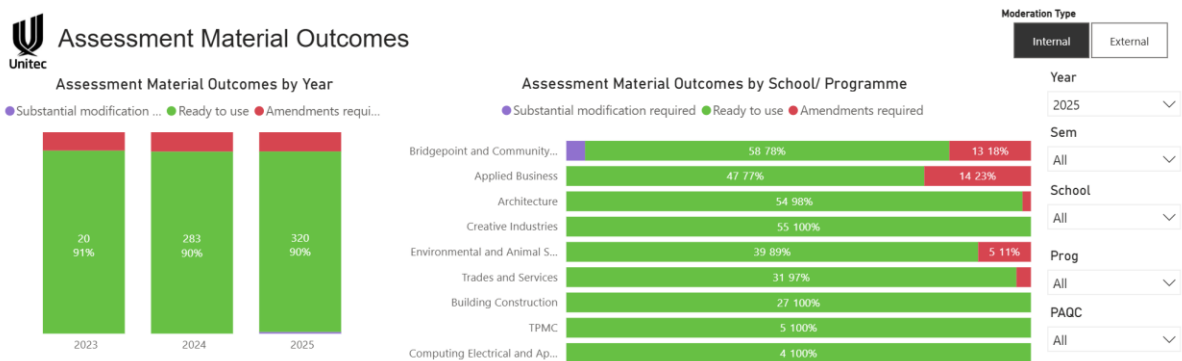
Where moderation has been completed, an outcome, as required by the Unitec Moderation Procedure, is not always available. Anecdotally, we are aware that not all programme teams utilised the approved moderation report template, instead using older forms or forms 'required' by external bodies. In some instances, moderation has been noted as being complete without a report to demonstrate this.

## Moderation of Assessment Tools

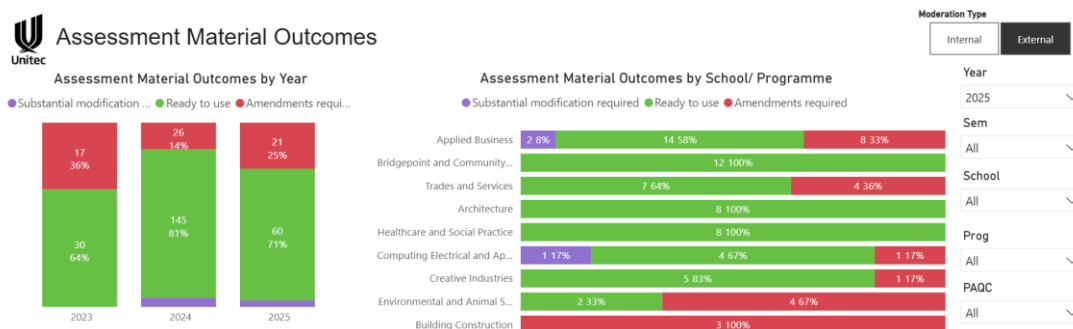
Maintaining oversight of the moderation of assessment material (pre-assessment moderation) is intended to provide assurance that the assessments being utilised are demonstrably fit for purpose. Oversight is also intended to identify areas for improvement across programmes, assessment designers and moderators.

The graphs below provide a summary of the number of assessments materials moderated (either as part of course moderation or as pre-assessment moderation only). Where pre-assessment moderation indicates issues with assessment design, these issues are required to be addressed prior to use by students. Where assessment material moderation has been undertaken as part of course moderation, then the assessment tools are required to be amended prior to being used again.

Significant numbers of assessment materials are being confirmed as fit for purpose and 'Ready for use'. For those which are 'Amendments required' or 'Substantial modification required', it is difficult to ascertain from the data available the reasons for this.



Of more significant concern (albeit on very small numbers) are the outcomes from external moderation, which indicates much higher rates of assessment material being identified as not fit for purpose. Significant issues are required to be reported to the PAQC which is expected to oversee the resolution of any issues.



## Assessment Decision outcomes

Assessment decision outcomes are the outcomes from the moderation of student assessment evidence against the course learning outcomes. In the tables below a 'sample' equates to all of a learner's assessment evidence within a course. The number of samples provided for moderation can vary significantly across courses. The Moderation outcomes below indicate a number of areas of concern. There is no centrally accessible data available to determine reasons for these. PAQCs are expected to maintain oversight of actions to address any identified issues.

Unitec Assessment Decision Outcomes

Moderation Type:  Internal  External

Year: 2025

Sem: All

School: All

Prog: All

PAQC: All

School	Number of samples where moderator agreed with assessment decision	Total number of samples provided for moderation	% of Samples Moderator agrees with	Number of courses samples are from
Applied Business	404	405	100%	62
Architecture	244	244	100%	55
Bridgepoint and Community Studies	359	401	90%	83
Building Construction	190	210	90%	36
Computing Electrical and Applied Technology	18	31	58%	4
Creative Industries	264	275	96%	59
Environmental and Animal Sciences	318	318	100%	56
TPMC	14	14	100%	5
Trades and Services	140	141	99%	37
<b>Total</b>	<b>1951</b>	<b>2039</b>	<b>96%</b>	<b>397</b>

Outcomes from external moderation, when considered against internal moderation, provide some confidence that our internal systems are robust, whilst there are also some causes of concern. Of particular interest is comparing each School's internal vs external agreement rate. Two schools (Architecture and Healthcare and Social Practice) have equivalent outcomes for internal and external moderation, while the remainder either have a lower rate (Applied Business & Bridging and Community, Building Construction) or a higher rate (Computing, Electrical & Applied Technology), Creative Industries, and Trades & Services). This pattern of verification of our internal system against external moderators is similar to the previous year. It remains difficult to draw conclusions from this data.

Unitec Assessment Decision Outcomes

Moderation Type:  Internal  External

Year: 2025

Sem: All

School: All

Prog: All

PAQC: All

School	Number of samples where moderator agreed with assessment decision	Total number of samples provided for moderation	% of Samples Moderator agrees with	Number of courses samples are from
Applied Business	255	295	86%	24
Architecture	24	24	100%	8
Bridgepoint and Community Studies	80	93	86%	11
Building Construction	6	6	100%	3
Computing Electrical and Applied Technology	26	32	81%	6
Creative Industries	56	56	100%	6
Environmental and Animal Sciences	60	60	100%	4
Healthcare and Social Practice	41	41	100%	8
Trades and Services	40	40	100%	11
<b>Total</b>	<b>588</b>	<b>647</b>	<b>91%</b>	<b>81</b>

## Standard Setting Body Moderation

### NZQA Moderation

In 2024 (and earlier years) Unitec received poor moderation outcomes from NZQA for the five unit standards listed below. Following the completion of an action plan, between 26 March 2025 and 21 September 2025, Unitec provided evidence to NZQA to show that the agreed actions had been undertaken. NZQA evaluated the improvements made and confirmed Unitec had met all the requirements of the action plan. The outcome of moderation undertaken by NZQA through this process was *'consistent'* across all unit standards.

Programme	Unit Standards	Outcome
New Zealand Certificate in English Language (Academic) (Level 4)	US22749	Consistent
	US22750	Consistent
	US22751	Consistent
	US22891	Consistent
	US22892	Consistent
	Pass	5
	Failed	0
	Total Moderated	5

### Workforce Development Council Moderation

Due to the transition from Workforce Development Council (WDC) to Industry Skills Board (ISB), no standards were selected for Q4 moderation.

The following moderation activities occurred during Q1 to Q3 of 2025.

#### Pre-moderation

Three standards were submitted for pre-assessment moderation, and the assessment materials for all three standards were approved for delivery. All three unit standards required additional amendments prior to approval.

Programme	Unit Standards	Outcome	WDC
PGD Level 3	US30596	Approved	Toitū te Waiora
UPC – Vocational Pathway	US31500	Approved	Muka Tangata
UPC – Vocational Pathway	US31504	Approved	Muka Tangata
		Passed	3
		Failed	0

Total Moderated	3
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## Post-moderation

8 standards were selected by WDCs for post-assessment moderation:

Programme	Unit Standard	Outcome	WDC
New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	US6400*	Acceptable	Toitū te Waiora
New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	US6401*	Acceptable	Toitū te Waiora
New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	US6402*	Acceptable	Toitū te Waiora
NZ Apprenticeship in Plumbing Gasfitting & Drainlaying (Level 4)	US30606	Not supported - Future assessment judgement actions be undertaken	Waihanga Ara Rau
NZ Apprenticeship in Plumbing Gasfitting & Drainlaying (Level 4)	US30551	Supported - Future assessment judgement actions be undertaken	Waihanga Ara Rau
New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	US30596	Acceptable however assessment materials require rework	Toitū te Waiora
UPC – Secondary School	US22771	Acceptable	Toi Mai
UPC – Secondary School	US6571	Acceptable	Toi Mai
		Passed	7
		Failed	1
		Total Moderated	8

\*delivered under sub-contract

The WDC made the following comments:

- unit standard 30606 (which did not meet moderation requirements) was:
  - o ākongā answers are light in detail compared to the model answer.

- the practical assessment task does not meet the “evidence of competence” requirements within the assessor guide for protection and labelling of pipework.
- unit standard (30596) required redevelopment:
  - As decided by all WDCs, online auto-marked questions are not to be used where performance criteria use verbs “describe” or “explain”.

## Conclusion

This is the second year in which Unitec has had an overarching view of moderation planning and the outcomes from moderation activities. As the moderation system has further bedded in there have been a number of system improvements, including more accurate reporting, and better engagement. Despite the issues identified in this report, the moderation system is much better than what was in place prior to its implementation.

The issues regarding the timely development and subsequent approval of moderation plans by PAQCs have largely been resolved in 2025. The high number of courses for which moderation was planned but not completed remains a concern across both internal and external moderation. This bears further investigation.

While data is typically reviewed and confirmed as up to date prior to any institute reporting, this approach has limitations and remains subject to processing errors. In addition, the way in which the moderation tracking system is designed does not easily account for the myriad of different course variables, including courses which run across semesters, courses which are not actively running, standard setting body requirements, and course status.


It is too early to say whether the number of courses which have a moderation outcome “of concern” is high or low. While we expect that all assessment decisions are always validated it is not unreasonable to expect there to be occasional judgement differences between those determining assessment outcomes and moderators.

# Appendices

## Appendix 1 Moderation outcomes - explanation


- Moderation of Assessment Material:
  - o Ready for Use – the assessment tools have been confirmed as appropriate given the outcomes to be assessed
  - o Changes required – some minor issues have been identified – the changes must be addressed but do not need to be reviewed by the moderator
  - o Significant changes – the assessment tools are not fit for purpose – the issues must be addressed and the assessment tools moderated again
  
- Moderation of assessor judgements
  - o X over Y where X= number of samples where the learner has been awarded the appropriate grade and Y the total number of samples provided (a sample being all of a learner’s assessment evidence across the entire course)
  
- Improvement required:
  - o for course moderation (i.e., post-course) either the assessment tool requires Significant Changes or the number of samples the moderator agrees with does not equate to the number of samples provided for moderation

## Appendix 2: 2025 Moderation Planning by School


**Moderation Planning**

 Internal
  External
  Check Marking
 
Year: 2025
Semester: All
School: All
Programme: All
PAQC: All

School	Course Participation			Moderation Status						Check Marking			
	Total number of courses	Number of Courses Planned for Int/Ext/Check Marking	% of Courses Planned for Int/Ext/Check Marking	Number of Moderations Planned	Number of Moderations Completed (C)	Number of Moderations Conducted with Improvement Required (IR)	Number of Moderations Not Completed (X)	% of Moderations Completed (C)	% of Moderations Conducted with Improvement Required (IR)	% of Moderations Not Completed (X)	Number of Moderations Planned - Outcome Pending (Y)	Number of Check Marking Planned	Number of Check Marking Completed
Applied Business	140	62	44%	63	63			100%					
Architecture	139	74	53%	75	62		5	83%		7%	8		
Bridgepoint and Community Studies	139	88	63%	95	88		6	93%		6%	1		
Building Construction	347	83	24%	86	42		43	49%		50%	1		
Computing Electrical and Applied Technology	177	50	28%	51	25		26	49%		51%			
Creative Industries	155	52	34%	62	57		5	92%		8%			
Environmental and Animal Sciences	139	68	49%	72	56		16	78%		22%			
Healthcare and Social Practice	111	52	47%	70	57		13	81%		19%			
TPMC	23	12	52%	13	9		4	69%		31%			
Trades and Services	130	76	58%	80	41		20	51%		25%	19		
<b>Total</b>	<b>1499</b>	<b>617</b>	<b>41%</b>	<b>667</b>	<b>500</b>		<b>138</b>	<b>75%</b>		<b>21%</b>	<b>29</b>		


**Moderation Planning**

 Internal
  External
  Check Marking
 
Year: 2025
Semester: All
School: All
Programme: All
PAQC: All

School	Course Participation			Moderation Status						Check Marking			
	Total number of courses	Number of Courses Planned for Int/Ext/Check Marking	% of Courses Planned for Int/Ext/Check Marking	Number of Moderations Planned	Number of Moderations Completed (C)	Number of Moderations Conducted with Improvement Required (IR)	Number of Moderations Not Completed (X)	% of Moderations Completed (C)	% of Moderations Conducted with Improvement Required (IR)	% of Moderations Not Completed (X)	Number of Moderations Planned - Outcome Pending (Y)	Number of Check Marking Planned	Number of Check Marking Completed
Applied Business	140	26	19%	26	24			92%			2		
Architecture	139	51	37%	51	50	1		98%	2.0%				
Bridgepoint and Community Studies	139	32	23%	32	11			34%			21		
Building Construction	347	65	19%	67	6		61	9%		91%			
Computing Electrical and Applied Technology	177	17	10%	17	6	1	4	35%	5.9%	24%	6		
Creative Industries	155	22	14%	22	6		16	27%		73%			
Environmental and Animal Sciences	139	46	33%	48	6		14	13%		29%	28		
Healthcare and Social Practice	111	18	16%	18	6		4	33%		22%	8		
TPMC	23												
Trades and Services	130	27	21%	28	12		2	43%		7%	14		
<b>Total</b>	<b>1499</b>	<b>304</b>	<b>20%</b>	<b>309</b>	<b>127</b>	<b>2</b>	<b>101</b>	<b>41%</b>	<b>0.6%</b>	<b>33%</b>	<b>79</b>		

### Appendix 3: 2025 Assessment Decision Moderation Outcomes by School

Unitec Assessment Decision Outcomes

Moderation Type:  Internal  External

Year: 2025

Sem: All

School: All

Prog: All

PAQC: All

School	Number of samples where moderator agreed with assessment decision	Total number of samples provided for moderation	% of Samples Moderator agrees with	Number of courses samples are from
Applied Business	404	405	100%	62
Architecture	244	244	100%	55
Bridgepoint and Community Studies	359	401	90%	83
Building Construction	190	210	90%	36
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Creative Industries	264	275	96%	59
Environmental and Animal Sciences	318	318	100%	56
TPMC	14	14	100%	5
Trades and Services	140	141	99%	37
<b>Total</b>	<b>1951</b>	<b>2039</b>	<b>96%</b>	<b>397</b>

Unitec Assessment Decision Outcomes

Moderation Type:  Internal  External

Year: 2025

Sem: All

School: All

Prog: All

PAQC: All

School	Number of samples where moderator agreed with assessment decision	Total number of samples provided for moderation	% of Samples Moderator agrees with	Number of courses samples are from
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Bridgepoint and Community Studies	80	93	86%	11
Building Construction	6	6	100%	3
Computing Electrical and Applied Technology	26	32	81%	6
Creative Industries	56	56	100%	6
Environmental and Animal Sciences	60	60	100%	4
Healthcare and Social Practice	41	41	100%	8
Trades and Services	40	40	100%	11
<b>Total</b>	<b>588</b>	<b>647</b>	<b>91%</b>	<b>81</b>

### Appendix 4: 2024 vs 2025 Moderation Planning, including 2024 Annual Report figures

Internal - Institute	2024 as at 7/06/2025 (from 2024 annual report)		2024 <sup>3</sup> as at 14/4/2026		2025 as at 14/4/2026	
	%	#	%	#	%	#
<b>Total number courses</b>	100%	1465	100%	1499	100%	1499
<b>Number (%) courses planned for moderation</b>	34%	502	33%	498	41%	667
<b>Number (%) completed</b>	70%	396	77%	435	75%	500
<b>% Improvement Required</b>	0%	0	0%	0	0%	0
<b>% not completed</b>	34%	134	23%	130	21%	138
<b>Planned, outcome pending</b>	6%	39	0%	0	4%	29

External - Institute	2024 as at 27/06/2025 (from 2024 annual report)		2024 as at 14/4/2026		2025 as at 14/4/2026	
	%	#	%	#	%	#
<b>Total number courses</b>	100%	1465	100%	1499	100%	1499
<b>Number courses planned for moderation</b>	22%	323	22%	336	20%	304
<b>Number completed</b>	56%	187	67%	233	41%	127
<b>Improvement Required</b>	1%	3	0.3%	1	1%	2
<b>Not completed</b>	38%	128	32%	113	33%	101
<b>Planned, outcome pending</b>	6%	18	0.6%	2	26%	79

<sup>3</sup> The 2024 data in this table varies from the data presented in the 2024 annual report as additional outcomes were subsequently reported.

## UNITEC SITE LITERACY AND NUMERACY ASSESSMENT REPORT 2025

### Purpose

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

### 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 Literacy and Numeracy completions by students
Policy reference:	Assessment Policy and Procedure
Internal stakeholders:	Schools; Academic Quality Committee; Academic Committee
External stakeholders:	NZQA, TEC

- All programmes requiring literacy and numeracy assessment undertook some form of literacy and numeracy testing in 2025.
- Across a number of programmes, learner literacy and numeracy needs were primarily identified through pre-programme diagnostics, prior school-level assessments, or early course engagement rather than through the use of the formal LNAT testing tool.
- The numbers of students tested varied from programme to programme with some programmes gaining almost universal coverage while other were below expectation.
- Course evaluation reporting (CEP) note that across 64 courses, most courses either embedded literacy and numeracy support into normal teaching practice or reported no significant learner issues. Where support was required, it was typically delivered through lecturer guidance, targeted tutorials, learning advisors, and practical, contextualised assessment design—particularly in trades-based disciplines.
- This report indicates that literacy and numeracy support across programmes is **appropriate, responsive, and well-integrated** into teaching practice. The combination of embedded pedagogical approaches and access to specialist support services reflects a mature and learner-centred quality culture. Current practices effectively mitigate literacy and numeracy barriers and support learner success across a diverse range of disciplines.

### Recommendation

That the Academic Quality Committee accept the report and consider a unified approach for reporting on Literacy and Numeracy activity and outcomes across MIT&Unitec in the future.

Responsible for Report Steve Marshall  
Lead Quality Partnering and Systems

## **LITERACY AND NUMERACY ASSESSMENT (UNITEC) PROCESS 2025**

The process provides a consistent, reliable mechanism for managing literacy and numeracy assessments, ensuring academic staff are supported, learners are correctly enrolled, and TEC reporting and compliance requirements are met.

The process ensures that academic staff and learners are correctly set up in the TEC Literacy and Numeracy Assessment Tool, enabling the timely administration of required literacy and numeracy assessments.

The process applies to:

- Facilitating academic staff access to the L&N Tool
- Creating and managing organisation (programme) groups
- Uploading and maintaining learner enrolments for assessment purposes

The process is initiated:

- Three weeks before course commencement, or earlier on academic staff request
- At least two days before an assessment date to account for late enrolments or changes

Key features of the process:

- Centralised coordination of L&N access and setup
- Clear role separation between system administration and teaching delivery
- Emphasis on accuracy, timing, and communication
- Built-in checks to ensure learners are correctly assigned before assessment

Process steps are noted in Appendix 1.

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

### **Summary engagement with Literacy & Numeracy assessment 2025**

Programme Code	Name	Semester	Type	Learners
NZ1882 NZCE3	New Zealand Certificate in English Language (Level 3)	2025-Sem 1	Reading	80
		2025-Sem 2	Reading	56
NZ1883 NZCE4	New Zealand Certificate in English Language (Level 3) (Academic)	2025-Sem 2	Numeracy	46
		2025-Sem 1	Reading	90
		2025-Sem 2	Reading	168
NZ1884 NZCE5	New Zealand Certificate in English Language (Academic) (Level 5)	2025-Sem 2	Numeracy	53
		2025-Sem 1	Reading	90
		2025-Sem 2	Reading	74
NZ2660 NZCPW	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)	2025-Sem 1	Numeracy	40
		2025-Sem 2	Numeracy	27
		2025-Sem 1	Reading	43
		2025-Sem 2	Reading	29
NZ2834 NZCCS	New Zealand Certificate in Construction Trade Skills (Level 3)	2025-Sem 1	Numeracy	49
		2025-Sem 2	Numeracy	27
		2025-Sem 1	Reading	50

		2025-Sem 2	Reading	29
NZ2853 NZCSL	New Zealand Certificate in Skills for Living and Working (Level 1)	2025-Sem 2	Reading	3
		2025-Sem 1	Starting Point Listening	31
		2025-Sem 1	Starting Point Reading	33
NZ2860 NZCSP	New Zealand Certificate in Study and Career Preparation (Level 4)	2025-Sem 1	Numeracy	224
		2025-Sem 2	Numeracy	113
		2025-Sem 1	Reading	233
		2025-Sem 2	Reading	85
NZ2863 NZCSC	New Zealand Certificate in Study and Career Preparation (Level 3)	2025-Sem 1	Numeracy	162
		2025-Sem 2	Numeracy	204
		2025-Sem 1	Reading	145
		2025-Sem 2	Reading	178
NZ3667 NCEA3	New Zealand Certificate in Animal Care (Level 3)	2025-Sem 2	Numeracy	38
		2025-Sem 1	Reading	128
		2025-Sem 2	Reading	105
NZ3097 NZCAE	New Zealand Certificate in Automotive Engineering (Level 3)	2025-Sem 1	Numeracy	75
		2025-Sem 2	Numeracy	13
		2025-Sem 1	Reading	75
		2025-Sem 2	Reading	13
NZ2715 NZCM3	New Zealand Certificate in Mechanical Engineering (Level 3)	2025-Sem 2	Numeracy	13
		2025-Sem 2	Reading	8
NZ4316 NZCEP	New Zealand Certificate in Electrical Pre-Trade (Level 3)	2025-Sem 1	Numeracy	89
		2025-Sem 2	Numeracy	48
		2025-Sem 1	Reading	89
		2025-Sem 2	Reading	50

## Outcomes of literacy and numeracy testing in 2025

Teachers note the support that was offered to students following the receipt of the results from the Literacy and Numeracy testing in Course Evaluation Reports (CEP).

The individual results data for each assessment is not stored centrally and is therefore not noted here, or compared to the commentary from the teachers.

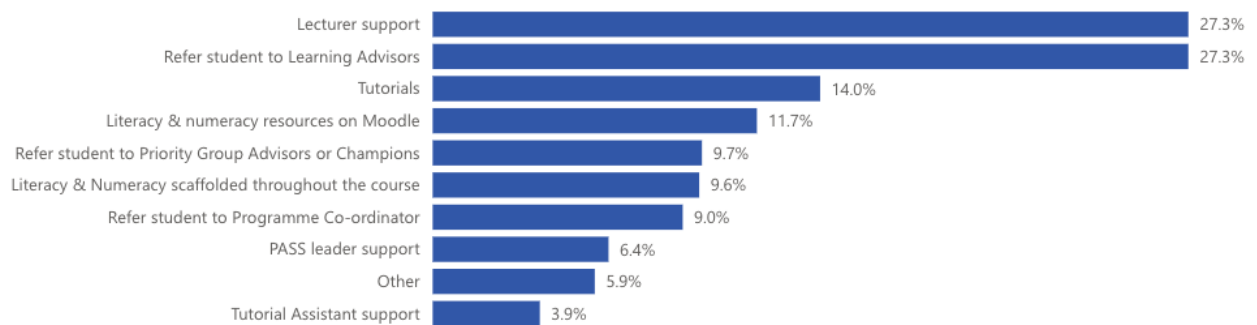
### Overview 2025

There were a total of 64 courses tested in 2025.

- **Semester 1: 36 courses** (56%)
- **Semester 2: 28 courses** (44%)

The CEP data captures how programmes addressed literacy and numeracy needs across courses, with most entries providing qualitative comments rather than quantitative measures. Teachers were asked to address the question “what support was provided for ākonga who presented with literacy and numeracy issues?”.

### What support was provided for ākongā who presented with literacy and numeracy issues.?



The majority of courses referenced some form of learner support with the most common noted as:

- Lecturer-led tutorials
- One-on-one meetings
- Draft review and feedback
- Embedded support within assessment tasks
- Moodle-based resources

A small number of courses explicitly stated:

- *“No issues”*
- *“Not applicable”*
- *“N/A – course not reliant on literacy or numeracy”*

These were most common in:

- Practice-based
- Studio-based
- Skills-focused courses

Formal support services were referenced in a number of courses including:

- Learning Advisors: mentioned in 5 courses
- PASS (Peer-Assisted Study Sessions): mentioned in 4 courses
- Student Success / Access4Success / Reader-Writer support: recurring theme in several programmes

Some courses reported low student uptake despite availability of support.

The key insights from the analysis of the CEP responses were:

- **Embedded support** (within normal teaching and assessment) is the dominant model.
- **Engineering and trades** subjects consistently rely on:
  - Repetition
  - Practical application
  - Contextualised numeracy
- **Language-focused programmes** naturally integrate literacy support throughout coursework.
- **Few courses reported unmet needs**, suggesting:
  - Either effective early identification
  - Or reliance on informal lecturer judgement rather than formal diagnostics

### Conclusion

A review of 64 course offerings across Semester 1 and Semester 2 demonstrates a consistent and proactive approach to supporting learner literacy and numeracy needs across programmes. Evidence

indicates that academic staff predominantly utilise **embedded, contextualised support strategies** aligned with course delivery, supported by central learner-support services where required. Overall, there is a strong alignment between course design, learner needs, and institutional support mechanisms.

#### *Using other tool to assess literacy and numeracy*

Across programmes, learner literacy and numeracy needs were primarily identified through **pre-programme diagnostics**, prior school-level assessments, or early course engagement rather than through formal testing within each course. In several programmes, particularly within Construction, Engineering, and Trades subjects, diagnostic processes are embedded upstream, enabling early identification and appropriate referral before learners enter later-stage courses.

A significant number of courses reported **no identified literacy or numeracy concerns** within their cohorts. In many cases, this was attributed to:

- Minimum entry requirements (e.g. Level 2 literacy and numeracy),
- The practical or studio-based nature of the course, or
- Learners already being well established at the relevant level of study.

#### *Support strategies*

Where support was required, a wide range of strategies were employed, demonstrating flexible and learner-centred practice. These included:

- **Lecturer-led support:** tutorials, additional explanations, assessment draft reviews, and one-to-one meetings (including online consultations).
- **Embedded support:** integration of literacy and numeracy within authentic, workplace-based assessments, particularly in engineering and automotive programmes.
- **Learning support services:** referrals to Learning Advisors, Access4Success, Student Success teams, reader–writer support, and subject librarians.
- **Peer and supplementary support:** use of PASS sessions, study toolboxes, and targeted Moodle resources.

Language-focused programmes demonstrated strong alignment with best practice, with literacy development embedded throughout teaching, learning activities, and formative feedback. Engineering and trades programmes effectively contextualised numeracy through repeated practical application, reinforcing relevance and understanding.

#### *Engagement and effectiveness*

While a broad range of support options was made available, engagement levels varied across cohorts. Some courses noted **limited student uptake** of optional support services despite consistent promotion by teaching staff. This suggests that while access to support is robust, ongoing work may be required to further normalise and encourage learner engagement with additional academic assistance.

Nonetheless, there is no indication that unmet literacy or numeracy needs adversely affected course delivery or learner progression. Where issues arose, teaching staff demonstrated responsiveness and appropriate escalation to specialist support services

#### *Strengths of the approach*

- Strong emphasis on **embedded and contextualised support**, aligned with course learning outcomes.
- Effective use of **institutional support services**, particularly Learning Advisors and Student Success teams.
- Early identification of needs through diagnostics and prior assessment processes.
- Consistent staff awareness of literacy and numeracy responsibilities within their teaching roles.

#### *Areas for improvement*

- Continue to explore strategies to **increase learner engagement** with optional support services.
- Consider more systematic documentation of support uptake and outcomes to strengthen evaluative evidence.
- Share effective embedded-support practices across programmes to support consistency and enhancement.

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## Appendix 1

### Unitec process steps

1. Academic Staff Access
  - Receive a request to grant an educator access to the L&N Tool.
  - Provide required access forms and guides.
  - Ensure the educator is registered as a TEC user before proceeding further.
2. Create Organisation (Programme) Group
  - Log into the L&N Tool.
  - Create a new organisation group using the standard term / prospectus / programme / level naming convention.
  - Confirm accuracy using approved references (tracker, programme lists, PeopleSoft).
3. Add Educators to the Group
  - Create educator profiles (if not already present).
  - Assign educators to the correct organisation group so they can create and manage assessments.
4. Upload Learners
  - Generate a course enrolment report from PeopleSoft.
  - Update the group name in the file to match the L&N Tool naming convention.
  - Upload the learner file (CSV) into the Tool.
  - Confirm successful upload and advise the lecturer that assessments can be created.
  - Re-upload learner data at least two days before assessment dates to include late enrolments.
  - Add individual learners manually if required, ensuring an NSN is obtained where missing.
5. Record-Keeping and Communication
  - Update the Literacy and Numeracy Tracker.
  - Communicate clearly with teaching staff and academic leaders about uploads, re-uploads, and readiness for assessment.
  - Refer staff to appropriate support personnel where required.

## Unitec Site Degree Monitoring Annual Report 2025

### Purpose

To provide the Academic Quality Committee (AQC) with summarised information on the process and outcomes of 2025 Degree Monitoring activity.

### Commentary

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

Relevant to:	<i>Schools delivering Level 7+ programmes Compliance with the institutes quality settings</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>UNITEC AC7.0 Academic Evaluation Review and Improvements Policy UNITEC AC7.3 Monitoring of Degrees Procedure</i>
Internal stakeholders:	<i>Heads of School, Academic Programme Managers, 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:

Steve Marshall, Lead Academic Partnering

## Monitoring Process

The purpose of degree monitoring programmes that lead to degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval.

Monitoring reports provide evidence that:

- the programme is being managed, planned and delivered as it was approved and accredited
- any recommendations made during the programme approval and accreditation process have been enacted or a rationale provided for not doing so
- any minor modifications and enhancements made by the provider are consistent with the intent of the approved programme and the ongoing development of a quality programme
- there is independent, external academic, industry and Iwi input during reviews and consideration of significant programme enhancements
- NZQA is made aware of issues affecting the satisfactory provision of the programme
- the quantity and quality of staff research outputs are consistent with the ongoing development and maintenance of a research culture supporting the programme discipline
- there is an effective process for monitoring the quality of outcomes for learners and other stakeholders and reviewing programme regulations and content.

Monitoring is intended to supplement the actions taken by providers to review and regularly improve the quality of the programmes they are responsible for.

## Programmes (Level 7 +) monitored in 2025

In 2025, there were a total of 25 Degree Monitor events across Unitec sites, monitoring 39 individual programmes. Programmes were grouped together into single events where there is significant sharing of courses as in the case of a Master's programme with embedded Postgraduate Diploma/Certificate offerings, etc. The programmes monitored in 2025 were:

Bachelor of Accounting (NZIST programme)	Master of Applied Business
Bachelor of Applied Science	Master of Applied Practice (Social Practice)
Bachelor of Applied Technology	Master of Applied Science Tahuhu Putaiao
Bachelor of Architectural Studies	Master of Applied Technologies (MIT Programme)
Bachelor of Business	Master of Architecture
Bachelor of Computing Systems	Master of Architecture (Professional)
Bachelor of Construction	Master of Creative Practice
Bachelor of Design and Contemporary Art	Master of Landscape Architecture
Bachelor of Engineering Technology	Master of Professional Accounting
Bachelor of Health Science (Medical Imaging)	Postgraduate Certificate in Applied Business
Bachelor of Landscape Architecture	Postgraduate Certificate in Applied Practice (Social Practice)
Bachelor of Nursing	Postgraduate Certificate in Applied Science
Bachelor of Performing and Screen Arts	Postgraduate Certificate in Applied Technologies(MIT Programme)
Bachelor of Social Practice	Postgraduate Certificate in Creative Practice
Bachelor of Teaching Early Childhood Education	Postgraduate Diploma in Applied Business
Bachelor of Veterinary Nursing	Postgraduate Diploma in Applied Science
Graduate Certificate in Professional Accountancy	Postgraduate Diploma in Applied Technologies (MIT Programme)
Graduate Diploma in Business	Postgraduate Diploma in Creative Practice
Graduate Diploma in Computing	
Graduate Diploma in Construction Project Management	
Graduate Diploma in Professional Accountancy	

Ten of the events were undertaken under NZQA managed monitoring, while the remainder were

undertaken under Unitec self-monitoring. There is no practical difference to the approach utilised by Unitec for NZQA or Self-monitoring.

Twelve of the events were undertaken in the first half of 2025 with the balance undertaken in the second half of the year.

A new process was introduced in 2025 which saw programme leadership receiving the draft Monitors report at the time of accuracy checking and commencing the process of responding to report and preparing an initial draft of an action plan to address any recommendations depending on the amount of revision that they determined may be required prior to the delivery of a final report. This was introduced to allow the outcomes of the monitoring event to be acted on in a more timely way. While this was effective in most cases, some programmes waited until the final report was received before undertaking the process.

The process also included an analysis and reflection on the quality of the service provided by the Monitor, including the value that they added to the programme and their ability to hit the required deadlines. Decisions may be made about the continuation of a Monitor in the position who may not be offering best value to Unitec.

Programme Committees (PAQC) receive the Monitors report along with the programme leadership analysis and proposed action plan for evaluation and approval. The PAQC confirms a rating for the activity which is based on an approved rubric.

In 2025 there were a small number of programmes that waited for some months to receive the final report from the Monitor for various reasons. This resulted in the process of assigning a rating for the activity still being outstanding at the time of writing this report for a total of nine programmes. However, an analysis of those reports indicates that they will likely fall into the **good** to **excellent** range.

### **Outcomes of Degree Monitoring**

The outcomes of Degree Monitoring in 2025 were rated from **good** to **excellent** with no requirements for any programme. Reports included a range of:

- commendations, or complimentary comments within the body of each report.
- recommendations for improvement along with action plans created to explain how the programme would address them.
- issues and challenges for each programme.

### ***Commendations***

Degree monitors consistently commended programmes for their highly committed, resilient, and student-focused staff, working through prolonged uncertainty and resource constraints. They also commended strong programme and school leadership, which was often characterised as collegial, calm, future-focused, and supportive. A culture of collaboration and goodwill, with staff frequently going above role expectations to maintain quality was noted by monitors. Many reports explicitly acknowledge that programme quality has been sustained because of staff effort, despite external disruption.

Teaching quality was a recurring area of praise which noted well-designed curricula that are academically sound and industry-relevant. There were a number of commendations regarding the use of authentic, applied, and real-world assessments, that often included practical, hands-on learning approaches that students and employers value highly.

One of the strongest and most consistent commendations relates to student support systems where proactive pastoral care and early-intervention models were noted as providing effective support for students and in particular for Māori, Pasifika, and priority learners.

Industry alignment was frequently recognised as a major strength, particularly in applied and professional degrees. There was commentary regarding the strong use of capstone projects,

internships, practica, and client-based work with employers valuing graduates' practical skills, work readiness, and professionalism. Several programmes were described as having a clear competitive advantage because of this applied focus. Active Industry Advisory Committees were noted as providing meaningful engagement.

A recurring commendation was programme teams' ability to act on previous monitoring recommendations and to make timely adjustments to curriculum, assessment, and support systems. There was acknowledgement that programmes engaged constructively with feedback from students, industry, and monitors.

### ***Recommendations***

Recommendations were received for all but one programme. The main themes from these recommendations are as follows:

1. Progress delayed programme reviews, redevelopments, and five-year reviews now that institutional direction is clearer.
2. Address staffing sustainability and capability.
3. Improve curriculum coherence, scaffolding, and assessment design including:
  - rationalising overly numerous and/or overly specific learning outcomes.
  - reducing unnecessary assessment load.
  - establishing clear threshold standards, consistent rubrics, and transparent feedback practices.
  - improving consistency, quality, and accuracy of course materials and assessment briefs.
4. Establish clear and consistent generative AI guidance including:
  - developing and communicating a clear institutional position on AI use in teaching and assessment.
  - providing ongoing staff development so staff can confidently embed AI pedagogically, not just police its use.
5. Strengthen industry alignment and graduate employability including:
  - embedding employability skills (communication, teamwork, professionalism, business culture) earlier and more consistently in programmes.
  - leveraging Industry Advisory Boards to improve clarity of degree value and graduate capabilities to industry.
  - improving tracking of graduate destinations and feedback to inform programme improvement.
6. Enhance student support, equity, and wellbeing including addressing equity impacts of:
  - increased practicum/placement requirements
  - rigid timetabling that limits students' ability to work or care for whānau
  - student workload and intensity, particularly in block delivery and advanced programmes.
7. Lift research strategy, support, and visibility including improving the alignment between staff research and teaching content.
8. Improve facilities, infrastructure, and learning environments including:
  - addressing gaps in:
    - Specialist teaching and research spaces
    - Digital infrastructure for blended and online delivery
  - ensuring physical environments support collaboration, student belonging, and discipline-specific practice.
9. Marketing, recruitment, and programme sustainability including:
  - developing programme-specific marketing and recruitment strategies, not just institution-wide messaging.
  - using current students and graduates as ambassadors.

- improving enrolment enquiry processes and conversion.
- addressing sustainability risks in low-enrolment programmes through targeted recruitment, partnerships, and clearer value propositions.

## Conclusion

The overall outcomes for degree monitoring in 2025 were positive with monitors consistently concluding that programmes were being delivered as approved and meeting NZQA or professional expectations. In addition monitors noted that:

- student achievement, completion, and graduate outcomes are generally strong, despite prolonged disruption and the uncertain external sector context.
- teaching and learning outcomes are sound to very good, with several programmes described as being close to excellent.
- academic quality is regarded as sound, student outcomes are strong, and graduate readiness is generally affirmed.
- where risks exist, they relate primarily to sustainability, staffing, and institutional uncertainty rather than delivery or standards.

A dominant theme across almost all programmes was the ongoing impact of the disestablishment of Te Pūkenga and the proposed Unitec–MIT merger. This uncertainty was repeatedly cited as affecting:

- staff morale and workload, with stress, burnout risk, and freezes on recruitment commonly noted.
- programme redevelopment delays, including five-year reviews, curriculum refreshes, and innovation.
- governance and clarity of decision-making, particularly for unified or nested programmes.

Taken together, the outcomes presents a consistent narrative which includes that:

- programme quality, staff commitment, and student outcomes are generally strong.
- external and structural uncertainty is the dominant risk factor.
- goodwill has carried many programmes through instability, but is not sustainable long-term.
- the next phase requires clear governance, resourcing, coherent AI strategy, curriculum integration, and investment in people and infrastructure.

Three programmes were recommended to move from NZQA monitoring to self-monitoring from 2026 onward. These are Bachelor of Social Practice [BSP], Bachelor of Teaching Early Childhood Education [BTEC] and Masters of Applied Business [MAB] suite including PGDAB and PG CAB.

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## Attached

Unitec Degree Monitoring Programme Committee Approval Template 2025

## Degree Monitoring Programme Committee Approval Template 2025

A new process was introduced in 2025 which saw programme leadership receiving the draft Monitors report at the time of accuracy checking and depending on the amount of revision that they determined may be required prior to the delivery of a final report, commencing the process of responding to report and preparing an initial draft of an action plan to address any recommendations. The following pro-forma memo and report to Programme Committee was employed for this purpose.

## Programme Committee (PC)

<b>Title</b>	<b>Review of Degree Monitoring Event and Report</b>
<b>Provided by:</b>	[APM or delegate]
<b>Meeting Date:</b>	
<b>For:</b>	<b>Approval</b>

### Recommendation

That the committee review the Degree Monitoring Outcomes Report and uses the Degree Monitoring Rubric to complete the following:

- receive the final report, or the 'accuracy checked' draft version of the Degree Monitoring report
- confirm and endorse the outcome rating and summary provided by programme leadership for the Degree Monitoring Report
- endorse the summary provided by programme leadership for the quality of Degree Monitoring
- consider the actions provided in the Outcomes Report for their potential for success
- propose and approve an overall rating for self-assessment capability for actions
- set a date in the PC workplan to review the action plan and associated ratings (6-9 months from initial approval)

The results of this PC review will be forwarded to Academic Quality Committee (AQC) for their consideration.

### Process

The Committee receives the Degree Monitoring report and the Degree Monitoring Outcomes Report and Action Plan.

The Programme Committee:

- reviews the Degree Monitoring report.
- confirms and endorses the outcome rating and summary provided by programme leadership for Degree Monitoring using the ***Degree Monitoring Rubric***, or proposes amendments to be made accordingly.
- considers the potential of the action plan to achieve improvement, proposes amendments as required, and assigns an ***initial rating*** using the ***Degree Monitoring Rubric***.
- sets a date to review the progress and success of the action plan no later than 6-9 months from the date of initial review.

Support is available to guide PCs through this process by contacting Sue Crossan ([scrossan@unitec.ac.nz](mailto:scrossan@unitec.ac.nz)) or Steve Marshall ([smarshall@unitec.ac.nz](mailto:smarshall@unitec.ac.nz)).

### Degree Monitoring Outcomes Report

This report is provided by programme leadership and is based on the [draft/final] report received from the Monitor following factual accuracy check.

Programme name(s):	
Monitor's name:	
Date of event:	
Date draft report received:	
Date report returned to Monitor following accuracy check:	

### Degree Monitoring report summary of key outcomes

The following are the key outcomes and associated outcomes as noted in the Degree Monitor Report.

<i>Commendations:</i>
[as noted in the report]
<i>Recommendations:</i>
[as noted in the report]
<i>Requirements:</i>
[as noted in the report]
<i>Outstanding Actions from previous report:</i>
[as noted in the report]
<i>Other narrative commentary from the report:</i>
[as noted in the report]
<i>Programme leadership comments on any of the above for consideration:</i>

[as required]

### Rating the Report

Programme leadership have determined the following rating for the report based on the Degree Monitoring rubric criteria for *Outcomes- Reporting Outcomes*

Based on the rubric the Degree Monitoring summary report outcomes support a rating of

Choose a rating.

The main factors and evidence that contributed to this rating are:

(PC select  one of the following):

- accurate with no changes to the rating and narrative
- accurate with minor changes to the rating and/or the narrative to be undertaken before submission to the AQC as noted below
- to be reviewed with more analysis, research, and/or rework before resubmission to the PC as noted below

PC change notes:

### Summary of the Quality of Degree Monitoring

Programme Leadership provides an overview summary of the quality of the Degree Monitoring visit and report for the PC. This summary may result in recommendations for improvement to be included in the action plan.

There is no rating for this summary and it is not shared with the Monitor or NZQA.

#### The event:

[Consider: How well did the event go? Was it well organised? Were there any issues with the event?]

#### The report:

[Consider: Is the report well written? Does the report represent a fair representation of the event? Were there any corrections required to the report? If so, what were they? (this could simply refer to marked up report that was returned to the Monitor)]

**The Monitor:**

[Consider: Did the Monitor engage with the materials provided? Did they ask critical questions? Did they get through all of the required activities in a timely manner?]

**Other commentary:**

[as required]

**SMART Action Planning**

The following allows the PC to consider the actions (previous and new) noted in the action plan and to apply a rating using the Degree Monitoring rubric criteria for **Outcomes- Managing Follow-up Actions**



**Previous SMART actions**

**Decide:** The PC can confirm the **previous** SMART actions have had activity toward completion and/or delays have been explained, and the stated achievement to date is: (select  one of the following):

- accurate with no changes required
- accurate with minor changes to the actions to be undertaken before submission to the AQC as noted below
- to be reviewed, with further research or rework before resubmission to the PC as noted below
- not applicable due to [Add reason]

PC change notes:

**New SMART actions**

**Decide:** The PC can confirm the **new** SMART actions have been assessed for their potential to achieve improvement. They are:

(select  one of the following)

- accurate with no changes required
- accurate with minor changes to the actions to be undertaken before submission to the AQC as noted below
- to be reviewed, with further research or rework before resubmission to the PC as noted below

PC change notes:

The rating for the SMART actions is

Choose a rating



This rating is based on the following:

Other narrative as applicable in support of the rating awarded:






Date set in PC  
workplan for  
action plan rating

**Table 1—SMART Action Planning**

The table below will be used to record any SMART actions (previous and new) that arise from the requirements and recommendations included in the Monitors report, and also from any other analysis of the event where an action would lead to improvement. Any previous actions should be given a new timeline for completion.

Resources for writing SMART goals: <https://www.atlassian.com/blog/productivity/how-to-write-smart-goals>.

Process versus outcome goals: <https://www.developgoodhabits.com/process-goals/>

	Issue 	Tasks 	Measurement 	Responsibility 	Timeline 	Progress
<i>Action number and year</i>	<i>What problem/issue/recommendation needs addressing?</i>	<i>What specific actions and steps need to be taken to address or solve the issue or recommendation? Is each step achievable and relevant?</i>  <i>Tip – highly recommended to use process goals of a maximum duration of 6 months</i>	<i>The action will be considered successful when...</i> <i>What measurable outcomes will you expect from your proposed actions at each step?</i>	<i>Who specifically will be the individual responsible for monitoring and reporting progress?</i> <i>Who will also be working on these actions?</i>	<i>When will steps in progress be reported?</i>  <i>Tips - ongoing is not an end-date Consider 6-month completion dates.</i>	<i>What specific actions and steps have been achieved against the goal at the reporting date?</i>
Previous actions still underway						
New actions based on outcomes of the Monitor Report						

## Degree Monitoring Quality System Rubric

Use this rubric to assess the rating for the **Outcomes** and the quality of the **SMART actions**.

	Rated by	Requirements	Excellent	Good	Marginal	Poor
<b>Outcomes – Reporting Outcomes</b>	Programme Leadership	<p>Programme leadership completes the following upon receipt of the draft Monitors report:</p> <ul style="list-style-type: none"> <li>Confirms the factual accuracy* of the report and returns it to the monitor for final sign off</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Completes the outcomes report** which includes: <ul style="list-style-type: none"> <li>Rating the outcomes and quality of the Monitors report</li> <li>Drafting actions to address any requirements and recommendations</li> </ul> </li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Submits outcomes rating report and draft action plan to Programme Committee (PC) for review</li> </ul> <p>*A delay in agreeing with the Monitor on a version of the draft report for final sign-off may result in agreed delays to specified timeframes for this activity.  **Outcomes report reflects on the whole process and may result in recommendations for improvement of process being included in an action plan</p>	<p><u>All</u> of the following:  Completed <b>within 10 working days</b> of receipt of the draft report  The Monitors report contains all of the following:</p> <ul style="list-style-type: none"> <li>A mix of commendations and minor recommendations</li> <li>No requirements</li> <li>No (or only a few minor) outstanding actions from the previous report</li> <li>Very few gaps and weaknesses, and these are being managed effectively</li> <li>Indication of significant improvement since the last event. (Not applicable to first year monitoring)</li> </ul>	<p><u>All</u> of the following:  Completed <b>within 10 working days</b> of receipt of the draft report  The Monitors report contains all of the following:</p> <ul style="list-style-type: none"> <li>A mix of commendations and achievable recommendations</li> <li>No requirements</li> <li>Only minor outstanding actions from the previous report</li> <li>Identified gaps or weaknesses that are being managed</li> <li>Indication of some improvement since the last event (Not applicable to first year monitoring)</li> </ul>	<p><u>One or more</u> of the following:  Completed <b>more than 10 and less than 20 working days</b> of receipt of the draft report  The Monitors report contains no requirements and <u>any</u> of the following:</p> <ul style="list-style-type: none"> <li>Recommendations, some of which may be significant</li> <li>Outstanding actions from a number of previous reports</li> <li>Identified gaps or weaknesses that have not been managed effectively</li> <li>Indication of only minor improvement since the last event (Not applicable to first year monitoring)</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><u>Any</u> of the following:  Not completed <b>within 30 working days</b> of receipt of the draft report  The Monitors report contains any of the following:</p> <ul style="list-style-type: none"> <li>One or more requirements</li> <li>Several recommendations, many of which are significant.</li> <li>Identified significant gaps and weaknesses which have not been effectively managed</li> <li>Little to no improvement since the last event (Not applicable to first year monitoring)</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>

	Rated by	Requirements	Excellent	Good	Marginal	Poor
Outcomes – Managing Follow-up Actions	Programme Committee (PC)  <i>Ratings validated by Academic Quality Committee (AQC)</i>	<p>Programme Committee receives the outcomes report and action plan and completes the following:</p> <p><b>Initial requirements</b></p> <ul style="list-style-type: none"> <li>Evaluates the outcomes report and endorses the associated ratings</li> <li>Evaluates the quality of the action plan and provides an initial rating*</li> </ul> <p>*SMART elements:</p> <ul style="list-style-type: none"> <li>specific and strategic in nature</li> <li>clearly measurable</li> <li>consider the goal, the context of the goal and the people involved</li> <li>outcomes focused and considered attainable</li> <li>define a time frame</li> </ul>	<p><b>Initial requirements_</b> <u>All of the following:</u></p> <ul style="list-style-type: none"> <li>At the <b>next practicable</b> PC hui</li> <li>Outcomes report is well prepared and acknowledges all commendations and minor recommendations</li> <li>Rating of Monitors report is accurate</li> <li>Action plan demonstrates self-assessment capability and includes all SMART elements</li> </ul>	<p><b>Initial requirements_</b> <u>All of the following:</u></p> <ul style="list-style-type: none"> <li>Within <b>two scheduled</b> PC hui</li> <li>Outcomes report is well prepared and acknowledges all commendations and addresses all key recommendations</li> <li>Rating of Monitors report is mostly accurate</li> <li>Action plan demonstrates self-assessment capability and includes all but one SMART element</li> </ul>	<p><b>Initial requirements_</b> <u>One or more of the following:</u></p> <ul style="list-style-type: none"> <li>Later than <b>two scheduled</b> PC hui</li> <li>Outcomes report is marginal in its ability to address key recommendations</li> <li>Rating of Monitors report is not accurate</li> <li>Action plan demonstrates minimal self-assessment capability and is not SMART</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><b>Initial requirements_</b> <u>One or more of the following:</u></p> <ul style="list-style-type: none"> <li>Later than <b>three scheduled</b> PC hui</li> <li>Outcomes report is not sufficient to address the requirements and recommendations</li> <li>Rating of Monitors report is not accurate</li> <li>Action plan does not demonstrate self-assessment capability and is not SMART</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>
		<p><b>Subsequent requirements</b></p> <ul style="list-style-type: none"> <li>Regularly monitors progress and effectiveness of actions</li> <li>Provide a final subsequent rating**</li> </ul> <p>**subsequent rating is provided 6-9 months following the initial rating</p>	<p><b>Subsequent rating</b> focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>Well managed</li> <li>Completed as planned</li> <li>Achieving the desired results</li> </ul>	<p><b>Subsequent rating</b> focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>Well managed</li> <li>Completed with only minor slippage</li> <li>Generally achieving the desired results</li> </ul>	<p><b>Subsequent rating</b> focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>Inconsistent in its management and its execution</li> <li>Achieving only some of the desired results</li> </ul>	<p><b>Subsequent rating</b> focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>Not being managed or completed</li> <li>Not achieving the desired results</li> </ul>

## Unitec Site Consistency Review Annual Report 2025

### Purpose

To provide the Academic Quality Committee (AQC) with summarised information on the process and outcomes of 2025 Consistency Review activity.

### Commentary

The Consistency Review Annual Report for 2025 provides an overview of all Consistency Review activity across the Unitec site. It identifies the programmes reviewed and the outcomes.

Relevant to:	<i>Schools who have undertaken consistency reviews Compliance with the institute quality settings</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>UNITEC AC7.0 Academic Evaluation Review and Improvements Policy</i>
Internal stakeholders:	<i>Heads of School, Academic Programme Managers, GM Schools, Academic Quality Committee, Academic Committee, Programme Committee</i>
External stakeholders:	<i>NZQA</i>

### Recommendation

That the report be accepted by the Academic Quality Committee

### Responsible for report:

Sue Crossan, Academic Quality and Capability Partner

## Consistency Review Process

The purpose of Consistency Review is to ensure that all graduates in New Zealand who complete a New Zealand Qualification Levels 1 – 6 met the specified graduate outcomes to an equivalent, nationally accepted standard. Consistency Review was a quality assurance process to answer the question:

*'How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?'*

Tertiary Education Organisations (TEOs) with graduates from qualifications listed on the annual NZQA Consistency Review Schedule participated in a Consistency Review event.

Each organisation collected, triangulated, and reviewed evidence (moderation, GPO mapping, programme and course evaluation, graduate and stakeholder feedback, etc.) to demonstrate how they knew their graduates achieved the graduate profile by:

- justifying the quality of the evidence
- identifying any gaps in the evidence
- identifying areas of possible improvement
- determining a self-rating

Consistency review was fully supported by specialist staff in Te Korowai Kahurangi who project managed the activity.

Consistency reviews have been formally ceased as a quality activity by NZQA from 01 January 2026 with the introduction of the Integrated Quality Assurance Framework (iQAF). The requirement to understand how well our graduates meet the outcomes of the qualifications that they complete as well as how they are prepared for work and perceived by employers remains an essential element of the ongoing evaluation of our academic provision.

## 2025 Consistency Review Activity

Six Unitec programmes participated in consistency reviews for five qualifications in 2025. They were:

2834-1	New Zealand Certificate in Construction Trade Skills (Level 3) [NZCCT]
2420-1	New Zealand Diploma in Construction (Level 6) [NZDC]
2420-2	New Zealand Diploma in Construction (Level 6) [NZDCN]
4316-1	New Zealand Certificate in Electrical Pre-Trade (Level 3) [NZCEP]
1883-2	New Zealand Certificate in English Language (Academic) (Level 4) [NZCE4]
2715-1	New Zealand Certificate in Mechanical Engineering (Level 3) [NZCME]

The overall performance of Unitec Consistency Review outcomes in 2025 is Excellent with all five programmes participating in the mandatory process receiving an NZQA rating of **Sufficient**.

Unitec used the standard NZQA reporting template but adapted it to provide more detailed evidence and a deeper level of self-evaluation. Unitec frequently received praise for the quality of its documentation and self-evaluation.

There were overall concerns expressed by NZQA evaluators across the sector regarding the low level of graduate and stakeholder feedback which limited the validity of meaningful analysis and conclusions. The primary recommendation for all was to work towards an annual collection of a larger sample of Graduate and Next User feedback. All organisations were encouraged to be more proactive in this area, especially with next level tutor engagement where graduates progress to another programme.

For comparison, the outcomes result in 2024 was also Excellent, and in 2023, the outcome was Good. As in previous annual reports, the positive result for outcomes masks the ongoing issue of the infrequency

of GPO evidence collection by many programmes. This evidence from graduates and next-users (Employers and next-level lecturers) is required to confirm that Unitec graduates achieved the graduate outcomes.

## **2025 Consistency Review Outcomes and Ratings**

### ***Planning***

This planning rating was applied at the start of the project based on preparedness for participating in the Review and completing the report. It included availability of requirement elements such as evidence for the reporting period of moderation and GPO evidence from graduates and next-users. These elements should be available for analysis as business-as-usual.

Five programmes were rated **Good** and one was rated **Marginal**. The process of gathering graduate and next-user feedback was not consistent across the range of programmes. Some programmes had better systems than others and it is evident that some of those programmes that had participated in a Consistency Review in the past were better at undertaking the mahi.

### ***Preparation***

The preparation rating focused on the timely completion of the elements of the required self-evaluation report and presentation. The ratings were made according to the completion of tasks against the milestones agreed at the start-up meeting.

Three programmes were rated **Excellent**, one was rated **Good** and two were rated **Marginal**. While the documentation was completed on time and delivered by the due date, some of the programmes required a high degree of assistance to 'get across the line' by the Academic Quality and Capability Partner and, in some cases, also the Senior Quality Administrator. Ongoing evidence gathering would have contributed to better preparation and would have reduced workloads for all participating staff.

### ***Outcomes***

The outcomes rating is based on the outcome provided by NZQA in their report. NZQA provided a 'Sufficient' or 'Not Sufficient' final rating, however, there is also a scenario where 'Not Sufficient' is applied for an interim period but remedied when further evidence is supplied or the scenario of the reviewer asking for further information to be provided within three working days of the review event and this leading to a 'Sufficient' rating.

The outcomes rating is provided by NZQA following completion of the review. All reviews in 2025 received a rating of **Sufficient** with no further requirement.

### ***Actions***

The actions rating is determined by Programme Committee (PAQC) based on the NZQA report and its outcome, the quality of the Unitec self-assessment summary report and a review report which may include a proposed action plan.

One programme was rated as **Excellent**, three were rated **Good** and two were **Pending** at the time of this report, waiting to progress through PAQC. One of the Pending programmes has been replaced with a unified programme and is no longer delivered, however the learning from the review is applicable to the new unified programme. It is a concern that progressing the outcomes and final NZQA report through PACQ often takes months.

NZCE4 have incorporated the actions into their PEP KEQ2 SMART goals.

NZDC/NZDCN has created SMART goals to address the action points which emerged from their Consistency Review. These include improving GPO response rates by developing student comprehension of the GPOs, ensuring students are aware they will be surveyed after graduation, surveying next users

annually, identifying next level lecturing staff for surveying, requesting graduates forward next-user surveys to their supervisors, and proactively encouraging attendees of alumni events to complete surveys.

It was acknowledged by all the participants that the value of attending a review was often in the networking opportunities and in sharing good practice. As a result of attending the review and hearing other presentations, NZCEP decided to create more competitions to incentivize students to provide feedback.

## **Issues and Concerns**

Consistency review was supported directly by the Academic Quality and Capability Partner who worked with the programme team in the preparation of the required artifacts and the submission of required materials to NZQA. Frequently the progress of completing the preparation requirements fell behind and/or the programme did not have the evidence readily available for analysis (i.e., it had not been collected or filed), resulting in additional work to ensure that the submitted reports were of the highest level and delivered by the required date. This has been an ongoing problem. Moderation was also an issue for some programmes: it either had not occurred according to the Unitec requirements, or it had not been filed appropriately and was difficult to locate.

The lack of resources for programme teams to collect the GPO evidence from graduates and next-users was often cited as the reason why evidence collection had not been happening annually. Difficulties with collecting evidence for Consistency Review included the issue that employers and lecturers are not focused on the GPOs of the graduates they employ or teach and are often too busy with day-to-day work to want to complete a survey, verbally or electronically. This is an issue which has been ongoing, leading to low survey rates, even when Unitec is well-connected with the employers and the lecturers are Unitec employees. Unitec lecturers are not necessarily aware of which students are graduates of a previous programme. In addition, if the number of graduates is low, it is difficult to provide a generic response to the survey questions and leads to a high margin of error. These factors need to be taken into consideration when analysing survey response rates and results.

Another concern with Consistency Review outcomes was the delay in PAQC following up with approval of action plans and these being implemented. This was an ongoing problem which led to a loss of momentum when focus on the cycle of self-improvement is required.

The 2025 Consistency Review cycle presented some marked inconsistencies between the approaches and requirements of NZQA Reviewers. This resulted to additional requests for further information to be supplied within three days of the review event. In our opinion, these requests were out of scope, or over-burdensome. The following examples demonstrate these inconsistencies.

- The NZDC reviewer requested further information relating to moderation frequency; this was surprising considering Unitec provides the same table for every review which clearly lists the moderation completed for every course for the duration of the time period of the review. However, other providers present at the review were asked to provide significantly more additional evidence.
- The raw data of the graduate survey was requested for NZCE4 which was surprising considering the comprehensive analysis already evident in the report itself. Given that the Consistency Review process is a self-evaluation, we do not believe we needed to provide the raw data, especially since the analysis was not ambiguous. This was due to concern about one graduate selecting low options in the survey but, in our opinion, the margin of error is too high for this to be a serious issue and, as the survey is anonymous it is difficult to surmise reasons behind individual responses.

## **Future Considerations**

Consistency Review has been discontinued effective from 1 January 2026. Despite this, a cycle of self-

evaluation is still the expectation, where programme, graduate and stakeholder evidence and analysis is a regular feature leading to ongoing improvements. Resourcing and providing processes to support this mahi has been an ongoing issue and needs to be addressed if the expectation is that this work will happen. An institution wide decision on an approach to support this mahi will need to be determined.

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**Contributors**

Sue Crossan, Academic Quality and Capability Partner  
Steve Marshall, Lead Quality Partnering

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**Attached**

Consistency Review Data 2025  
Consistency Review Rubric

## Consistency Review Data 2025 (retrieved 08/04/2026)

Prog	Qual #	Prog Name	Year (Activity)	CR Date (actual)	Status	Status Summary	Planning	Preparation	Outcomes	Actions
NZCCT	2834-1	New Zealand Certificate in Construction Trade Skills (Level 3)	2025	12/05/2025	Event Completed	20250715SM: Interim Report received from NZQA. Memo report sent to APM for submission to PAQC for receipts and rating. 20250512SM: Event completed 20250408SM: Confirmed date for CR by NZQA.	Good	Good	Sufficient	Pending
NZDC	2420-1	New Zealand Diploma in Construction (Level 6)	2025	20/05/2025	Activity Complete	20250730SM; Interim Report received from NZQA. Memo report sent to APM for submission to PAQC for receipts and rating. 20250408SM: Confirmed date for CR by NZQA.	Good	Excellent	Sufficient	Good
NZDCN	2420-2	New Zealand Diploma in Construction (Level 6)	2025	20/05/2025	Activity Complete	20250730SM; Interim Report received from NZQA. Memo report sent to APM for submission to PAQC for receipts and rating. 20250408SM: Confirmed date for CR by NZQA.	Good	Excellent	Sufficient	Good
NZCEP	4316-1	New Zealand Certificate in Electrical Pre-Trade (Level 3)	2025	14/08/2025	Activity Complete	20250916RA: PAQC received the report and rated the Action Plan 20250916SM: Final report and 'sufficient' rating received from NZQA. 20250807SM: Self-evaluation report sent to NZQA 20250605SM: Confirmation of event received. Self-assessment report due 31 July 2025. Pete Sherwin is the reviewer. 20250408SM: Confirmed date for CR by NZQA.	Marginal	Marginal	Sufficient	Good
NZCE4	1883-2	New Zealand Certificate in English Language (Academic) (Level 4)	2025	15/10/2025	Event Completed	20251119SM: Final report received from NZQA. 20250526SM: Start-up meeting indicated a 'good' rating for planning. 20250408SM: Confirmed date for CR by NZQA	Good	Excellent	Sufficient	Excellent
NZCME	2715-1	New Zealand Certificate in Mechanical Engineering (Level 3)	2025	11/11/2025	Event Completed	20251103SM: Report submitted to NZQA 20250408SM: Confirmed date for CR by NZQA.	Good	Marginal	Sufficient	Pending
NZCE2	1881-1	New Zealand Certificate in English Language (Level 2)	2025	15/04/2025	Not Required - N/A	20240417ES: Unitec do not have to participate in the CR event as there were no graduates in the graduate reporting period 1/1/19 to 31/12/24 there are no current students and no plan to have students before the 2024 year end.	Not Required - N/A	Not Required - N/A	Not Required - N/A	Not Required - N/A
NZAE	2388	New Zealand Apprenticeship in Electrical Engineering Theory and Practice (Trade) (Level 4)	2025	12/08/2025	Not Required - N/A	20250409SM: NZQA confirmed Unitec does not need to participate in this review as we do not award the qual and only provide some teaching under contract.. 20250408SM: Confirmed date for CR by NZQA.	Not Required - N/A	Not Required - N/A	Not Required - N/A	Not Required - N/A

### Consistency Review Rating Rubric

	Rated by	Requirements	Excellent	Good	Marginal	Poor	Pending	Not Required – N/A
Process – Planning the event	Te Korowai Kahurangi	<p>School has the following available evidence for the graduate reporting period at the start-up meeting:</p> <ul style="list-style-type: none"> <li>External and internal moderation</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>GPO evidence from <b>graduates</b> (capability and relevance)</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>GPO evidence from <b>next-users</b> (capability and relevance)</li> </ul>	<p><u>All</u> required evidence is complete and available for <b>every year</b> of the reporting period</p>	<p>Moderation evidence is available for <b>every year</b> of the reporting period</p> <p>GPO evidence (graduate and next-user) is collected and available for <b>the majority</b> of the reporting period</p>	<p><u>One or more</u> of the requirements is incomplete or not available or has not been collected consistently</p> <p>However, this can be achieved in time for the review</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><u>One or more</u> of the requirements is incomplete or not available or has not been collected consistently</p> <p>This has resulted in significant gaps that will be unlikely to be resolved before the review</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p>The date for the review has been set but the start-up meeting has not yet taken place</p>	<p>NZQA confirm that participation the review is not required as there were no graduates during the reporting period</p>
Process – Preparation for the event	Te Korowai Kahurangi	<p>School has completed the following:</p> <ul style="list-style-type: none"> <li>CR Report analysis and evidence for                             <ul style="list-style-type: none"> <li>Programme self-assessment</li> <li>Graduate feedback and destinations</li> <li>Stakeholder and/or next-user feedback</li> </ul> </li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>CR Presentation</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Post-event Reflection</li> </ul>	<p><u>All</u> requirements completed <b>ahead of</b> agreed timelines</p> <p>Report clearly demonstrates thorough analysis and provides robust evidence of all elements</p> <p>Each requirement submitted on time by required date</p>	<p><u>All</u> requirements <b>on track</b> with agreed schedule with minor slippage which is being managed effectively to meet agreed timelines</p> <p>Report demonstrates competent analysis and provides adequate evidence of all elements</p> <p>Each requirement submitted on time by required date</p>	<p><u>One or more</u> of the requirements are <b>behind</b> the agreed schedule</p> <p>There is a potential risk of the quality of the reports being compromised</p> <p>Each requirement submitted on time with significant assistance to complete each by required date</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><u>One or more</u> of the requirements are <b>well behind</b> the agreed schedule</p> <p>The quality of the report, presentation and/or reflection is compromised.</p> <p>Submission of one or more does not meet the required deadline. There is a high likelihood of a 'Not sufficient' rating.</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p>The due date for the completion of the document requirements has not yet occurred</p>	<p>NZQA confirm that participation the review is not required as there were no graduates during the reporting period</p>

	Rated by	Requirements	Excellent	Good	Marginal	Poor	Pending	Not Required – N/A
Outcomes – Reporting Outcomes	NZQA	The review is complete and NZQA provides a report and a rating.	<p><b>Rating Label: ‘Sufficient’</b></p> <p>NZQA have awarded a ‘sufficient’ rating</p>	<p><b>Rating Label: ‘Sufficient (following further evidence submission)’</b></p> <p>NZQA have awarded a ‘sufficient’ rating following the submission of further evidence after the initial rating of ‘not-sufficient’</p>	<p><b>Rating Label: ‘Not Sufficient (more evidence required)’</b></p> <p>NZQA have awarded a ‘not-sufficient’ rating and require further evidence to be provided</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><b>Rating Label: ‘Not Sufficient’</b></p> <p>NZQA have awarded a final rating of ‘not-sufficient’</p> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	Event has not yet taken place OR Report and rating not yet received	NZQA confirm that participation the review is not required as there were no graduates during the reporting period
Outcomes – Managing Follow-up Actions	<p>Programme Committee (PC)</p> <p><i>Ratings validated by Academic Quality Committee (AQC)</i></p>	<p>Programme Committee receives the NZQA Report, Unitec self-assessment summary report and Programme Manager (APM) outcomes report* (and proposed action plan if required) and completes the following:</p> <p><b>Initial requirements</b></p> <ul style="list-style-type: none"> <li>• Considers the NZQA report and report conclusions</li> <li>• Evaluates the APM review report* and endorses the findings</li> <li>• Evaluates the quality of the action plan and provides an initial rating</li> </ul> <p><b>Subsequent requirements</b></p> <ul style="list-style-type: none"> <li>• Regularly monitors progress and effectiveness of actions</li> <li>• Provide a final subsequent rating**</li> </ul> <p>*APM review report reflects on the whole process and may make recommendations for future improvement to be included in an action plan</p> <p>**The subsequent rating is provided no later than 9 months following the initial rating</p>	<p><b>Initial requirements_</b></p> <p><u>All</u> of the following:</p> <ul style="list-style-type: none"> <li>• At the <b>next practicable</b> PC hui</li> <li>• NZQA Report identifies no recommendations or further requirements</li> <li>• Outcomes report clearly identifies gaps, evaluates themes, and proposes improvement</li> <li>• Action plan demonstrates self- assessment capability and are SMART</li> </ul> <p><b>Subsequent rating</b></p> <p>focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>• Well managed</li> <li>• Completed as planned</li> <li>• Achieving the desired results</li> </ul>	<p><b>Initial requirements_</b></p> <p><u>All</u> of the following:</p> <ul style="list-style-type: none"> <li>• Within <b>two scheduled</b> PC hui</li> <li>• NZQA Report identifies no requirements or may have minor recommendations</li> <li>• Outcomes report identifies minor gaps and weaknesses, considers themes, and proposes improvement</li> <li>• Action plan demonstrates self- assessment capability and are SMART</li> </ul> <p><b>Subsequent rating</b></p> <p>focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>• Well managed</li> <li>• Completed with only minor slippage</li> <li>• Generally achieving the desired results</li> </ul>	<p><b>Initial requirements_</b></p> <p><u>One or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Later than <b>two scheduled</b> PC hui</li> <li>• Interim NZQA Report not rated and requires further evidence. Final NZQA report rated ‘sufficient’</li> <li>• Outcomes report does not sufficiently analyse both NZQA reports and propose improvement</li> <li>• Action plan demonstrates minimal self- assessment capability and are not SMART</li> </ul> <p><b>Subsequent rating</b></p> <p>focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>• Inconsistent in its management and its execution</li> <li>• Achieving only some of the desired results</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	<p><b>Initial requirements_</b></p> <p><u>Any</u> of the following:</p> <ul style="list-style-type: none"> <li>• Later than <b>three scheduled</b> PC hui</li> <li>• Final NZQA report rated ‘not sufficient’</li> <li>• Outcomes report does not sufficiently address gaps and weaknesses</li> <li>• Action plan does not demonstrate self- assessment capability and is not sufficient to address gaps and weaknesses and are not SMART</li> </ul> <p><b>Subsequent rating</b></p> <p>focusses on progress against the action plan indicating that the plan is:</p> <ul style="list-style-type: none"> <li>• Not being managed or completed</li> <li>• Not achieving the desired results</li> </ul> <p><b>The HoS is notified, support is provided, and improvements actions are proposed</b></p>	Event has not yet taken place OR Event has occurred but no report received yet	NZQA confirm that participation the review is not required as there were no graduates during the reporting period

## Unitec Site Academic Review Annual Report 2025

### Purpose

To provide the Academic Quality Committee (AQC) with summarised information on the process and outcomes of 2025 Academic Review activity.

### Commentary

The Academic Review Annual Report for 2025 provides an overview of all Academic Review activity across the Unitec site. It identifies the programmes reviewed and the outcomes.

Relevant to:	<i>All Schools Compliance with the institute quality settings</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>UNITEC AC7.0 Academic Evaluation Review and Improvements Policy UNITEC AC7.2 Review of Academic Provision Procedure UNITEC AC7.2.1 Academic Review Guidelines</i>
Internal stakeholders:	<i>Heads of School, Academic Programme Managers, 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:

Steve Marshall, Lead Academic Partnering

## Academic Review Process

Academic provision is subject to formal review on a regular cycle, every three to five years or when directed by MIT&Unitec or relevant regulatory or professional body. Academic review is designed to be collaborative and aims to:

- ensure that academic provision maintains relevance for stakeholders
- identify areas for improvement and development.

The NZQA [Integrated Quality Assurance Framework](#) applies to all academic provision delivered by MIT&Unitec, and ongoing approval and accreditation of academic provision is conditional on MIT&Unitec demonstrating that we continue to meet all of the relevant criteria.

MIT&Unitec is held accountable to our ākongā, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation and review.

Academic review is therefore an important component of the self-assessment, evaluation and improvement process that recognises the critical role that these stakeholders play in the success of ākongā, graduates and kaimahi and the communities that they serve.

### Scale and scope

The scale and scope of each review is determined according to the requirement of the type of offering. For example:

- For programmes leading to a New Zealand qualification (level 1 – 7) the review process typically follows the approval and publication of a new version of the qualification on the NZQCF. This type of review is designed to determine the extent to which the programme will meet the requirements of the updated qualification version and that its design and delivery remain relevant to stakeholders.
- For programmes level 7 - 10 both the qualification and the programme that leads to it is reviewed on a cycle that typically occurs every four to five years. The focus of this review is to ensure that both the qualification and the programme continue to remain current and the design and delivery remain relevant to stakeholders.
- For micro-credentials both the listing on the NZQCF and the content that leads to it is reviewed on a cycle that typically occurs every four to five delivery cycles. The focus of this review is to ensure that both the listing and the content continue to remain current and the design and delivery remain relevant to stakeholders. Micro-credentials are also subject to regular re-accreditation (known as Micro-credential Review) on a cycle agreed with NZQA.
- Professional accreditation/re-accreditation is an aligned form of academic review that is undertaken from time to time according to the specific requirements of a professional body.

A schedule of academic reviews is confirmed annually by Academic Committee. Each Head of School (HoS) is responsible for ensuring that Academic Review is undertaken according to the agreed schedule.

In 2025 academic review was formally linked to programme development. An academic review is now required to be undertaken prior to an application for programme development being put forward for approval. This ensures that MIT&Unitec has consulted with stakeholders to confirm an ongoing need for any academic offering and has identified areas for improvement.

### 2025 Academic Review activity

In 2025, there were a total of 28 individual programmes scheduled for academic review. Of these, 18 were completed, six (6) were rescheduled and four (4) were started late in the year and are still ongoing. Some of these reviews were undertaken as combined activities. The programmes, their status and key recommendations are as follows:

Programme Name	Review Type	Status	Key Recommendation
New Zealand Certificate in Automotive Engineering (Level 3)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Certificate in English Language (General) (Level 3)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Certificate in English Language (Academic) (Level 4)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Certificate in English Language (Academic) (Level 5)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Diploma in Sport, Recreation, and Exercise (Multi-sector) (Level 5)	L1-6 Programme Review	Activity Complete	Retain and redevelop
New Zealand Certificate in English Language (Applied) (Level 3)	L1-6 Programme Review	Activity Complete	Retain and redevelop
Bachelor of Applied Technology	L7+ Programme & Qualification Review	Activity Complete	Retain and redevelop
Bachelor of Computing Systems	L7+ Programme & Qualification Review	Activity Complete	Retain and redevelop
Graduate Diploma in Computing	L7+ Programme & Qualification Review	Activity Complete	Retain and redevelop
Master of Professional Accounting	L7+ Programme & Qualification Review	Activity Complete	Retain and redevelop
New Zealand Certificate in English Language (Academic) (Level 4) Off-shore	L1-6 Programme Review	Activity Complete	Discontinue
New Zealand Certificate in English Language (Academic) (Level 5) Off-shore	L1-6 Programme Review	Activity Complete	Discontinue
Advanced Construction Site Management Training Programme (Level 6)	Training Scheme Review	Activity Complete	Discontinue
Construction Management Training Programme (L7)	Training Scheme Review	Activity Complete	Discontinue
Construction Site Management Training Programme (Level 5)	Training Scheme Review	Activity Complete	Discontinue
Nursing Competency Assessment Programme (L7)	Training Scheme Review	Activity Complete	Discontinue
Master of Professional Accounting	Professional Accreditation	Activity Complete	Re-accredit
Bachelor of Health Science (Medical Imaging)	Professional Accreditation	Rescheduled	Pending
New Zealand Certificate in Automotive Electrical Engineering (Level 4)	L1-6 Programme Review	Rescheduled	Pending
New Zealand Certificate in Light Auto Engineering (Level 4)	L1-6 Programme Review	Rescheduled	Pending
Bachelor of Construction	L7+ Programme & Qualification Review	Rescheduled	Pending
Bachelor of Engineering Technology	L7+ Programme & Qualification Review	Rescheduled	Pending

Graduate Diploma in Construction Project Management	L7+ Programme & Qualification Review	Rescheduled	Pending
Bachelor of Health Science (Medical Imaging)	L7+ Programme & Qualification Review	Started	Pending
Bachelor of Performing and Screen Arts	L7+ Programme & Qualification Review	Started	Pending
Master of Architecture	L7+ Programme & Qualification Review	Started	Pending
Master of Landscape Architecture	L7+ Programme & Qualification Review	Started	Pending

## Outcomes of 2025 Academic Review

The outcomes of Academic Review in 2025 resulted in a range of recommendations including:

- Retain and redevelop - the programme is confirmed as being relevant and is proposed to be redeveloped to meet new/changed requirements.
- Discontinue – the programme is confirmed as being no longer required and is proposed to be discontinued.
- Re-accredit – the review contributes to the professional accreditation activity.
- Pending – the review commenced in 2025 however it is not yet complete.

### ***Retain and redevelop***

The New Zealand qualification at Level 1-6 that were noted to be retained and redeveloped each established a continuing need for the programme and submitted a change proposal for alignment with the new version of the relevant qualification.

The English Language and Sports programmes collaborated with MIT to jointly develop approaches for future potential consolidation under MITU.

Level 7+ programmes that were noted to be retained and redeveloped were to put forward applications for programme development. To date the Master of Professional Accounting has completed the redevelopment that resulted from the review, while the others are yet to commence development. The computing and applied technology academic reviews did not engage with MIT at the time.

### ***Discontinue***

The programmes noted for discontinuation included two English Language programmes that were specifically to be offered off-shore and have never been offered.

The four training schemes were required to be converted to micro-credentials by the end of 2025, however the reviews established that they were not fit for purpose to be converted, therefore they were confirmed as being able to be discontinued.

ACSC confirmed discontinuation for these to be effective 31/12/2025.

### ***Re-accredit***

The Master of Professional Accounting was re-accredited with CPA/CAANZ who granted renewal of professional accreditation for the programme for a further 5 years until December 2030.

### ***Pending***

Four (4) Level 7+ programme reviews started late in the year and are still ongoing. They are expected to conclude in the second quarter of 2026.

The two Level 4 Auto programmes were rescheduled due to a change in the Last Date of Assessment (LDA) for those qualifications. They are part of a nation-wide consortium which collectively decided to wait until the changes in the sector became effective from January of 2026. They are scheduled to

recommence their reviews early 2026.

A number of Level 7+ programmes elected to reschedule their reviews due to uncertainty around the scope of any future development with the cessation of Te Pūkenga. A clear indication of the shape of a future portfolio for MIT&Unitec will assist these programmes in determining the scope and scale of their respective reviews.

## **Conclusion**

Overall the system has worked well since being re-established and re-defined for 2025.

Programmes that have engaged with the academic review process have reported that it has been useful in focussing programme staff on gaining insight about the relevancy, currency and value of the programme (and qualification) from stakeholders.

- For the Level 1-6 New Zealand programmes this has focussed on comparing what has changed between the qualification versions and determining what needs to be developed to meet the changed requirement.
- For Level 7+ programmes the focus was to ensure that both the qualification and the programme design and delivery remain current and relevant to stakeholders.

The outcomes of the review, including records of stakeholder commentary and engagement were acknowledged as being very useful in support of making an application for Approval in Principle (AiP) for development.

When examining the reasons for the rescheduling of a number of the reviews during 2025 it is useful to note the reasons given by the programmes described the uncertainty surrounding the future of a combined MIT and Unitec, and therefore any requirement to collaborate with MIT on any such review where the programmes, or at least discipline areas are the same or similar. Programmes were reticent in undertaking a major review without a focussed approach to a future portfolio being articulated.

It is therefore suggested that the scheduling of Academic Review for 2026 and beyond be reconsidered in the light of the now combined MIT&Unitec institute to re-prioritise academic review as a starting point for those programmes (or subject areas) that would be best served by collaborative engagement to determine joint development that may address scale and viability.

Such an approach will assist in gaining insight from stakeholders across the whole region, rather than the legacy smaller regions and perhaps contribute to better designed programmes.

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## **Attached**

Unitec Academic Review Report Template



# Academic Review Report

<b>The Programme:</b>

*Format: [PSoft Code] [Programme Version No.] [Programme Name] (Level #, Credits)*  
*Example: NZCAE V2 New Zealand Certificate in Automotive Engineering (Level 3, 120 Credits)*  
*BAS V3.4 Bachelor of Architectural Studies (Level 7, 360 Credits)*

*Leading to the award of:*

<b>The Qualification:</b>

*Format: [NZQA Qual No.] [Qual Version No.] [Qualification Name] (Level #)*  
*Example: [3097] V1 New Zealand Certificate in Automotive Engineering (Level 3)*  
*CA2357 V4 Bachelor of Architectural Studies*

<b>School:</b>	<b>Head of School:</b>	
<b>Review Lead:</b>	<b>Start Date:</b>	<b>End Date:</b>

*Notes: Suggestions for approaches to completing each section of the report are indicated in RED ITALICS. Not all suggestions will be appropriate for your review. Please remove the prompts in RED ITALICS as you finalise your report.*

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## Introduction and Background

*Provide a short paragraph providing background to the review and its purpose. This should include the scale and scope of the review as determined by the qualification and programme type. For example:*

- This academic review has been undertaken following the review of the qualification by the [WDC] and the publication of a new version on 30/01/2024. This review commenced on 01/02/2024 to determine the extent to which the programme meets the requirements of the updated qualification version and to ensure that its design and delivery remain relevant to stakeholders.*
- This academic review of both the qualification and programme has been undertaken as part of the academic review cycle. The qualification and programme were last reviewed in YYYY. This review commenced on 01/02/2024 to ensure that both the qualification and the programme continue to remain current, and the design and delivery remain relevant to stakeholders*

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## Review process

The following provides a summary of the process and approaches undertaken for the various stages of the review.

*Briefly describe the approaches that you employed for each stage of the review including the following:*

- Evaluating the qualification*
- Evaluating the programme*
- Determining the outcomes of the evaluation and the assumptions to be tested with stakeholders*
- Engaging and consulting with stakeholders*
- Reviewing and considering the feedback from consultation and modifying the findings*

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## Self-evaluation

The following provides a summary of the self-evaluation undertaken by programme staff during the initial phase of the review. This evaluation focussed on identifying issues as well as opportunities for improvement/development to be addressed in the review.

*For each, include details of the key questions that were asked, and an overview of the answers you came up with. Include detail of the data sources used for the evaluation.*

### **The qualification**

### **The programme**

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## Evaluation outcomes and assumptions identified for testing

During the evaluation phase of the review a range of assumptions were identified that we wanted to test with our stakeholders. These assumptions were gathered into a plan that set the scene for consultation. This plan included the following:

*This should include the range of questions that were proposed to be asked and/or discussion points and any proposed improvement actions that were created.*

The plan also included our approach, timelines and the respective roles and responsibilities of those who were to be involved as follows:

*This should include an outline the objectives and scope of the stakeholder feedback and consultation engagement that was proposed to be undertaken including the types of engagement activities. As well as timelines, resource requirements, expected deliverables and any identified risks that may impact the review.*

The key part of this plan was the development of a stakeholder profile which was deemed to be appropriate, credible and representative to ensure the feedback and consultation was robust. This profile included a range of individuals, groups or organisations that have an interest in the outcome of the review. This profile included:

*Provide details of the profile that was created and a summary of the identified stakeholders.*

---

## Stakeholder Feedback and Consultation

To ensure that stakeholder engagement and consultation provided robust feedback that could contribute to both the successful outcomes of the review and the development of proposals for improvement/development, the following stakeholder profile was considered as being appropriate, credible and representative by including the individuals, groups or organisations with an interest in the outcome of the review. The final stakeholder profile was as follows:

*Provide the stakeholder profile that was developed for this review*

The following engagement activities took place between [date] and [date]:

*Provide a summary of the engagement activities that were undertaken. For each different type, include:*

- *a description of the activity*
- *the focus of the activity and key questions asked*
- *the mode employed (Face to Face workshop; On-line Hui; Emailed Survey; Telephone Conversation, etc.)*
- *the stakeholders who were involved*

---

## Considering the feedback

Detail of the feedback, input, and data collected from the stakeholder engagement and consultation activities noted above was recorded in a consultation log. This collected feedback was reviewed and considered against the initial assumptions to gain insight into stakeholder views. The following summarises the key outcomes from shareholder engagement and consultation for the assumptions that were tested arranged into themes.

*Provide a summary of key outcomes for each major assumption that you wanted to test based on the feedback you received. For each include:*

- *the key themes from feedback based on the assumptions being tested*
- *summary of feedback for each*
- *summary of changes or modifications made following review of feedback*

Thorough

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## Outcomes

The following recommendations are based on consideration of the review activity described in the above sections and the consideration of feedback evidence received from stakeholder engagement and consultation.

The first recommendation determines the next steps for the qualification and the programme.

### Key Recommendation

*Use one of the following*

- That the current level 1-6 programme of study be retained and redeveloped to align with the revised qualification as required
- That the current level 7-10 qualification and programme be retained and redeveloped (improved) to match any identified changing needs of ākongā and other relevant stakeholders
- That the current programme be replaced with a new programme (and qualification if level 7-10) which will better match the needs of ākongā and other relevant stakeholders and the current programme be discontinued and cease to be offered
- That the current programme is not developed further and be discontinued and cease to be offered with no replacement.

The following recommendations detail approaches and objectives for the next steps based on the primary recommendation above.

*The titles of the following groupings are suggested and may be amended to suit your findings.*

### Programme and qualification design improvements:

*These recommendations may be high-level or may be detailed depending on requirement.*

### Recommendation 1

*Recommendation should broadly outline the suggested approach for future improvement/development such as:*

*Re-align GPO statements to better meet changes in the industry and the needs of stakeholders*  
*Re-align courses and learning outcomes to align with changes made in GPO statements*  
*Introduce new A.I. course to cover innovation in the discipline*

## **Recommendation 2**

## **Recommendation 3**

### **Improvements to teaching and learning:**

*These recommendations may be identified as not requiring any formal approval as they may be addressed within programme teams directly via action plans.*

## **Recommendation 4**

### **Recommendations to the institute (beyond the scope of the programme)**

*These recommendations may be for issues that are beyond the scope of the programme to undertake and which may require additional support.*

## **Recommendation 5**

## Unitec Site Course Evaluation and Planning (CEP) Annual Report 2025

### Purpose

To provide the Academic Quality Committee (AQC) with summarised information on the process and outcomes of 2025 Course Evaluation and Planning (CEP) activity.

### Commentary

The Course Evaluation and Planning (CEP) report for 2025 provides an overview of all CEP activity across the Unitec site. It identifies the courses reviewed and the outcomes.

Relevant to:	<i>All Schools Compliance with the institute quality settings</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>UNITEC AC7.0 Academic Evaluation Review and Improvements Policy</i>
Internal stakeholders:	<i>Heads of School, Academic Programme Managers, GM Schools, Academic Quality Committee, Academic Committee, Programme Committee</i>
External stakeholders:	<i>NZQA</i>

### Recommendation

That the report be accepted by the Academic Quality Committee

### Responsible for report:

Sue Crossan, Academic Quality and Capability Partner

## Background

Course Evaluation and Planning (CEP) is a key component in evaluation and planning for improvement and demonstrates capability in self-assessment.

CEP reports are completed for all courses at Unitec according to the annual plan approved by Academic Quality Committee (previously Quality Alignment Board (QAB)), for the following:

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

CEP reports are completed according to the approved plan at the end of each delivery cycle (usually a semester) following grade publication.

Courses are assigned to Individual kaimahi who are responsible for completing the evaluation for the agreed delivery cycle. This may involve completing the CEP in collaboration with, or on behalf of a teaching team. All kaimahi who are responsible for course assessment and outcomes are involved in completing the CEP in accordance with the Course Evaluation and Planning (CEP) Process.

Kaimahi evaluate course design, teaching, student engagement and learning and consider what changes will benefit the course into the future based on evidence gathered from a wide range of internal and external inputs. CEPs include an action plan that informs improvement for course design and delivery, and addresses matters arising from the evaluation.

CEPs provide supporting evidence for course and programme improvement as noted in Academic Development and Approval Procedures.

Programme Committees (PAQC) track progress of CEP completion and report on the process of each evaluation cycle to AQC (formerly QAB). The CEP data is used as evidence to inform the Programme Evaluation and Planning (PEP) by PEP writers.

## CEP Activity for 2025

For 2025, courses which did not require a CEP were not included in the dashboard reporting, therefore the final completion rate were higher than previous years as can be seen in the comparison table below:

Year	Semester 1	Semester 2	Both Semesters
2025	89%	80%	86%
2024	85%	76%	80%
2023	81%	83%	82%

Notably for 2025, Semester 1 submissions were higher than Semester 2. This is surprising given that:

- there is a tight turnaround between semesters which is often mentioned as a reason why staff have not made the submission deadline.
- full year courses complete CEPs at the end of the course, therefore it would be expected to see higher numbers in Semester 2.

While 2025 saw the highest completion rate overall, there was a high administrative workload to removing extraneous CEP links from the Power Apps Survey Tool to ensure more accurate reporting. This will need to be taken into consideration in the future.

The individual programme course completion rates are included in **Appendix 1** and **Appendix 2** below.

The following courses have never submitted a CEP despite the QAB bringing this to the attention of the School in the past.

Course Code	Course name
CONS 5101	Technology 1
CONS 6104	Technology 4
ENGGMG 6012	Geotechnical Engineering

### How the CEP helps evaluate the course

A senior lecturer recently emailed the following comment which is useful for the purpose of this report:

*“When CEP were first introduced I resisted the work as it was an add on and had no impact on what I was doing in the classroom but as it has been refined and adapted (good work to whoever did that) I started to see the relevance and application for my own teaching. Linking the student feedback to the results was also a useful idea. Seeing the trends in marks reflect economic and Unitec changes. Now we have closed the loop and have a system where feedback can be seen by ākongā.*

*Thanks for the work behind the scenes helping us to maintain and iterate practice, content and ākongā success.”*

Each CEP records comments provided by the staff who complete the reports for the optional question 16 - ***‘How has this CEP helped evaluate the course?’***

#### **Positive Commentary**

The majority of comments for this optional question provided positive feedback. The following is a brief snapshot of the indicative positive commentary:

School	Comment
Applied Business	The CEP...helped me review and improve my teaching plan to consider Māori and Pacific values more explicitly. The CEP helped conceptualise the blind spots of the course, from which I could allow for more improvements and changes for future iterations.
Architecture	I used this to help me reflect on my course. It reminds to always update the content and support our priority groups.
Bridgepoint	The CEP has reminded Kaiako of the need to include Māori/Pacific terms in assignments and in class, so students feel supported and comfortable in approaching Kaiako for help. ..I will try to...increase the amount of Matauranga Māori. ..the need for specific outreach to Pacific students The CEP taught me that continuous course evaluation and self-evaluation are required for quality assurance in the teaching and learning space.
Building Construction	Completion makes tutor think more deeply about reasons why students’ results are at certain levels and possible factors behind. This can lead to other approaches being considered or development of resources to try and improve areas where student performance has appeared weak. This CEP provided a way of recording known issues that need addressing in 2026. This has provided me with a clear agenda as I approach my second year as the course coordinator for this course.
Computing &	The CEP has facilitated a comprehensive analysis of the course as well as self-evaluation. It

Electrical Engineering	<p>has prompted me to consider strategies to address the course's shortcomings and identify opportunities for improvement in the upcoming semester. Future enhancements have been recognized through the CEP, including the effective integration of Gen AI into the course.</p> <p>The CEP is a great reflective tool for course improvements... The new version ... requires less time to complete, and the questions are focused on the core course experience.</p>
Creative Industries	<p>It is good to reflect on the feedback from ākonga, and it has highlighted that we need to incorporate more Mātauranga Māori to the course.</p> <p>This CEP assisted in determining how effective the recent changes to the course structure/delivery and brief have been. It has also enabled reflection which in turn will determine further changes and refinement to course material, delivery and structure.</p>
Environmental & Animal Sciences	<p>With this being my first year of co-ordinating the course, it has allowed me to see where we have made changes...but where we still need to improve.</p>
Health & Social Practice	<p>Improvements have been already identified, however now there is an accountability in place as it has been recorded in the CEP.</p> <p>The CEP is answering questions that make co-ordinators think in depth how the course was delivered and how we can improve it.</p> <p>This CEP provided valuable insight into student outcomes, equity group performance, and assessment effectiveness. It confirmed that current teaching and assessment approaches are effective, while also identifying opportunities to refine assessment guidance and strengthen early support strategies for future course deliveries.</p>
Trades	<p>Reminds me of the reasons we are here at this establishment and to what groups we are targeting.</p>

### **Negative Commentary**

A small percentage of the comments were negative, with a few being non-committal.

For this 2025 report the writer has used the AI Co-Pilot tool to summarise themes and propose recommendations. The data used was from the Semester 2 negative responses only.

The following results were checked by the writer to establish the validity of the data.

### **Themes from the negative comments (using the AI Co-Pilot tool):**

Sub-theme	Approx. share of negatives
Compliance / no added value	~35–40%
Timing & workload fatigue	~20–25%
Data / system issues	~15–20%
Irrelevant questions	~10–15%
No new insight gained	~10%

Co-Pilot interpreted these sub-themes as follows:

Sub-theme	What staff are expressing	Interpretation (what this tells us)
<b>Perceived as compliance-only / no added value</b>	CEP described as “just paperwork,” “waste of time,” or duplicating reflection and moderation already undertaken	Staff are <b>not rejecting evaluation</b> , but signalling <b>process duplication</b> . This indicates a need to streamline CEPs and clearly differentiate reflective value from compliance requirements.
<b>Timing, workload, and fatigue</b>	Comments reference exhaustion, overload, and lack of capacity to meaningfully reflect	Negative sentiment is driven by <b>when</b> the CEP is required, not <b>what</b> it asks. This points to a structural scheduling issue rather than a cultural resistance to reflective practice.
<b>Poor data access or system usability</b>	Frustration with broken Power BI links, missing SCC data, or confusing dashboards	CEP effectiveness is <b>data-dependent</b> . When evidence is inaccessible, the CEP experience becomes frustrating and undermines trust in the process.
<b>Irrelevant or misaligned questions</b>	CEP questions seen as not fitting studio courses, small cohorts, or fixed-curriculum contexts	A <b>one-size-fits-all design</b> does not suit diverse course types. This indicates a strong case for conditional logic or course-type differentiation.
<b>No new insight added</b>	CEP confirms what staff already know from ongoing reflection and moderation	For experienced coordinators and stable courses, the CEP functions as a <b>record-keeping tool rather than a diagnostic one</b> , suggesting the value of a lighter-touch CEP pathway.

### Overall Interpretive Summary

Taken together, the negative comments:

- Are few in number (~3% of non-blank responses)
- Are highly consistent in nature
- Point overwhelmingly to system-level design and process issues, not disengagement with quality improvement

In conclusion, the sentiment is for refinement, not abandonment, of the CEP:

- None of the sub-themes reject reflective practice or student feedback
- The concerns are about efficiency, relevance, timing, and usability

### Consideration for improvement

The following were identified using the AI Co-Pilot tool and verified by the writer for accuracy:

1. **Consider differentiating CEP requirements for**  
Experienced coordinators and stable, high-performing courses  
Courses with strong SCC and little change
2. **A full CEP could be required for:**  
New courses, low SCC, or identified risks
3. **Trigger-based escalation**  
If SCC or survey indicators fall below threshold, a full course evaluation would be required.

These improvements could lead to:

- ✓ Better use of academic time
- ✓ Increased staff buy-in
- ✓ CEP effort aligns with risk and need

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**Attached**

Appendix 1 CEP Semester 1 completion rates by programme semester 1 2025

Appendix 2 CEP Semester 2 completion rates by programme semester 2 2025

## Appendix 1 CEP Semester 1 completion rates by programme (as of 10/09/2025)

### Overall completion rates by School:

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
Applied Business	63	63	63		100%	100%
Bridgepoint and Community Studies	72	71	71	1	99%	99%
Architecture	35	34	33	1	97%	94%
Healthcare and Social Practice	47	44	43	3	94%	91%
Environmental and Animal Sciences	28	26	24	2	93%	86%
Computing, Electrical and Applied Technology	78	64	60	14	82%	77%
Creative Industries	44	32	32	12	73%	73%
Building Construction	104	58	54	46	56%	52%
Trades and Services	21	1	1	20	5%	5%
<b>Total</b>	<b>492</b>	<b>393</b>	<b>381</b>	<b>99</b>	<b>80%</b>	<b>77%</b>

### Bridgepoint & Community Studies

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<b>Bridgepoint and Community Studies</b>	<b>72</b>	<b>71</b>	<b>71</b>	<b>1</b>	<b>99%</b>	<b>99%</b>
BTEC	16	16	16		100%	100%
NCEA3	2	2	2		100%	100%
NZCE3	2	2	2		100%	100%
NZCE4	4	4	4		100%	100%
NZCE5	4	4	4		100%	100%
NZCSC	14	14	14		100%	100%
NZCSP	21	21	21		100%	100%
NZDSR	5	5	5		100%	100%
NZCX	4	3	3	1	75%	75%
SPOR4001TP_1	1	1	1		100%	100%
SPOR4003TP_1	1	1	1		100%	100%
SPOR4004TP_1	1	1	1		100%	100%
SPOR4002TP_1	1			1		

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
NCEA3	2	0	0	13 Oct
NZCE3	2	0	0	13 Oct
NZCE4	4	0	0	13 Oct
BTEC	13	3	0	13 Oct
NZCSC	6	8	0	13 Oct
NZDSR	4	1	0	13 Oct
NZCE5	3	1	0	13 Oct
NZCSP	3	18	0	13 Oct
NZCX	2	1	1	13 Oct

## Applied Business

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
Applied Business	63	63	63		100%	100%
<b>Total</b>	<b>63</b>	<b>63</b>	<b>63</b>		<b>100%</b>	<b>100%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date (13 Oct)	Not submitted
NZDBS	10	1	0
MPACC	9	1	0
MAB	17	3	0
BBS	11	1	0
BACC	8	2	0

## Architecture

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
Architecture	35	34	33	1	97%	94%
BAS	12	11	11	1	92%	92%
ARCH5011_1	1	1	1		100%	100%
ARCH5213_1	1	1	1		100%	100%
ARCH5214_1	1	1	1		100%	100%
ARCH6213_1	1	1	1		100%	100%
ARCH6311_1	1	1	1		100%	100%
ARCH6615_1	1	1	1		100%	100%
ARCH6628_1	1	1	1		100%	100%
ARCH6629_1	1	1	1		100%	100%
ARCH7311_1	1			1		
ARCH7410_1	1	1	1		100%	100%
ARCH7617_1	1	1	1		100%	100%
ARCH7621_1	1	1	1		100%	100%
BLA	7	7	7		100%	100%
MARCP	4	4	3		100%	75%
NZDI5	4	4	4		100%	100%
NZDI6	4	4	4		100%	100%
NZDL	1	1	1		100%	100%
NZDLA	3	3	3		100%	100%
<b>Total</b>	<b>35</b>	<b>34</b>	<b>33</b>	<b>1</b>	<b>97%</b>	<b>94%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
MARCP	4	0	0	13 Oct
NZDI6	1	3	0	13 Oct
BLA	2	5	0	13 Oct
BAS	3	8	1	13 Oct
NZDLA	1	2	0	13 Oct
NZDI5	0	4	0	13 Oct
NZDL	0	1	0	13 Oct

## Healthcare & Social Practice

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<input type="checkbox"/> Healthcare and Social Practice	47	44	43	3	94%	91%
<input type="checkbox"/> BHSMI	13	11	10	2	85%	77%
<input type="checkbox"/> BNURS	13	12	12	1	92%	92%
<input type="checkbox"/> BSP	14	14	14		100%	100%
<input type="checkbox"/> NZCHW	7	7	7		100%	100%
<b>Total</b>	<b>47</b>	<b>44</b>	<b>43</b>	<b>3</b>	<b>94%</b>	<b>91%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
<b>BNURS</b> (varied end dates: 25/5/25, 22/6/25, 6/7/25, 13/7/25)	6	5	1	HCBN 5104 14 Sept
<b>BHSMI</b> (varied end dates: 8/6/25 22/6/25 6/10/25 14/9/25)	5	6	2	HEAL6252SB1 31 Aug HEAL7175SB1 14 Sept
<b>BSP</b>	2	12	0	13 Oct
<b>NZCHW</b>	0	7	0	20 Oct

## Environmental & Animal Studies

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<b>Environmental and Animal Sciences</b>	<b>28</b>	<b>26</b>	<b>24</b>	<b>2</b>	<b>93%</b>	<b>86%</b>
BVN	2	2	2		100%	100%
NZCA4	4	4	4		100%	100%
NZDV6	3	3	3		100%	100%
NZDVN	2	2	2		100%	100%
BASCI	17	15	13	2	88%	76%
NSCI5104_1	1	1	1		100%	100%
NSCI5730_1	1	1	1		100%	100%
NSCI5738_1	1	1	1		100%	100%
NSCI5740_1	1	1	1		100%	100%
NSCI6730_1	1	1	1		100%	100%
NSCI6731_1	1	1	1		100%	100%
NSCI6739_1	1	1	1		100%	100%
NSCI6746_1	1	1	1		100%	100%
NSCI7101_1	1	1	1		100%	100%
NSCI7104_1	1	1	1		100%	100%
NSCI7107_1	1	1	1		100%	100%
NSCI7732_1	1	1	1		100%	100%
NSCI7736_1	1	1	1		100%	100%
NSCI5734_1	1	1			100%	
NSCI6735_1	1	1			100%	
NSCI6741_1	1			1		
NSCI7105_1	1			1		
<b>Total</b>	<b>28</b>	<b>26</b>	<b>24</b>	<b>2</b>	<b>93%</b>	<b>86%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
NZCA4	3	1	0	13 Oct
NZDV6	1	2	0	13 Oct
BASCI	12	3	2	13 Oct
BVN	0	2	0	13 Oct
NZDVN	0	2	0	13 Oct

## Creative Industries

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<input type="checkbox"/> Creative Industries	44	32	32	12	73%	73%
<input type="checkbox"/> MCP	2	2	2		100%	100%
<input type="checkbox"/> BPSA	25	22	22	3	88%	88%
<input type="checkbox"/> BDCA	17	8	8	9	47%	47%
<b>Total</b>	<b>44</b>	<b>32</b>	<b>32</b>	<b>12</b>	<b>73%</b>	<b>73%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
MCP	2 (13/07/25)	0	0	13 Oct
BPSA	9 (29/6/25)	13	3	13 Oct
BDCA	4 (29/6/25)	4	9	13 Oct

## Computing, Electrical and Applied Technology

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<input type="checkbox"/> Computing, Electrical and Applied Technology	78	64	60	14	82%	77%
<input type="checkbox"/> BAT	15	12	11	3	80%	73%
<input type="checkbox"/> BCS	28	27	27	1	96%	96%
<input type="checkbox"/> MAT	9	6	6	3	67%	67%
<input type="checkbox"/> NZCEP	8	6	4	2	75%	50%
<input type="checkbox"/> NZCIT	4	4	3		100%	75%
<input type="checkbox"/> NZDCS	7	2	2	5	29%	29%
<input type="checkbox"/> NZDIS	7	7	7		100%	100%
<b>Total</b>	<b>78</b>	<b>64</b>	<b>60</b>	<b>14</b>	<b>82%</b>	<b>77%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
NZDIS	5 (varied end dates: 4/5/25/ & 29/6/25)	2	0	13 Oct
NZCIT	2 (29/6/25)	1	1	13 Oct
BCS	10 (29/6/25)	16	1	13 Oct
NZDCS	0 (29/6/25)	2	5	13 Oct
MAT	1 (29/6/25)	5	3	13 Oct
NZCEP	1 (29/6/25)	3	4	13 Oct
BAT	0 ( 6/7/25)	11	4	20 Oct

## Building Construction

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<input type="checkbox"/> Building Construction	104	58	54	46	56%	52%
<input type="checkbox"/> NZDS	8	8	8		100%	100%
<input type="checkbox"/> NZDE	29	21	20	8	72%	69%
<input type="checkbox"/> BETMG	28	16	16	12	57%	57%
<input type="checkbox"/> BCONS	19	10	7	9	53%	37%
<input type="checkbox"/> NZDAR	9	3	3	6	33%	33%
<input type="checkbox"/> GDCPM	2			2		
<input type="checkbox"/> NZDCN	9			9		
<b>Total</b>	<b>104</b>	<b>58</b>	<b>54</b>	<b>46</b>	<b>56%</b>	<b>52%</b>

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted	Due date
NZDS	4 (29/6/25)	4	0	13 Oct
BETMG	9 (29/6/25)	7	12	13 Oct
NZDE	8 (29/6/25)	12	9	13 Oct
BCONS	1  (varied end dates: 24/4/25, 15/6/25 29/6/25,)	6	12	5101 13Jul 6104 13Jul 6907 13Jul 6817 7Sep 7203 7Sep 7418 7Sep 7905 7Sep 7906 7Sep 7908 7Sep 6008 13Oct 6811 13Oct 5812 13Oct
GDCPM	0 (15/6/25)	0	2	7Sep
NZDAR	(end dates: 24/4/25 x 3  29/6/25 x 6)	3	6 (29/6/25)	13Oct
NZDCN	0 (29/6/25)	0 (13 Oct)	9	13Oct

## Trades and Services

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
<b>Trades and Services</b>	<b>21</b>	<b>1</b>	<b>1</b>	<b>20</b>	<b>5%</b>	<b>5%</b>
<b>NZCCS</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>25%</b>	<b>25%</b>
CARP3101TP_1	1	1	1		100%	100%
CARP3001TP_1	1			1		
CARP3002TP_1	1			1		
CARP3102TP_1	1			1		
<b>NZCAE</b>	<b>4</b>			<b>4</b>		
APTE3101_1	1			1		
APTE3102_1	1			1		
APTE3105_1	1			1		
APTE3107_1	1			1		
<b>NZCM3</b>	<b>8</b>			<b>8</b>		
MECH3028TP_1	1			1		
MECH3029TP_1	1			1		
MECH3030TP_1	1			1		
MECH3031TP_1	1			1		
MECH3032TP_1	1			1		
MECH3033TP_1	1			1		
MECH3034TP_1	1			1		
MECH3046TP_1	1			1		
<b>NZCPW</b>	<b>5</b>			<b>5</b>		
CIBC3190_1	1			1		
CIBC3200_1	1			1		
CIBC3210_1	1			1		
CIBC3220_1	1			1		
CIBC3230_1	1			1		
<b>Total</b>	<b>21</b>	<b>1</b>	<b>1</b>	<b>20</b>	<b>5%</b>	<b>5%</b>

Programme	Completed within 4 weeks of course end date (29/6/25)	Completed within 3 months of course end date	Not submitted	Due date
<b>NZCCS</b>	0	1	3	13 Oct check
<b>NZCAE</b>	0	0	4	13 Oct check
<b>NZCM3</b>	0	0	8	13 Oct check
<b>NZCPW</b>	0		5	check

## Appendix 2 CEP Semester 2 completion rates by programme

CEPs should be completed within four weeks of the course end date and, to allow for extensions, a hard deadline was provided of 3 months after the course end date.

Overall completion rates by School:

School	CEP required	CEP started	CEP completed	Not start CEP	% CEP started	% CEP completed
☐ Creative Industries	34	34	34		100%	100%
☐ Healthcare and Social Practice	43	43	43		100%	100%
☐ Applied Business	67	66	66	1	99%	99%
☐ Architecture	40	38	37	2	95%	93%
☐ Bridgepoint and Community Studies	77	72	69	5	94%	90%
☐ Environmental and Animal Sciences	35	31	31	4	89%	89%
☐ Trades and Services	27	23	22	4	85%	81%
☐ Computing, Electrical and Applied Technology	72	58	57	14	81%	79%
☐ Building Construction	115	52	49	63	45%	43%
<b>Total</b>	<b>510</b>	<b>417</b>	<b>408</b>	<b>93</b>	<b>82%</b>	<b>80%</b>

### Environmental and Animal Sciences:

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted within 3 months of course end date ( <i>red font 1252/black font 1254</i> )
NZCA3	ANML3104TP ANML3102TP	ANML3101TP ANML3103TP ANML3105TP	
NZCA4	ANML4502TP ANML4505TP ANML4506TP ANML4902TP		
NZDV6	ANML5105TP ANML5106TP ANML5107TP		
BASCI	NSCI5702 NSCI6743 NSCI6749 NSCI7106 NSCI7736 NSCI5101	NSCI5731 NSCI6732 NSCI6738 NSCI6739 NSCI7104 NSCI6745 NSCI7105	<b>NSCI6741</b> NSCI5103 NSCI5735 NSCI6748 NSCI7107
BVN	NSCI6105	NSCI7109 NSCI7812	
NZDVN	NSCI6103 NSCI6102 NSCI6104		

### Computing, Electronic and Applied Technology

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )
NZDIS	HTCS5601 HTCS5603 HTCS5605 HTCS5602 HTCS5604		

	HTCS5606		
NZCIT	HTCS4601 HTCS4604		
BCS	ISCG6421 ISCG6426 ISCG7424	ISCG5400 ISCG5403 ISCG5420 ISCG5421 ISCG5423 ISCG5424 ISCG6407 ISCG6411 ISCG6414 ISCG6420 ISCG5430 ISCG7402 ISCG7404 ISCG7444 ISCG7407 ISCG7420 ISCG6403 ISCG7400 ISCG7413	ISCG7444 ISCG5401 ISCG6401 ISCG6402 ISCG6423 ISCG7427
NZDCS	HTCS6701 HTCS6706	HTCS6702	
NZCEP	ENCE3001 ENCE3003 ENCE3005		ENCE3006 ENCE3007 ENCE3002 ENCE3004 ENCE3006 ENCE3007 ENCE3008
MAT	COMP8828 COMP8829 COMP8833	COMP8801 COMP8827 COMP8831	COMP8811 COMP8812 COMP8832
BAT	APTE5502 APTE6201	APTE5101 APTE5102	APTE5201 APTE5203 APTE5504 APTE5507 APTE6103 APTE6104 APTE6507 APTE6509 APTE6511 APTE7105 APTE7502

## Building Construction

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )
NZDS		ENCE5206 ENCE5203 ENCE5214 ENCE5215	ENCE6212

		ENCE6208 ENCE6209	
BETMG	ENGGMG5034 ENGGMG6103 ENGGMG5009 ENGGMG6020	ENGGMG5006 ENGGMG5008 ENGGMG6109 ENGGMG5003	ENGG7101MG ENGGMG5018 ENGGMG5034 ENGGMG5107 ENGGMG6005 ENGGMG6012 ENGGMG6015 ENGGMG6046 ENGGMG6103 ENGGMG7005 ENGGMG7025 ENGGMG7110 ENGGMG7121(1) ENGGMG7121(2) ENGG7101MG ENGGMG5001 ENGGMG5002 ENGGMG5004 ENGGMG5005 ENGGMG5012 ENGGMG5032 ENGGMG5107 ENGGMG6005 ENGGMG6007 ENGGMG6012 ENGGMG6014 ENGGMG6019 ENGGMG6045 ENGGMG6046 ENGGMG6106 ENGGMG6118 ENGGMG7004
NZDE	ENGGDE4103 ENGGDE5207 ENGGDE5401 ENGGDE6401	ENGGDE4101 ENGGDE5209 ENGGDE5203 ENGGDE6205	ENGGDE4102(1) ENGGDE4102(2) ENGGDE5202 ENGGDE5208 ENGGDE6201 ENGGDE6203 ENGGDE6209 ENGGDE6409 ENGGDE4102 ENGGDE4401 ENGGDE4402 ENGGDE5201 ENGGDE5202 ENGGDE5204 ENGGDE5208 ENGGDE5402 ENGGDE6209 ENGGDE6409 ENGGDE6411 ENGGDE6421 ENGGDE5403

			ENGGDE5404 ENGGDE5423 ENGGDE6101 ENGGDE6102 ENGGDE6201 ENGGDE6202 ENGGDE6208
BCONS	CONS5818 CONS6812 CONS6007 CONS7204 CONS7515 CONS7821	CONS5016 CONS7817 CONS7820 CONS6201 CONS6401 CONS6906	CONS5101 CONS6104 CONS6811 CONS7203 CONS6102 CONS7404 CONS7822 CONS6402 CONS6202 CONS6201 CONS5504 CONS5103
GDCPM		CONS7200	CONS6100 CONS7200 CONS6100
NZDAR	CONS5707TP		CONS5002TP CONS5001TP1 CONS5002TP1 CONS5003TP1 CONS5004TP1 CONS5005TP1 CONS5706TP1 CONS5708TP1 CONS6001TP1 CONS6704TP1 CONS6705TP1 CONS6706TP1
NZDCN		CONS5108TP1 CONS5001TP2 CONS5002TP2	CONS5007TP CONS5108TP CONS5508TP CONS5509TP CONS6002TP CONS6003TP CONS6004TP CONS5003TP2 CONS5004TP2 CONS5005TP2 CONS5006TP2 CONS5007TP1 CONS5509TP1 CONS6001TP0 CONS6105TP1 CONS6106TP1 CONS6107TP1 CONS6505TP1 CONS6506TP1 CONS6507TP1

## Trades and Services

Programme	Completed within 4 weeks of course end date	Completed within 3 months of course end date	Not submitted within 3 months by final deadline ( <i>red font 1252/black font 1254</i> )
NZCAE	APTE3103 APTE3104 APTE3106 APTE3108		APTE3101 APTE3102 APTE3105 APTE3107
NZCSS	CARP3103TP CARP3104TP CARP3105TP CARP3106TP		
NZCM3	MECH3028TP MECH3029TP MECH3030TP MECH3031TP MECH3032TP MECH3034TP MECH3046TP		MECH3028TP MECH3029TP MECH3030TP MECH3031TP MECH3032TP MECH3033TP MECH3046TP MECH3033TP
NZCPW	CIBC3190 CIBC3200 CIBC3210 CIBC3220 CIBC3230		
NZCG4	CIBC4156 CIBC4157		

## Applied Business

Programme	Completed within 4 wks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )
NZDBS	BSNS5003TP BSNS5004TP BSNS5001TP BSNS5002TP BSNS5401TP BSNS5402TP BSNS5403TP BSNS5404TP ACCY5101TP ACCY5102TP ACCY5103TP ACCY5104TP		
MPACC	ACTY8105	ACTY8101 ACTY8102 ACTY8103 ACTY8104 ACTY8106 ACTY8107 ACTY8108 ACTY8109 ACTY9045	
MAB	BSNS8000 BSNS8001 BSNS8003	BSNS8002 BSNS8040 BSNS8042	

	BSNS8004 BSNS8010 BSNS8011 BSNS8020 BSNS8012 BSNS8030 BSNS8031 BSNS8041 BSNS8050 BSNS8051 BSNS8052 BSNS9000 COMP8811		
BBS	BSNS6100 BSNS6350 BSNS6372 BSNS7030 BSNS7162 BSNS7340 BSNS7575 BSNS7350 BSNS6352 BSNS6363 BSNS7474	BSNS7100 BSNS6342 BSNS6442	
GDBUS			BSNS7015
BACC	ACCY5105TPB ACCY5106TPB ACCY6102TPB ACCY6104TPB ACCY6106TPB ACCY6107TPB ACCY6108TPB ACCY7101TPB ACCY7102TPB ACCY7104TPB	ACCY6105	ACCY7103TPB

### Bridgepoint & Community Studies

Programme	Completed within 4 wks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )	Due date (4 wks after course end date)
NCEA3	EAPL3150 EAPL3151			
NZCE3	EAPL3154 EAPL3155			
NZCE4	EAPL4181 EAPL4182 EAPL4183 EAPL4184			
NZCE5	EAPL5151 EAPL5152 EAPL5153 EAPL5154			
BTEC	EDUC6002 EDUC5000 EDUC5005 EDUC6003	EDUC5003 EDUC5006 EDUC5007 EDUC7001	EDUC7005	

	EDUC7003 EDUC7007	EDUC5001 EDUC5002 EDUC5004 EDUC6005 EDUC6007		
NZCSC	FSTU2910 FSTU3910 FSTU3912 FSTU3925 FSTU3928 FSTU3931	FSTU3914 FSTU3921 FSTU3922 FSTU3940 FSTU3902 FSTU3913 FSTU3933 FSTU3943		
NZDSR	SPOR5100 SPOR5102 SPOR5103 SPOR5108	SPOR5106		
NZCE5	EAPL5151 EAPL5152 EAPL5153 EAPL5154			
NZCSP	BECI4301 BEBP4201 BECI4102 BECI4803 BECI4901 BEHC4403 BPEC4004 BPED4005 BPED4006 BPED4007	BEBP4203 BECI4101 BPED4002 BPED4008 BPED4010 BPED4011 BPED4003	BECS4704 BPED4009 BPED4001	
NZCX				16/03/26 SPOR4001TP SPOR4002TP SPOR4003TP SPOR4004TP
NZCSS	BPED1101 BPED1102 BPED1103 BPED1104			

## Creative Industries

Programme	Completed within 4 wks of course end date	Completed within 3 months of course end date	Not submitted
BPSA	PASA5214 PASA5218 PASA5224 PASA5228 PASA5302 PASA5312 PASA5903 PASA6212 PASA6216 PASA6222 PASA6226	PASA6902 PASA7902 PASA6254	

	PASA6254 PASA6304 PASA6334 PASA6344 PASA6902 PASA7214 PASA7304 PASA7902		
BDCA	DCAD5001 DCAD5002 DCAD5202 DCAD6004 DCAD6404 DCAD7104	DCAD5101 DCAD5201 DCAD6003 DCAD5403 DCAD6103 DCAD6304	DCAD5203 DCAD5301

## Architecture

Programme	Completed within 4 wks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )
MARCP	ARCH8618	ARCH8122 ARCH8624 ARCH8629	ARCH8311
NZDI6	CIAR6503 CIAR6505	CIAR6502 CIAR6507	
BLA		LAND6013 LAND6115 LAND7226 LAND5050 LAND7401	LAND6012 LAND6234 LAND7334
BAS	ARCH5112 ARCH6412	ARCH6112 ARCH6411 ARCH7111 ARCH7411 ARCH7511 ARCH7621 ARCH7627 ARCH7629 ARCH5311	ARCH6312 ARCH6618
NZDI5	CIAR5501	CIAR5504 CIAR5507 CIAR5505	
NZDL /LA	HORT5406TP	LAND5215 HORT6506TP LAND413 HORT5407 HORT5408 LAND4114	

## Health & Social Practice

Programme	Completed within 4 wks of course end date	Completed within 3 months of course end date	Not submitted within 3 months ( <i>red font 1252/black font 1254</i> )
NZCHW	HCSP4402 HCSP4405	HCSP4401 HCSP4406	

	HCSP4403 HCSP4404 HCSP4407		
BHSMI		HEAL6255 HEAL7173 HEAL5254 HEAL5255 HEAL5256 HEAL5421	
BSP	CSTU5164 CSTU5167 CSTU5168 CSTU5170 CSTU6233 CSTU6237 CSTU6238 CSTU7917 CSTU7923 CSTU7926		CSTU6231 CSTU7242 CSTU7914
BNURS	HCBN5103 HCBN5104 HCBN5105 HCBN5107 HCBN5108 HCBN6106 HCBN7105 HCBN5101 HCBN5102	HCBN6102 HCBN7101 HCBN7102 HCBN7103 HCBN7104 HCBN6101 HCBN5106 HCBN6107	





**Memo to:** Academic Committee

**From:** Simon Tries, Chair, Academic Quality Committee

**Subject:** Programme Committee membership

**Classification:** In-Confidence

**Date:** 29 April 2026

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### **Recommendation**

That the Academic Committee approve the Programme Committee lists as presented.

### **Commentary**

At its most recent hui the Academic Quality Committee reviewed the membership of Programme Committees (Programme Academic Quality Committees at Unitec site and Programme Committees at MIT site). Following discussion with two committees regarding the use of co-chairs, the Chairs and members have now been finalised, though they remain subject to change.

### **Attachments**

2026 PAQC Membership (Unitec site)  
2026 PC Membership (MIT site)

School	PAQC	Programmes	Chair/s	Deputy Chair	Secretary	Members
Applied Business	Applied Business	BBS, GDBS	Nick Kearns	Liz Rainsbury	Jean Simpson	Nick Kearns (Chair)
		BACC, GDPA, GCPA				Kerry Kirkland (HoS)
		MPACC, MAB, PDAB, PGCAB				Malama Salfoloi (APM)
		NZDBS				Antoinette Wessels (APM)
						Liz Rainsbury (APM)
						Saman Bandara (Senior Academic Staff)
						Gayani Hewagama (Senior Academic Staff)
						Craig Robertson (Senior Academic Staff)
						John MacFarlane (External Senior Academic member)
						TBC (Additional Co-opted members)
Architecture	Architecture	BAS, MARCP	Yusef Patel	TBC	Julia Gu	Yusef Patel (Chair/APM)
						Peter McPherson (HoS)
						Annabel Pretty (Senior Academic Staff)
						Christoph Schnoor (Senior Academic Staff)
						TBC (Senior Academic Staff)
	Landscape and Interior Design	NZCLD, BLA, MARCH, MLA	Sue Wake	Matthew Bradbury (TBC)	Julia Gu	Sue Wake (Chair, Senior Academic Staff)
		NZDI5, NZDI6				Matthew Bradbury (Deputy Chair - TBC, Senior Academic Staff)
		NZDLA				Peter McPherson (HoS)
						Yusef Patel (APM)
						Sue Hudson (Senior Academic Staff - DL)
Bridgepoint	Bridgepoint and Community Studies	NZCE3, NCEA3, NZCE4, NZCE5,	Galina Steblestsova		Fiona Riches	Galina Steblestsova (Chair)
		NZCLT, MCLIC, MCLIT, BTECE/BTEC,				Sue Emerson (HoS)
		BHSD, BSPT, NZCCO, NZCEX, NZCSR,				Dave Hicks (APM)
		NZDSR, BASHB, MOST, NZCSL/NZCSS,				Sally Conway (APM)
		NZCSC, NZCSP, NZCEO, NZCX				Sue Tulett (APM)
						Rob Gambolati (CC)
						Clare Goodwin (CC)
						Angelina Wright (CC)
						Andrew Lenton (CC)
						Rotating positions (1 semester duration) – Staff member from: Language Studies; Bridging Education
Building Construction & Engineering	Building and Construction	BCONS	Paul Jeurissen (Acting)	Kamuka Pati	Erika Morrin	Paul Jeurissen (HoS)
		GDCPM, NZDAR, NZDCN				Kamuka Pati (APM)
						Sue Palfreyman (APM)
						Linda Kestle (Senior Academic Staff)
						Roger Birchmore (Senior Academic Staff)
						Malachy McGarrigle (Senior Academic Staff)
						Ronnie Matafeo (Senior Academic Staff)
						Richard Eriksen (Senior Academic Staff)
						Michael Grey (Senior Academic Staff)
						Arbin Prasad (UPC) (External Senior Academic member)

Ex-officio  
Non voting: Non voting attendees; TKK staff  
TBC

Builc					TBC (Additional Co-opted members)	
					Manjula Kambalapuram (Specialist)	
Engineering and Applied Technology	Engineering	BETMG, NZDS, NZDE	Wayne Holmes	Paul Jeurissen	Erika Morrin	Wayne Holmes (Chair)
						Paul Jeurissen (HoS)
						Hugh Wilson (APM-BETMG Civil, NZDE (Civil) / NZDS)
						Mirjana Bogosanovic (APM-BETMG Elec, NZDE (Electrical))
						Kambiz Borna (PC-NZDS - Senior Academic Staff)
						Edward Chai (PC-BETMG Civil - Senior Academic Staff)
						Momen Bahadornjad (PC-NZDE-Elec - Senior Academic Staff)
						Intan Bhari (PC-NZDE-Civil - Senior Academic Staff)
						Afjalur Rahman (External Senior Academic member)
						David Phillips (non-voting members)
						Anthony Lai (non-voting members )
						Riza Aguilar (Specialist)
		Computing and Electrical Engineering	Computing	BCS, GDCOMP, MAT,PGCAT,PGDAT, DCOMP	Gerard Lovell	Maryam Erfanian
NZCIT, NZDIS						Gerard Lovell (Chair)
NZDCS(L6)						Susan Bennett (HoS)
MCOMP,PGDCG(Taught out)						Hamid Sharifzadeh(APM - Degree & Post-degree)
						Bashar Barmada (APM - Certificate and Diplomas )
						Lei Song (Senior Academic Staff)
						Maryam Erfanian (Senior Academic Staff)
						TBC (Student Rep)
						TBC (External Senior Academic member)
						TBC (Additional Co-opted members)
Elec and Applied Tech	BAT, NZCEP, NZAET		Anura Bakmeediniya	TBC	Kaberi Mittra	Riza Aguilar (Specialist)
						Kaberi Mittra
						Anura Bakmeediniya
						Susan Bennett (HoS)
						Mirjana Bogosanovic (APM)
						Niranjn Singh (BAT - Senior Academic Staff)
						Glenn Nicholson (NZAE - Senior Academic Staff)
						Suresh Palapati (NZCEP - Senior Academic Staff)
						Jone Tawaketini (BAT - Senior Academic Staff)
						Roman Kudin (BAT - Senior Academic Staff)
Creative Industries	Creative Industry	BDCA, MCP, PGDCP, PGCCP	Leon Tan	Rebecca Wood	Chie Riddering	Leon Tan (Chair)
		BPSA, GDDDES				Vanessa Byrnes (HoS)
		BCE (taught out)				Peeti Lamwilai (APM)
		MDES (taught out)				Michael North (APM)
						Richard Fahey (Discipline Leader-CA - Senior Academic Staff)
						Jonty Valentine (Discipline Leader-Design - Senior Academic Staff)
						Larry Justice (Discipline Leader-Screen - Senior Academic Staff)
						Becca Wood (Discipline Leader-PGRD - Senior Academic Staff)
						Katie Burton (Discipline Leader-Dance - Senior Academic Staff)
						Sam Snedden (Acting Discipline Leader-Acting - Senior Academic Staff)
						Rosario Iguin (External Senior Academic member)
						TBC (Additional Co-opted members)
		Science	sciences	BASCI, BVN, NZDV6	Glenn Aguilar	Lorne Roberts
MASCI, PGDAS, PGCAS						Chie Riddering
NZCA3; NZCA4						Glenn Aguilar (Chair)
						Laura Harvey (HoS)
						Lorne Roberts (APM)
				Robyn Gear (APM)		
				Lauren Prior (PC - NZDV6)		
				Jo Thorne (PC - NZCA4)		



Unitec Pathways College	UPC, Maia, TPMC	TPMC (MCHMD, MCAIS, MCAWS)			Dila Beisebayeva (HoS-NZIST)
		MAIA(GMLC,MCTOP,MCTOM,MCTUT)			Chris King (Senior Leadership)
					Leanne Kapoor (APM-UPC)
					Veraneeca Taiapa (APM-Maia)
					Kakala Vainikolo (APM-TPMC)
					Hohepa Renata (Senior Academic Staff)
					TBC (External Senior Academic member)
					TBC (Additional Co-opted members)
					NA (Student rep)
					Manjula Kambalapuram (Specialist)
					Tia Caffrey

## Programme Committee Membership 2026

Automotive Technologies Programme Committee .....	2
Building, Civil Construction and Horticulture Programme Committee.....	3
Business Programme Committee .....	4
Digital Technologies Programme Committee.....	5
Education Programme Committee.....	6
Electrical Programme Committee .....	7
English Language Programme Committee .....	8
General Engineering Programme Committee .....	9
Health and Counselling Programme Committee .....	10
Hospitality, Tourism and Service Industries Programme Committee.....	11
Logistics Programme Committee .....	12
New Zealand Domestic Maritime Programme Committee .....	13
New Zealand Foreign Going Maritime Programme Committee.....	14
Nursing Programme Committee .....	15
Pacific and Te Reo Language Programme Committee .....	16
Plumbing, Gasfitting, Drainlaying, Refrigeration and Air Conditioning Programme Committee .....	17
Professional Engineering Programme Committee .....	18
Social Work Programme Committee .....	19
Sport Programme Committee .....	20
School of Secondary Tertiary Studies (SSTS) Programme Committee.....	21

## Automotive Technologies Programme Committee

Programmes NZ3097 NZC in Automotive Technology (L3)

Training schemes and other MN0608 Trades Academy (L2) courses, including:  
201.242 - Auto Eng (L2)  
MN0610 Trades Academy (L3) courses, including:  
201.330 Auto Eng (L3)  
MITO courses

Positions	Name	Term of Office
Head of School	Mike Frankle	ex-officio
Academic Lead (Quality)	Adam Wigg	ex-officio
Academic Lead (Curriculum)	Jay Kumar	ex-officio
	Trevor Williams & Thomas Cloete	ex-officio
Academic Lead (Students)	Adam Wigg	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Bob Morton	2 years
	Joshua Santoso	2 years

Chair Bob Morton  
Secretary Sonjia Ristic

## Building, Civil Construction and Horticulture Programme Committee

Programmes

- NZ2738 NZC in Carpentry (L4)
- NZ4237 New Zealand Certificate in Construction Trades Supervision (Level 5) (with strands on Commercial Construction, Constructions Related Manufacturing, Construction Related Trades, Residential Building)
- NZ2834 NZC in Construction Trade Skills (L3) (with strands in Carpentry, and Allied Trades)
- NZ3845 NZC in Building, Construction & Allied Trade Skills (L3) (with Foundation Programme Committee)

### Training schemes and other

MN0608 Trades Academy (L2) courses, including:

- 212.223 - Building (Full Year)
- 212.219 - Carpentry (Half Year)
- 212.220 - Building and Landscape (Full Year)

MN0610 Trades Academy (L3) courses, including:

- 211.328 - Construction (Undertake a Stage 3 BCATS project)
- 211.336 - Construction (Working in a BCATS Environment)
- 211.334 - Building and Landscape

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Academic Lead (Quality)	Nicholas Ali	ex-officio
Academic Lead (Curriculum)	John Whaanga (Pre-Trade)	ex-officio
	Rod Alley (IWL & Apprentices)	
	Bjorn Van Eunen (Trades Academy)	ex-officio
Academic Lead (Students)	Rod Alley	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Juran Griffith	2 years
	Scott Carragher	2 years

Chair                      Bjorn Van Eunen  
 Secretary                Sonjia Ristic



## Digital Technologies Programme Committee

Programmes            NZ2594 NZ Cert in IT Essentials L4  
                               NZ2595 NZ Cert in Information Technology  
                               L5  
                               NZ2596 NZ Dip in IT Technical Support L5  
                               MN4563 BDT L7

<b>Positions</b>	<b>Name</b>	<b>Term of Office</b>
Head of School	Alaa Aljanaby	ex-officio
Academic Lead (Quality)	Alaa Aljanaby (Acting)	ex-officio
Academic Lead (Curriculum)	David McCurdy	ex-officio
Academic Lead (Students)	David McCurdy	ex-officio
Academic Lead (Research)	Ahmad Wedyan	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programmes	Garry Singh	2 years
	Samah Ridha	2 years
	Zainal Shah	2 years
	Zarrar Javaid	2 years
	Tanveer Singh	2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Fred Ling	ex-officio

Chair                    David McCurdy

Secretary             Uma Moodley



## Electrical Programme Committee

### Programmes

NZ4316 New Zealand Certificate in Electrical Pre-Trade (Level 3)

#### Training schemes and other:

MN0608 Trades Academy (L2) courses, including:

521.215 – Electrical

MN0610 Trades Academy (L3) courses, including:

203.317 – Electrical

MN1012 Skills ITO Contracted Courses

MN0534 MIT Certificates of Achievement in Electrical Service Technician

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Academic Lead (Quality)	Monica Kershaw	ex-officio
Academic Lead (Curriculum) & Academic Lead (Students)	Dan Stewart	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Jacob Blackwell	2 years
	John Brothers	2 years
	Derick Winter	2 years

Chair

Monica Kershaw

Secretary

Emily Puni

## English and ILN Language Programme Committee

Programmes	NZ1881 NZC in English Language (L2)
	NZ1882 NZC in English Language (General) (L3)
	NZ1883 NZC in English Language (Academic) (L4)
	NZ3667 NZC in English Language (L3) (Applied)
Training schemes and other	MN1013 Training Schemes for International Students
	MN1013 ESOL – Technical and Further Education
	CF2862 NZC in Foundation Skills (L2) (Trade Start Construction)

Positions	Name	Term of Office
Head of School & Academic Lead (Curriculum)	Sandi Eickhoff	<i>ex-officio</i>
Academic Lead (Quality - NZCEL)	Alages Andre	<i>ex-officio</i>
Academic Lead (Students)	Susan Lotoa	<i>ex-officio</i>
Academic Lead (Technology)	Rebecca Ho	
Academic Lead (Quality Serco and Non-Base)	Sharyn Hay	
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Alan Culhane	2 years
	Sophia Khan	2 years
	Vanessa Lewis	2 years
	John Farrar	2 years

Co-Chairs	Matthew Carter
Secretary	Marilyn Turner

## General Engineering Programme Committee

### Programmes

NZ2715 NZC in Mechanical Engineering (L3)

NZ2716 NZC in Mechanical Engineering (Advanced) (L5)

### Training schemes and other

WB2714 New Zealand Apprenticeship in Mechanical Engineering (Trade) (Level 4)

WB2717 New Zealand Certificate in Mechanical Building Services (Trade) (Level 4)

WB2719 New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)

MN1023 Mechanical and Civil Technical and Further Education

MN0610 Trades Academy (L3) courses

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Academic Lead (Quality)	Nicholas Ali	ex-officio
Academic Lead (Curriculum)	Munilesh Naidu	ex-officio
Academic Lead (Student)	Matthias ( <i>Elvis</i> ) Moodley	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Allister Villiers	2 years
	Elvis Moodley	2 years
	John Ford	2 years
	Peter Walker	2 years
	Eugene Scharneck	2 years
	Gino Scharneck	2 years

Chair: Dan Stewart

Secretary: Emily Puni

## Health and Counselling Programme Committee

### Programmes:

MN4558 Bachelor of Applied Counselling

NZ4410 NZD In Pharmacy (Pharmacy Technician- Specialist) (L6) NZ2470 NZC in Health & Wellbeing (L3)

NZ2992 NZC in Health and Wellbeing (Social and Community Services) (L4) NZ2860-05 NZC in Study and Career Preparation (L4)

NZ2863-05 NZC in Study and Career Preparation(L3) NZ1865 NZC in Public Health and Health Promotion (L5)

### Training schemes and other:

MN1015 Health Promotions

Positions	Name	Term of Office
Head of School	Radhika Kumar	ex-officio
Academic Lead (Quality)	Wilbyn Mitchell	ex-officio
Academic Lead (Curriculum)	Navjot Kaur	ex-officio
Academic Lead (Student Journey/Experience)	Dayna Edwards	ex-officio
Academic Lead (Research)	Kaberi Rajendra	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Jacqueline Chang (NZ2863)	2 Years
	Fiona McDonald and Paula Ferguson (NZ4410)	2 Years
	Kaberi Rajendra (NZ2992)	2 years
	Wilbyn Mitchell and Melanie Grey (MN4558)	Interim Member
	Junina Savili (Clinical and Operations)	
Academic Lead (Research) (for degree and postgraduate programme committees)	Kaberi Rajendra	ex-officio
A member of the library staff (optional for degree and postgraduate programme committees)	Iva Matagi	ex-officio
Clinical and Operations Lead	Junina Savili	Ex-officio

Chair

Elda Bloem

Secretary

Danielle Moeau

## Hospitality, Tourism and Service Industries Programme Committee

### Programmes:

NZ2411 NZC in Hairdressing (Salon Support) (L3)  
 NZ2412 NZC in Hairdressing (Emerging Stylist) (L4)  
 NZ2413 NZC in Hairdressing (Professional Stylist) (L4)  
 NZ2671 NZC in Floristry (L2)  
 NZ2672 NZC in Floristry (L3)  
 NZ2673 NZC in Floristry (L4)  
 MN4550 International Dip in Baking (L5) (with NZ1842 and NZ1844)  
 MN4551 International Dip in Cookery (L5) (with NZ2101 and NZ2102)  
 NZ1841 NZC in Baking (L3)  
 NZ1842 NZC in Baking (Generalist) (L4)  
 NZ2100 NZC in Cookery (L3) NZ2101 NZC in Cookery (L4)  
 NZ2102 NZD in Cookery (Advanced) (L5) NZ2104 NZC in Food & Beverage Service (L3)  
 NZ2105 NZC in Food & Beverage Service (L4)  
 NZ2108 NZC in Hospitality (L2)

### Training schemes and other:

MN0608 Trades Academy (L2) courses, including:  
 891.219 - Hairdressing 1  
 891.220 - Hairdressing 2  
 451.211 - Hospitality (Art of Coffee)  
 451.203 - Hospitality (Basic Cky Skills)  
 451.204 - Hospitality (Kitch Hygiene)  
 MN0610 Trades Academy (L3) courses, including:  
 451.311 - Café Culture  
 451.305 - Hospitality (Pasta Partners)  
 451.306 - Hospitality (Intro to Baking) MN4571 Sale and Supply of Liquor MN1010 Short courses  
 MNCONT Contract courses  
 451.212 - Hospitality (Food & Bev Service)  
 441.215 - Working in Tourism  
 441.216 - Tourism in NZ  
 441.217 - The Business of Tourism  
 473.307 - Hospitality (Competition)  
 473.312 - Hospitality (Gourmet Sandwiches)  
 MN0571 Certificate in Achievement in Schools, Trades Academy Curriculum Alignment, Star hospitality

Positions	Name	Term of Office
Head of School	Craig Lucas	<i>ex-officio</i>
Academic Lead (Quality)	Fabio Olgiatei ( <i>Hospitality</i> )	<i>ex-officio</i>
	Lisa Gilmour ( <i>Hair &amp; Floristry</i> )	<i>ex-officio</i>
Academic Lead (Curriculum)	Sonia Baker-Johnston	<i>ex-officio</i>
Academic Lead (Students)	Frank Brough	<i>ex-officio</i>
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	George Win (Deputy Chair)	2 years
	Brian Wallace/Yujin Han (share cookery discipline)	2 years
	Peter Rood	2 years
	Sandra Pearce	2 years

Chair                                      Quaanita Barthis  
 Secretary                                 Ruth Luteru

## Logistics Programme Committee

### Programmes

MN4547 Graduate Diploma in Supply Chain and Shipping Management (L7)

NZ2811 NZC in Supply Chain Management (L5)

NZ2914 NZC in International Freight Logistics (L4)

NZ2915 NZD in International Freight Logistics (Freight Forwarding) (L5)

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality) & Academic Lead (Research)	Tom Qi	ex-officio
Academic Lead (Curriculum)	Sandra Pearce	ex-officio
Academic Lead (Students)	<del>Joint between Louise Deehan-Owen and Steve Crockett</del> TBC	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	David Hope	3 years
	Sandra Pearce	3 years
	Susan Diao	3 years
	Mark O'Connor	3 years
	Malcolm Brown	3 years
	Nicola Pretty (Deputy Chair)	3 years
A member of the library staff (optional for degree and postgraduate programme committees)	Fred Ling	

Chair

Malcolm Brown

Secretary

Alla Bolgova / Dora Pouloupoulos

## New Zealand Domestic Maritime Programme Committee

### Programmes

NZ2505 NZC in Domestic Maritime Operations (Restricted Limits) (L4)

NZ2506 NZC in Maritime Crewing (L3)

NZ2509 NZC in Marine Engineering Class 6 (L4)

NZ4321 NZC in Marine Engineering Class 5 (L5)

NZ2512 NZC in Maritime Operations (L5)

NZ2513 NZC in Maritime Operations (L4)

NZ2516 NZD in Yacht Operations with strand in Master Yacht (L6)

NZ2892 New Zealand Certificate in Domestic Maritime Operations  
(Coastal and Offshore) (Level 5) Skipper Coastal and Offshore (SCO)

NZ2895 NZ Certificate in Domestic Maritime Crewing (L3) (QDC)

### Training Schemes and Others MN1008

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality) & Academic Lead (Research)	Tom Qi	ex-officio
Academic Lead (Curriculum)	Louise Deehan-Owen	ex-officio
Academic Lead (Students)	<del>Joint between Louise Deehan-Owen and Steve Crockett</del>	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Stephen Crockett	3 years
	Daniel Tudman	3 years
	Jonathan Benett	
	Louise Deehan-Owen	3 years
	David Wardle	

Chair

Stephen Crockett

Secretary

Alla Bolgova/Dora Pouloupoulos

## New Zealand Foreign Going Maritime Programme Committee

Programmes	MN3832 Diploma in Foreign Going Master or Chief (L 7) Marine Engineer Class 2 NZ2511 NZC in Crewing (L4) NZ2514 NZD in Marine Engineering / Marine Engineer Class 3 (L6) NZ2515 NZD in Nautical Science (L6) NZ2894 NZD in Marine Electro Technology (L6) <del>MN4183 Masters Chiefs Foreign Going</del>
Training schemes and other	MN1008 Short courses Maritime Technical and Further Education

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality) & Academic Lead (Research)	Tom Qi	ex-officio
Academic Lead (Curriculum)	Kees Buckens (Deputy Chair)	ex-officio
Academic Lead (Students)	<del>Joint between Louise Deehan-Owen and Steve Crockett</del>	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Ajaz Ahmad	3 years
	Dan Boyle	3 years
	Kees Buckens	3 years
	Musharraf Iqbal	3 years
	Wayne turner	
	Tom Qi	3 years
	Roy Fernandes	3 years
	<del>David Wardle</del>	
Pavan Mehta		

Chair Robert Shaw  
Secretary Alla Bolgova/Dora Pouloupoulos

## Nursing Programme Committee

### Programmes:

MN4457 Bachelor of Nursing

MN4512 Bachelor of Nursing Pacific

MN4066 Te Tohu Paetahi Tikanga Rangatira aa-Tapuhi Bachelor of Nursing Maaori

NZ2889 NZD in Enrolled Nursing (L5)

### Training schemes and other:

MN0610 Trades Academy (L3) courses, including:

726.302 Nursing, Health and Counselling

756.300 Youth Care

Positions	Name	Term of Office
Head of School	Deborah Rowe	ex-officio
Academic Lead (Quality)	Sheona Watson / Viv McNair	ex-officio
Academic Lead (Curriculum)	Hayley Danford	ex-officio
Academic Lead (Student Journey)	Anne Sinclair	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	BN Yr 1 Joan Mackie (proxy Nileshni Singh)	2 years
	BN Yr 2 Omana Thomas (proxy Premila Kumar)	2 years
	DEN Amy Waters (proxy Sue Gemmell/Val Scott)	2 years
	BN Yr3 Linda Jackson (Need proxy)	2 years
	BNM Kelly Bullivant (proxy Theresa Sharp)	2 years
	BNP Josephine Sasa (proxy Stephanie Tiseli)	2 years
Clinical Lead	Jane Kelly (proxy Sue Lawrence)	2 years
Representatives from other Schools, programmes and training schemes which make a major teaching contribution to the programme/s and training scheme/s	Jackie Reid (CMH) Hayden Erick (TTT)	2 years
Academic Lead (Research) (for degree and postgraduate programme committees)	Maia Topp (proxies Sheona Watson and Viv McNair)	ex-officio
A member of the library staff (optional for degree and postgraduate programme committees)	Iva Matagi	ex-officio

Chair

Maia Topp

Secretary

Bobbie Tuima (backup Kristine Hoang)





## Professional Engineering Programme Committee

Programmes

NZ2863 New Zealand Certificate in Study and Employment Pathways (Level 3)

NZ2612 New Zealand Diploma in Engineering (Level 6)

MN4331 Bachelor of Engineering Technology (Level 7)

MN4559 Graduate Diploma in Engineering (Level 7)

Positions	Name	Term of Office
Head of School	Paul Jeurissen	ex-officio
Academic Lead (Quality) Academic Lead (Research) (for degree and postgraduate programme committees)	Shamzin Yazadani	ex-officio
Academic Lead (Curriculum) & Academic Lead (Students)	Samson Mudapakati (Electrical, Pre-diploma & Mechanical), Nick Kusari (Civil) Cornelis Kok (Students)	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Pieter Nieuwoudt Waseem Soomro	2 years 2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Not applicable	

Chair

Cornelis Kok

Secretary

Sabbath Foai

## Social Work Programme Committee

Programmes MN3471 Bachelor of Applied Social Work  
 MN4546 Graduate Certificate in Cross Cultural Supervision  
 NZ2860-08 NZC in Career Preparation - Ed & Social Sciences

Training schemes and other MN0618 Transition to Management (L6)

Positions	Name	Term of Office
Head of School	Kylie Smith	ex-officio
Academic Lead (Quality)	Dennis Sanga	ex-officio
Academic Lead (Curriculum)	Lois Naera	ex-officio
Academic Lead (Students) & Academic Lead (Research)	Melanie Wong	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Fuatino Taliaoa	2 years
	Rebecca Crosby	2 years
	Eva Dick	2 years
	Lydia Teatao	2 years
	Fololi Lologa-Iosua	2 years
	Moerangi Potiki	2 years
	Amanda Meinhardt	2 years
	Jenna Wyllie	2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Diana McMahon-Reid	ex-officio
A member of the Equity and Access Team responsible for Social Work	Afshana Ali	2 years

Chair Lydia Teatao  
 Secretary Tauasili Anesi

## Sport Programme Committee

Programmes

- MN4560 Bachelor of Sport and Exercise Science
- NZ2863-03 NZC in Study & Career Preparation (L3) (Ed & Social Work)
- NZ2863-06 NZC in Study & Career Preparation (L3) (Police Studies)
- NZ3563 NZC in Exercise (L4)
- NZ3627 NZD in Sport, Recreation & Exercise (Multi-sector) (L5)
- NZ3628 NZD in Sport, Recreation and Exercise (Multi-sector) (L6)

Training schemes and other

- CoA in MIT Sport Studies, Schools' Partnership Programme
- MN0610 Trades Academy (L3) courses, including: 161.330 - Study & Career Preparation (Police Studies)

Positions	Name	Term of Office
Head of School	Sue Emerson	ex-officio
Academic Lead (Research) (for degree and postgraduate programme committees)	Dr. Mihi Nemani	ex-officio
Academic Lead (Quality)	Dr. Chloe McKenzie	ex-officio
Academic Lead (Curriculum)	Lee-Ann Frandi	ex-officio
Academic Lead (Students)	Luke Adams	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Sarah Fanuatanu	2 years
	Marina Smith	2 years
	Kevin Toto	2 years
A member of the library staff (optional for degree and postgraduate programme committees)		ex-officio

Chair                      Jozef Fleming  
 Secretary                Tausili Anesi

## School of Secondary Tertiary Studies (SSTS) Programme Committee

Training schemes and other MN0624 Trades Academy SSTS (L1)

MN0625 Trades Academy SSTS (L3)

MN0616 Trades Academy SSTS Visual Arts (L2)

Positions	Name	Term of Office
Head of School	Simon Nash	ex-officio
Principal	Toe Pune	ex-officio
Academic Lead (Quality) & Academic Lead (Student) Academic Lead (Students)	Vimla Sewpershad	ex-officio
	Toe Pune	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Nathan Suniula	2 years

Chair

Vimla Sewpershad

Secretary

Lyn Newton

# Standard Operating Procedures

## Academic Approvals Standing Sub-Committee

Document Control

Item	Detail
Version	1.0 (Draft) 29/04/2026
Approval authority	Academic Committee
Policy owner	Deputy Chief Executive Academic
Procedure owner	General Manager Academic Services
Contact person	General Manager Academic Services
Date of next review	June 2027

### 1. Purpose and Scope

The purpose of this Standard Operating Procedure (SOP) is to define how the **Academic Approvals Standing Sub-Committee** (the Sub-Committee) operates in practice when exercising delegated authority from the **Academic Approvals Committee (AAC)**.

This SOP applies to the Sub-Committee's consideration and approval of **low-risk academic matters** within its approved scope of delegation, and governs:

- meeting processes;
- application review procedures;
- decision-making and quorum;
- reporting and escalation requirements; and
- roles and responsibilities supporting the Sub-Committee's work.

This SOP must be read in conjunction with:

- the Academic Approvals Committee SOP;
- the Sub-Committee Terms of Reference; and
- relevant academic policies, NZQA Rules, and MIT&Unitec Standing Orders.

### 2. Principles

The Sub-Committee operates according to the following principles:

- **Delegated authority** – all decisions are made under delegation from AAC, which retains ultimate responsibility and oversight.
- **Risk-based decision making** – only low-risk matters within scope are considered.

- **Regulatory compliance** – all decisions must meet NZQA, professional, and internal academic requirements.
- **Efficiency and consistency** – approvals are processed in a timely, standardised manner to support institutional agility.
- **Transparency and accountability** – decisions are fully documented and reported to AAC.

### 3. Matters Within Scope

The Sub-Committee may consider and approve:

- NZQA **Type 1 changes** to accredited programmes **where**:
  - programme outcomes, graduate profiles, and credit values are unchanged; and
  - changes fall clearly within AAC-approved delegation.
- Amendments to **existing Short Courses**, including non-credit bearing offerings.
- Minor changes to **assessment**, where:
  - learning outcomes and graduate profile alignment is maintained;
  - NZQA assessment and moderation requirements continue to be met; and
  - There are no changes to the Programme Approval Document (PAD).

The Sub-Committee has **no authority** to approve:

- NZQA Type 2 changes;
- new programmes or micro-credentials;
- new Short Courses; or
- any matter reserved to AAC or Academic Committee.

### 4. Meeting Arrangements

#### 4.1 Frequency and Mode

- Meetings are held **as required**, either:
  - on a scheduled basis; or
  - on a rolling electronic basis to ensure timely consideration of applications.
- Meetings may occur in person or via electronic platforms (e.g., Teams), at the discretion of the Chair.

#### 4.2 Standing Orders

- Meetings are conducted in accordance with the Standing Orders of Manukau Institute of Technology and Unitec.

#### 4.3 Quorum

- A quorum consists of the majority of current members
- Secretariat attendance does not count toward quorum.

### 5. Application Flow and Review Process

#### 5.1 Pre-Meeting Preparation

- Applications must be submitted through the agreed institutional channel and include:
  - approved Type 1 change documentation;

- PAD with tracked changes (where applicable);
- supporting assessment or short-course documentation; and
- evidence of School/Programme Committee endorsement.
- The Secretary conducts an initial check for:
  - completeness; and
  - eligibility within delegation.

Applications outside scope are returned or escalated to AAC without Sub-Committee consideration.

## 5.2 Review Process

- The Chair assigns reviewers from among Sub-Committee members with appropriate disciplinary expertise.
- Reviewers assess proposals against:
  - NZQA Rules and guidance;
  - institutional academic policies and procedures;
  - alignment with programme learning outcomes and graduate profiles; and
  - academic coherence and quality assurance requirements.
- Feedback is consolidated by Secretary for Chair consideration prior to decision.

## 5.3 Meeting

The Secretary creates an agenda which is approved by the Chair prior to the meeting.

For each item the following information is tabled:

- the documentation provided by the school and
- feedback from committee members.

The Sub-Committee may:

- approve the proposal;
- approve with conditions;
- refer the proposal back to the School for amendment; or
- escalate the matter to AAC.

Decisions are determined by consensus vote.

## 6. Escalation and Risk Management

The Sub-Committee must refer matters to AAC where:

- a proposal exceeds delegated authority;
- there is significant academic, regulatory, or reputational risk;
- changes may impact learning outcomes, graduate profiles, or external accreditation; or
- the Sub-Committee is unable to reach a confident determination.

Any **emerging academic quality risks** identified are escalated to the Chair of AAC for consideration and possible inclusion in the Academic Risk Register.

## 7. Reporting and Oversight

### 7.1 Reporting to AAC

Within **five (5) working days** of each meeting or rolling decision cycle, Secretariat provides AAC with:

- a summary decision memo;
- draft minutes detailing:
  - approvals granted;
  - conditions applied;
  - matters declined or referred back; and
  - matters escalated; and
- any recommendations for AAC consideration.

AAC retains the right to:

- review or overturn Sub-Committee decisions; and
- vary or revoke delegated authority at any time.

## 7.2 Reporting to Academic Committee

AAC submits Sub-Committee minutes (draft or confirmed) to the Academic Committee as part of its regular reporting cycle.

## 8. Roles and Responsibilities

Chair

- Confirms agenda.
- Confirms eligibility of applications within delegation.
- Allocates reviewers.
- Leads meetings and decision-making.
- Determines escalation to AAC where required.
- Approves draft minutes.

Sub-Committee Members

- Review applications in a timely manner.
- Apply institutional and regulatory standards consistently.
- Declare conflicts of interest as required.

Secretary

- Receives and checks applications.
- Coordinates reviewer allocation and timelines.
- Prepares agendas, papers, and draft minutes.
- Communicates outcomes to Schools and AAC.
- Maintains records of decisions and approvals.

## 9. Documentation and Records

- All Sub-Committee decisions are documented and retained centrally in SharePoint.
- Records must be sufficient to demonstrate:
  - regulatory compliance;
  - adherence to delegated authority; and
  - consistency of academic standards.

## 10. Review of this SOP

This SOP will be reviewed:

- in conjunction with the AAC SOP review cycle; or
- earlier if changes to delegation, NZQA Rules, or institutional policy require amendment.

DRAFT



Manukau Institute of Technology and Unitec

# Academic Approvals Standing Sub-Committee

## Terms of Reference

### Approval details

<b>Version number</b>	1.0
<b>Issue date</b>	
<b>Approval authority</b>	Academic Committee
<b>Date of approval</b>	
<b>Policy owner</b>	Deputy Chief Executive Academic
<b>Contact person</b>	General Manager Academic Services
<b>Date of next review</b>	June 2027

### Version control

<b>Version</b>	<b>Summary of changes</b>	<b>Approved by</b>	<b>Date of Approval</b>
v1.0	New document	Academic Committee	

## 1 Background

Academic Approvals Standing Sub-Committees (the Sub-Committees) are established by the Academic Committee to act under delegated authority of the Academic Approvals Committee, to consider and approve a defined category of low risk academic matters. There may be up to two Sub-Committees.

The primary purpose of the Sub-Committees is to consider NZQA Type 1 changes requests and requests to change Short Courses, having satisfied itself that all relevant standards and criteria have been met and that the proposals are in compliance with all relevant internal and external regulations and policies. The Sub-Committees also consider and approve minor changes to assessments where these do not result in a change in the PAD.

## 2 Responsibilities

The Sub-Committees are delegated by the Academic Approvals Committee to:

- Approve NZQA Type 1 changes to accredited academic programmes, as defined by the relevant NZQA Rules and guidance from the Academic Approvals Committee, where such changes:
  - are within the approved scope of delegation; and
  - do not involve changes to programme outcomes, graduate profiles or credit value.
- Approve amendments to Short Courses, including non-credit bearing offerings where these meet all institutional academic quality and regulatory requirements.

- Consider and approve minor changes to assessments for programmes and short courses within the Sub-Committee's delegated scope, where such changes:
  - are appropriate to the learning outcome/s and graduate profile outcome/s;
  - remain aligned with approved programme regulations, NZQA assessment and moderation requirements, and relevant professional or regulatory standards; and
  - comply with any instruction from the Academic Approvals Committee.
- Refer matters to the Academic Approvals Committee where:
  - a proposal falls outside the Sub-Committees' delegated authority;
  - a proposed change materially impacts learning outcomes, programme coherence or external accreditation;
  - a proposal presents a material academic, reputational or regulatory risk; or
  - the Sub-Committees are unable to determine an outcome.
- Escalate any emerging academic quality risks identified through its work to the Chair of the Academic Approvals Committee for consideration and, where appropriate, inclusion in the Academic Risk Register.
- Support institutional efficiency and consistency by applying agreed decision-making rubrics, templates and approval thresholds as approved by the Academic Committee and Academic Approvals Committee.

The Sub-Committees have no authority to approve;

- NZQA Type 2 changes;
- New programmes or micro-credentials;
- New Short Courses, or
- Any matter expressly reserved to the Academic Approvals Committee or Academic Committee.

## 3 Membership

### 3.1 Members

Membership of the Sub-Committees will be approved by the Academic Committee and will comprise:

- Chair of the Academic Approvals Committee or delegate, *ex officio*
- Head of Academic Quality (formerly of MIT division) or delegate, *ex officio*
- Director, Te Korowai Kahurangi (formerly of Unitec Division) or delegate, *ex officio*
- Manager, Te Puna Ako (formerly of Unitec Division) or delegate, *ex officio*
- Up to four (4) members from each school/discipline represented in the Sub-Committee's work, nominated by the Deputy Chief Executive Academic on advice from Heads of School. Location to be taken into consideration. Such members will be approved by the Academic Committee, for a period of three (3) years with the possibility of renewal for a second three (3) year term only.
- Two (2) Members from among the Programme Committee Chairs, nominated by the Deputy Chief Executive Academic on advice from the Director, Schools and



Performance and the General Manager Schools, for a period of three (3) years with the possibility of renewal for a second consecutive three (3) year term only.

### 3.2 Chair and Deputy Chair

The Chair of the Sub-Committees will be appointed by the Chair of the Academic Approvals Committee.

The Chair may appoint a Deputy Chair, with prior approval from the Academic Approvals Committee Chair, who will deputise in the Chair's absence.

### 3.3 Co-opted members

At the discretion of the Academic Approvals Committee, and with the approval of Academic Committee, further members may be co-opted or seconded to the Sub-Committees.

### 3.4 Observers

Non-voting observers from Manukau Institute of Technology and Unitec may attend meetings, with or without speaking rights, at the discretion of the Chair.

### 3.5 Terminating membership

Members of the Sub-Committees, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

All Members of the Sub-Committees may have their Membership revoked by resolution of the Academic Committee.

### 3.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- demonstrated depth of understanding relating to the New Zealand Qualifications and Credentials Framework and related NZQA Rules, in particular for programme approvals and accreditation, qualification listing, microcredentials and consent to assess;
- demonstrated depth of understanding relating to programme design;
- demonstrated knowledge and a commitment to Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- appropriate disciplinary and industry perspectives for the programme mix to be considered in the Sub-Committee (Academic Committee may decline a nomination in order to achieve this balance across the Sub-Committee); and
- a commitment to actively participate in the work of the Academic Approvals Standing Sub-Committee, and work collegially and in accordance with Institutional values.

## 4 Modus Operandi

### 4.1 Standing Orders

The Sub-Committees are bound by the Standing Orders of Manukau Institute of Technology and Unitec.



## 4.2 Secretarial Support

The Sub-Committees shall be supported by a designated, trained staff member appointed by the Chair of the Academic Approvals Committee to act as the Secretary.

The Sub-Committees Secretary is not a member of the Sub-Committees, and shall not act as a proxy in the absence of an appointed member.

## 4.3 Meetings

Sub-Committees will meet as required either on a scheduled or rolling basis to enable timely consideration of change proposals.

Meetings may be conducted in person or by electronic means at the discretion of the Chair.

## 4.4 Reporting

All Sub-Committee decisions made under delegation will be reported to the Academic Approvals Committee within five (5) days of the meeting, including:

- a summary memo, including recommendations to the Academic Approvals Committee
- written Minutes, with a detailed summary of matters considered and approvals granted;
- any conditions applied to proposals approved; and
- any matters returned to schools for further work, escalated within the institute or declined.

The Academic Approvals Committee retains the right to:

- review and/or overturn any decision made by the Sub-Committees; and
- amend, revoke, or vary any part of the delegated authority at any time.

The Academic Approvals Committee will submit Sub-Committee Minutes along with its written Minutes to Academic Committee. These may be submitted in draft form. If amendments are made at a subsequent meeting of the Academic Approvals Committee then the amended Minutes will also be reported to the Academic Committee.

- 4.5 The Chair will accompany the written Minutes with a summary memo, including recommendations from the Academic Approvals Committee to the Academic Committee and highlighting any other matters from the Sub-Committee Minutes which the Chair considers merit the Academic Committee's attention.

## Proposed addition to the AAC TOR

### Oversight of Delegated Decisions

1.1 Where the Academic Approvals Committee has delegated authority to a Sub-Committee, it remains responsible for maintaining oversight of decisions made under that delegation. In particular, the Academic Approvals Committee is responsible for:

- Receiving the minutes and decision summaries of each Sub-Committee meeting, including a record of approvals granted, conditions applied, matters referred onward, and any decisions declined.
- Assuring itself that delegated decisions are being made within the approved scope of delegation, in accordance with relevant NZQA Rules, institutional academic policies, and approved standards and procedures.
- Monitoring patterns, trends, or systemic issues arising from delegated decisions, including recurring assessment changes, curriculum adjustments, or short-course activity that may indicate emerging academic or regulatory risk.
- Identifying matters requiring escalation to the Academic Committee, external agencies, or inclusion in the Academic Risk Register, where the Academic Approvals Committee judges that issues arising from delegated decisions have institutional-level significance.
- Reviewing the effectiveness and appropriateness of delegated arrangements, including decision thresholds, reporting mechanisms, and membership composition, and amending or revoking delegations where necessary.
- Providing guidance and direction to sub-committees, where required, to ensure consistent interpretation of academic standards, regulatory requirements, and approval expectations.

### Proposed mix of disciplines

Sub-Committee	Discipline	Heads of School
<b>A</b>	Community, Creative Arts, Education, Foundation/Bridgepoint, Health/ Counselling, Hospitality, Languages, Nursing, Service Industries, Social Work, Sport	Craig, Deb, Kylie, Linda, Radhika, Sandi, Sue, Vanessa
<b>B</b>	Applied Business, Applied Technology, Architecture, Automotive/Plumbing, Building, Computing, Construction, Digital, Environmental/Animal Sciences, Information Technology, Maritime, Professional/ Engineering, Trades	Alaa, Kay, Laura, Lee, Mike, Paul, Peter, Rob, Susan, Vau



**Memo to:** Academic Committee  
**From:** Martin Carroll, DCE Academic  
**Contributors:** Wiremu Manaia, Director Māori Education  
**Subject:** **Subcommittee Membership Nominations**  
**Classification:** Unclassified  
**Date:** 28 April 2026

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### **Purpose**

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

### **Background**

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

### **Nominations Received**

#### **Research Committee:**

<b>Name</b>	<b>Position</b>	<b>Membership</b>
David (DJ) Jones	Mātauranga Māori Lecturer	Member

### **RECOMMENDATIONS**

That the Academic Committee:

Approve the appointment of David Jones (Mātauranga Māori Lecturer) as a member of Research Committee, nominated by the Chair, Māori Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

## Academic Approvals Committee Minutes

### Purpose

To provide Academic Committee with the Academic Approvals Committee approved minutes of two meetings held on 25 and 30 (Urgent) March, along with draft minutes for the meetings of 8 April 2026.

### Commentary

The Academic Approvals Committee (AAC) met on 25 March 2026. The following applications were considered:

#### Type 1 Applications

- New Zealand Bachelor in Nursing (Level 7, MN4457), New Zealand Bachelor in Nursing Māori (Level 7, MN4066), New Zealand Bachelor in Nursing Pacific (Level 7, MN4512) *Approved in principle*
- New Zealand Bachelor in Digital Technologies (Level 7, MN4563) *Approved*
- New Zealand Certificate in Electrical Pre-Trade (Level 3, 120 credits) [NZCEP] *Further work required*

#### Type 1 changes not approved:

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

#### Deferred to a later meeting due to a lack of time:

- Bachelor of Business (Level 7, 360 credits) *Further work required*
- Graduate Diploma in Business (Level 7, 120 credits)

#### Correction to the Academic Approvals Committee Meeting of 23 October 2025

- GMLC Programme - Māori Language and Culture Short Course

The AAC met on under urgency on 30 March 2026. The following applications were approved:

#### Approval and Accreditation:

- New Zealand Certificate in Health and Wellbeing (Level 4, 120 credits) *Approved pending changes*

The AAC met on 8 April 2026. The following programmes were considered:

#### Type 1 Applications

- New Zealand Bachelor of Accounting (Level 7, 360 credits) and New Zealand Bachelor of Business Studies (Level 7, 360 credits) *Approved pending changes*

**Type 1 changes not approved:**

- New Zealand Graduate Diploma in Business (Level 7, 120 credits) [GDBUS] *Further work required*

<b>Recommendation</b>
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That the Academic Committee receive the draft Academic Approvals Committee minutes from:

- 25 March 2026,
- 30 March 2026, and
- 8 April 2026.

	Report prepared by Chris Park GM Academic Services
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Academic Approvals Committee  
Minutes  
25 March 2026 1 pm

**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 20 February (1) were approved.

*That Academic Approvals Committee approves the minutes of the previous meeting held on 20 February (1) as a true and accurate record.*

**PROPOSED:** H PERRY

**SECONDED:** J TIMS

**CARRIED**

The minutes of the previous meetings held on 20 February (2) were approved.

*That Academic Approvals Committee approves the minutes of the previous meeting held on 20 February (2) as a true and accurate record.*

**PROPOSED:** H PERRY

**SECONDED:** C PARK

**CARRIED**

The minutes of the previous meetings held on 3 March were approved.

*That Academic Approvals Committee approves the minutes of the previous meeting held on 3 March as a true and accurate record.*

**PROPOSED:** H PERRY

**SECONDED:** J TIMS

**CARRIED**

The minutes of the previous meetings held on 11 March were approved.

*That Academic Approvals Committee approves the minutes of the previous meeting held on 11 March as a true and accurate record.*

**PROPOSED:** C PARK

**SECONDED:** J WILLIAMS

**CARRIED**

### **1.3. Matters Arising**

All matters completed.

### **1.4. Correspondence**

- a. Email from the Chair to HoS, APMs, ALCs giving an update from the AAC with two attachments.
- b. Paper submitted to AC regarding management of Academic Programme Changes and AAC workload.

*That Academic Approvals Committee receives the correspondence.*

**PROPOSED:** H PERRY

**SECONDED:** J WILLIAMS

**CARRIED**

## **2. Items to Approve / Endorse / Note / Discuss**

### **2.1. Type 1 Changes**

#### **2.1.1. New Zealand Bachelor of Nursing (Level 7, MN4457) [NZBN]**

The Committee reviewed and discussed the feedback provided by the PC/School.

This change is to align the end date of the programmes with a new Nursing Council of New Zealand requirement that students complete their degree within five years.

There are two other Type 1 changes from the MIT Nursing School and AAC has provided feedback. No School feedback has been received regarding these two changes. While the AAC will approve this change, it was decided to wait until the balance of feedback has been received and approve all three changes at the same time.

#### **2.1.2. New Zealand Bachelor of Digital Technologies (Level 7, MN4563) [BDT]**

The documents were reviewed and further feedback was provided by members.

The Type 1 change includes changes to:

- Network Infrastructure, 565.690 Assessment Structure
- Directory Services, 565.691 Assessment Structure
- Application of a “must pass all learning outcomes” requirement to all BDT courses.

**ACTION:** Helen to check with the HOS that the must meet learning outcome settings in the SMS are correct.

*That Academic Approvals Committee approves the Type 1 changes to the New Zealand Bachelor of Digital Technologies (Level 7, MN4563) programme.*

**PROPOSED:** J TIMS

**SECONDED:** H PERRY

**CARRIED**

#### **2.1.3. New Zealand Certificate in Electrical Pre-Trade (Level 3, 120 Credits) [NZCEP]**

The documents were reviewed the committee discussed the requested attendance requirements. Once a PAD document includes mandatory attendance requirements it significantly reduces the flexibility of the teaching team. It is unlikely that NZQA

would approve MIT&Unitec failing a student that passes LOs but does not meet attendance requirements. Discussed with APM, attendance requirements to be removed.

*That Academic Approvals Committee approves the Type 1 changes to the New Zealand Certificate in Electrical Pre-Trade (Level 3, 120 credits) [NZCEP] programme pending the removal of any MITU attendance requirements.*

**PROPOSED:** C PARK

**SECONDED:** J TIMS

**CARRIED**

**2.1.4. New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1, 120 credits) [NZCLW]**

The documents were reviewed and feedback provided.

Further changes include the following:

- Regarding progression, this section needs rewriting.
- Some feedback has not been actioned. Items the school says have been deleted are still in the PAD.
- Reinstate the paragraph starting “**My learning and Work Journey;**”
- Remove yellow highlight from GPO table.
- Course Structure and Progression; if the prerequisites are removed, students could be allowed to continue on a case by case basis if a well planned ILP is written.
- Student Regulations should apply to students who pause study and re-enrol.
- There has been no consultation regarding summer school and would become problematic if the course started in Sem 2.
- In the Applied Learning section, the paragraph starting “Workplace placements are not compulsory for programme completion.” on page 19 should be the only paragraph retained, meaning the other six paragraphs referring to Work Based Learning should be removed.
- All lecturers should be required to hold NZCALNE.
- There was no consultation regarding summer school and is problematic when a programme starts at Sem 2.
- A decision is required as to whether or not international students can enrol.
- The selection section still reads like a comparative selection.
- Reassessments are stated in Student Regulations.
- Recommendation to consult with TTK regarding using a third party for work based learning.
- Page 29, “There are no exceptions to standard Institute policies in the delivery of this programme.” – remediate PAD so that this is true.
- Need to address risk mitigation feedback.
- Page 33: transition – suggested paragraph “This is a new programme. However, students may be entitled to CRT/RPL according to the course regulations.”
- PAD needs to be consistent regarding international students.
- Need to remove the 80% attendance from the course descriptors. Could just put N/A in that box.
- “Taurira will be used” should be amended.

- The start date will not be April. Change to February 2027.
- Hours of the programme are still not correct. Get assistance from Rakesh regarding course hours.
- A full explanation of the reason behind the reduction of programme hours is needed. Stakeholders will need to be consulted.
- Extend consultation to further Māori/Pasifika communities.
- Page 81, check name of policy.

*That the Chair will provide feedback to the programme with an expectation that the elements are entirely remedied for an October submission to NZQA.*

**PROPOSED:** C PARK

**SECONDED:** H PERRY

**CARRIED**

#### **2.1.5. New Zealand Bachelor in Business**

This was deferred to the next meeting to give members more time to go over the documents.

#### **2.1.6. Graduate Diploma in Business**

This was deferred to the next meeting to give members more time to go over the documents.

### **3. Any other Business**

#### **3.1 Correction to the Academic Approvals Committee Meeting of 23 October 2025**

*Re: GMLC Programme - Māori Language and Culture Short Course*

*In the meeting of 23 October 2025 the AAC received the abovementioned short course and erroneously noted the receipt of the programme document but neglected to include the changes made in the Minutes. This caused an administrative issue in the set-up in Peoplesoft. This motion is to formally correct this issue to acknowledge and reflect the actions of that meeting with the following:*

*That Te Komiti Whakamana Hōtaka Hou/Academic Approvals Committee approves the following correction to Agenda Item 9.6 GMLC Programme – Māori Language and Culture Short Course of the minutes of the meeting of 23 October 2025*

**From:**

*That Te Komiti Whakamana Hōtaka Hou/Academic Approvals Committee notes the GMLC programme document created to align with the current delivery of the Māori Language and Culture Short Course, and the data sheet is endorsed by Finance.*

**To:**

*That Te Komiti Whakamana Hōtaka Hou/Academic Approvals Committee approves the following changes to courses in the Māori Language and Culture Short Course [GMLC] programme effective from Semester 1 2026 (as detailed below):*

Course	Name From:	Name To:	Grading Basis From:	Grading Basis To:	Hours From:	Hours To:
MAOR S208	Maori Language and Culture Tahī	Te Reo Karanga Tahī	NOG = No Grade	ATT = Attendance Based	No change so remain at 30	No change so remain at 30
MAOR S209	Maori Language and Culture Rua	Te Reo Karanga Rua	NOG = No Grade	ATT = Attendance Based	No change so remain at 30	No change so remain at 30
MAOR S210	Maori Language and Culture Toru	Te Reo Karanga Toru	CBA = Competency Based Assessment	ATT = Attendance Based	No change so remain at 30	No change so remain at 30
MAOR S060	Te Reo Maori	Te Reo Karanga Whā	NOG = No Grade	ATT = Attendance Based	60	30

**PROPOSED:** J TIMS

**SECONDED:** J WILLIAMS

**CARRIED**

### 3.2 Housekeeping.

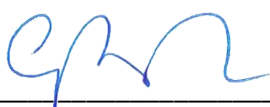
**3.1.1** The following questions were clarified:

- If a School/PC response to feedback is not received by 3 pm Monday deadline, an email is to sent at midday Monday stating that “if feedback is not received by COB today, the programme change will not be able to be on the next meeting’s agenda.” Remove the line regarding an invite to the meeting will be sent.
- If a programme comes before the AAC for a second time a representative may be asked to be available during the meeting and could be called in. Anyone can attend a full meeting.
- When an email is sent advising of the AAC outcome, current members are to be blind copied. If a MIT programme is approved, Marketing and Programmes & Courses are also cced.

### Closing Karakia Whakamutunga

Jocelyn and Jackie gave the closing Karakia and the meeting closed at 3.59 pm. The next meeting will be held on 8 April 2026 at 1 pm.

Signed: \_\_\_\_\_



Date: \_\_\_\_\_

08 April 2026



Academic Approvals Committee  
Urgent Meeting  
Minutes  
30 March 2026 1.30 pm

**ATTENDANCE:**

Chris Park (Chair)  
Joce Williams

Helen Perry

Jackie Tims

**APOLOGIES: N/A**

**IN ATTENDANCE:**

Glenda Plaisted

Jacqui Hindmarsh

---

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

**1. Administration**

**1.1. Apologies**

There were no apologies.

**2. Items to Approve / Endorse / Note / Discuss**

**2.1. Type 1 Changes**

**2.1.1. New Zealand Certificate of Health and Wellbeing (Level 4, 120 credits) [NZCHW]**

The Committee reviewed and discussed the feedback provided by the PC/School. The Committee was only looking at courses 4402-4404.

Suggested changes are:

4402:

- LO1 be an assignment and LO2 be a case study.
- Strike through needs to be removed.
- In LO2, GPO to LO Matrix and CD match.
- Rephrase the LOs to match the GPOs. If you retain this GPO there needs to be reflection added to one of the LOs. Culturally specific words in the GPO not reflected in the LO.
- Align the assessment type/descriptions to the phrasing in the CD, ie, 'case study'. Please do this for all courses.

4403:

- Change LO2 from 'apply' to 'demonstrate' and change matrix as well.

4404:

- Change LO2 to "Reflect upon".
- Strikethrough in LO1.
- Turn off track changes and look at this – it's obvious.
- As per Steerco 30/3/26 1:1 assessment to LO please.

Please action and accept the feedback we already approved on the four other courses.

*That the Academic Approvals Committee approves the Type 1 changes pending changes being made and resubmitting the PAD for checking by TKK.*

**PROPOSED:** J TIMS


**SECONDED:** H PERRY

**CARRIED**

**ACTION:** The Chair will provide feedback to the School.

**Closing Karakia Whakamutunga**

Jocelyn and Jackie gave the closing Karakia and the meeting closed at 2.30 pm. The next meeting will be held on 8 April 2026 at 1 pm.

Signed:  \_\_\_\_\_

Date: 08 April 2026 \_\_\_\_\_

**ATTENDANCE:**

Chris Park (Chair)

Helen Perry

Jocelyn Williams

**APOLOGIES:**

Jackie Tims

**IN ATTENDANCE:**

Glenda Plaisted

---

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

**1. Administration****1.1. Apologies**

*That Academic Approvals Committee receives the apology from Jackie Tims.*

**PROPOSED:** C PARK**SECONDED:** H PERRY**CARRIED****1.2. Minutes of the Previous meeting**

The minutes of the previous meetings held on 25 March were approved. Regarding the Matters Arising, the Action should read "Helen is to check with HoS that the "must meet the learning outcome settings" in the SMS are correct."

*That Academic Approvals Committee confirms the minutes of the previous meeting held on 25 March as a true and accurate record pending the change to the Matters Arising.*

**PROPOSED:** H PERRY**SECONDED:** J WILLIAMS**CARRIED**

The minutes of the previous meetings held on 30 March were approved.

*That Academic Approvals Committee confirms the minutes of the previous meeting held on 30 March as a true and accurate record.*

**PROPOSED:** C PARK**SECONDED:** H PERRY**CARRIED****1.3. Matters Arising**

All matters completed.

**1.4. Correspondence**

N/A

## **2. Items to Approve / Endorse / Note / Discuss**

### **2.1. Profile Assessment Changes**

#### **2.1.1. New Zealand Bachelor of Accounting (Level 7, 360 credits) [BAcc] and New Zealand Bachelor of Business Studies (Level 7, 360 credits)**

The Committee reviewed and discussed the feedback provided by the PC/School. There are feedback items still to be actioned.

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.
- The Committee noted that the School is happy to review the Open Polytechnic assessment and explore alternative assessments.

The Portfolio Assessment change includes:

- ACCY6108 Accounting information systems.

**ACTION:** TKK to confirm all the changes are in one version of both BBS and BAcc.

*That Academic Approvals Committee approves the Portfolio Assessment Details changes to the Bachelor of Accounting (Level 7, 360 credits) and the Bachelor of Business Studies (Level 7, 360 credits) subject to the School making all the feedback changes and confirmation from Te Korowai Kahurangi that all the changes have been made.*

**PROPOSED:** C PARK

**SECONDED:** J WILLIAMS

**CARRIED**

#### **2.1.2. New Zealand Graduate Diploma in Business (Level 7, 120 credits)**

The Committee reviewed and discussed the feedback provided by the PC/School. The previous feedback is still to be addressed, particularly regarding the use of AdWords.

Further feedback was provided as below:

- Approve the change to the Learning and Teaching Strategy.
- Fix learning outcome BSNS5003 LO2 where it says “exam the role”.
- The Committee is not happy with the lack of action regarding use of AdWords. It is understood that a multi choice test would not meet the learning outcomes.
- Check grammar and comprehension of BSNS7110 “LO6. Manage a successfully a ....” – remove first ‘a’ (page 64)

The Type 1 changes include changes to BSNS7110 Assessment.

*That the Academic Approvals Committee does not approve the Portfolio Assessment changes and will return the documentation to the School to carry out the feedback before resubmitting to Academic Approvals Committee.*

**PROPOSED:** C PARK  
**SECONDED:** H PERRY

**CARRIED**

**3. Any other Business**

The Committee discussed the applications for two proposed short courses: *Pathway Towards Police Preparation* (5 weeks) and *Police Preparation* (14 weeks). The Committee noted that while the courses are intended to operate as a sequential pathway and the overall intent was clear, the documentation submitted did not meet the requirements of the current Short Course Application template.

As a result, the Committee was unable to undertake an academic approval decision at this time. It was agreed that the applications be returned to the School to be revised and resubmitted using the correct template, with particular attention to the completion of the academic sections, including learning outcomes, teaching and learning approaches, assessment and completion requirements, academic quality management, and staffing and resourcing.

The Committee agreed that further consideration would occur once complete and compliant documentation is received.

**Closing Karakia Whakamutunga**

Jocelyn gave the closing Karakia and the meeting closed at 1.54 pm. The next meeting will be held on 15 April 2026 at 1 pm.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Memo to:** Academic Committee

**From:** Simon Tries, Director, Te Korowai Kahurangi

**Subject:** Proposed MITU Moderation Policy and Procedure

**Classification:** In-Confidence

**Date:** 28 April 2026

---

### **Recommendation**

That the Academic Committee receive the minutes of the Academic Quality Committee hui on 22 April 2026.

### **Commentary**

The committee welcomed its two new members.

Matters from the hui considered to be of particular interest to Academic Committee include:

#### *Annual reporting*

- 2025 Annual Quality Assurance reports: The committee received and discussed the 2025 Annual Quality assurance reports from MIT campus and Unitec campus. Refer to the separate *Academic Quality Committee Review of 2025 Annual Quality Assurance reports* memo for further detail.

#### *Programme Committees*

- Programme Committee Chairs commenced reporting on the activity of programme committees.
- A proposed approach to the review of Programme Committees was reviewed and adopted.
- Regular communication with Programme Committees was agreed, to share identified good practice and/or causes for concern.

#### *Quality Assurance Systems*

- The approach to degree monitoring for 2026 was confirmed
- The post-consultation Moderation Policy and Procedure were reviewed for final comment prior to submission to Academic Committee for approval

### **Attachments**

MITU AQC Minutes 20260422\_draft



## Academic Quality Committee | MIT and Unitec MINUTES

**Date:** Wednesday 22 April 2026

**Time:** 1:00pm - 4:00pm

**Venue:** Mt Albert Campus 110-2019 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!

#### 1.1 Welcome and Apologies

[2026 MITU AQC Members List](#)

Members:	Role	Present	Apologies	Absent	Proxy
Simon Tries	Chair	✓			
Steve Marshall	Deputy Chair	✓			
Monique Brik	Member	✓			
Abha Chitalia	Member	✓			
Sue Emerson	Member	✓	Arrived 2pm		
Craig Lucas	Member	✓	Arrived 2pm		

#### In attendance:

Sue Crossan	Observer				
Qimin Xu	Secretary				

The Chair welcomed Sue Emerson and Craig Lucas to the Academic Quality Committee as members, appointed by the Academic Committee.

The Chair welcomed Sue Crossan in her capacity as an observer and welcomed her to participate in the discussions for the open session.

It was noted that apologies for lateness were received from Sue Emerson and Craig Lucas.

#### 1.2 Confirmation of Previous Minutes

[18 March 2026](#)

**RESOLVED:** That the minutes of the meeting held on 20260318 be confirmed as a true and correct record.

Moved: Monique Brik  
Seconded: Steve Marshall  
**CARRIED**

### **1.3 Matters Arising - Nil**

### **1.4 [AQC Workplan 2026](#)**

Members reviewed and updated the current work plan, to be revisited once the remaining committee members are appointed.

Concerns were raised that the timeframes for Annual Programme Evaluation Summary Reports are too tight for July. It was therefore suggested that this mahi be scheduled for the August hui.

It was proposed that AQC develop its own risk register, and that identified risks could be collated into a register along with associated mitigations and actions.

It was suggested that, when redesigning agenda templates for Programme Committees, relevant standing items based on AQC requirements should be included to ensure PCs are aware of what AQC is required to consider.

Action: Steve Marshall and Monique Brik to prepare a brief paper outlining the proposed process and timeframes for Annual Programme Evaluation Summary Reports
--

### **1.5 [Action Register](#)**

The following two actions assigned at the last hui remain open. All others are closed.

- a. AQC03/10.2: Chair to discuss responsibility for the Literacy and Numeracy reporting with the Chair of the Learning and Teaching Committee. The same approach may apply to course survey.
- b. AQC03/10.2: Following the above discussion, Chair to provide feedback to the 2025 Annual Literacy and Numeracy Report author, recommending incorporation of outcomes and planned programme-level actions into the existing report before submission to the Learning and Teaching Committee.

The communication is to be progressed, pending the Learning and Teaching Committee Chair's availability.

## **2. General Business**

### **2.1 Chairperson's Report**

Presenter: Simon Tries

Following the distribution of the *AQC to PC memo - PC Reporting*, AQC has received a number of questions from PCs and PAQCs. Responses are currently being drafted.

## 2.2 Correspondence

### a. Inwards Correspondence

#### [NZQA Key Updates for Tertiary Education Providers - March 2026](#)

As per IQAF requirements, TEOs are expected to undertake annual self-review against key focus areas, identify areas for improvement, and evaluate the effectiveness of actions taken to address these. An institutional improvement plan will be required.

The need for a consolidated AQC action list was discussed, starting with all actions arising from annual QA systems reporting.

A programme-level risk indicator was suggested to classify programmes by risk level in support of IQAF requirements, and to be reviewed periodically by AQC.

### b. Outwards Correspondence

#### [AQC to PC memo – Programme Committee Reporting](#)

Responses are currently being drafted to questions received from PCs following the distribution of PC reporting requirements

Action: Chair to draft and send a memo to all PCs outlining AQC discussions, expectations, and responses to the questions raised, and noting that AQC will begin reporting to AC on its oversight of PCs following the next hui.

## 3. Quality systems

### 3.1 [2026 MITU Degree Monitoring approach \(updated\)](#)

The Committee considered the resolution as on the agenda. It was amended during discussion as follows and was carried as amended.

**RESOLVED:** That the Academic Quality Committee approve the approach detailed in this memo for modified targeted degree monitoring activity for those programmes not selected by NZQA for Degree Monitoring for 2026, and that the refined memo be shared with schools and key staff.

Moved: Steve Marshall

Seconded: Monique Brik

**CARRIED AS AMENDED**

The focused approach approved at the last AQC hui is currently being further refined to inform schools of expectations. The updated memo notes the inclusion of cross-institutional collaboration for similar programmes in the degree monitoring event.

A template has been developed and proposed for programmes wishing to undertake modified targeted monitoring. It was noted that engagement with the Academic Quality Office (AQO) is required prior to proceeding and that AQO will advise level of approval required.

This memo will be communicated to schools following the hui to provide further details.

### 3.2 MITU proposed moderation policy and procedure

The Committee considered the resolution as on the agenda. It was amended during discussion as follows and was carried as amended.

**RESOLVED:** That the Academic Quality Committee receive the updated version of the proposed MITU moderation policy and procedure, with members to provide feedback by COB 24 April to inform the final version for Academic Committee.

Moved: Steve Marshall

Seconded: Monique Brik

**CARRIED AS AMENDED**

Consultation was conducted following endorsement of the previous version, with significant amendments made based on feedback received. It was noted that the document will be refined into a clearer policy and procedure format, with detailed content separated out and incorporated into a set of guidelines.

A risk-based approach to post-moderation was outlined, with risk determined by factors such as previous moderation outcomes, staff changes, and changes to assessment design, etc.

It was highlighted that there is a need to support staff to undertake their roles effectively, given ongoing issues (in some areas) around assessment design, assessment practice, and moderation. It was further noted that a moderator needs to be in place for every course. Also needed is an evaluation of staff capability to inform future training needs and resourcing.

A concern was raised regarding the quality of external moderators provided by partner organisations. It was suggested that both reciprocal moderation arrangements and paid moderators should be available to enable access to more specialised expertise where required, from a quality perspective. Following discussion, it was noted that the proposed policy/procedure requires that all external moderation engagements be formally documented using standard institutional templates, with clearly defined requirements regarding confidentiality, timeframes, etc.

Members were encouraged to review and provide feedback on the proposed moderation policy and procedure, including consideration of appropriate timeframes for moderation.

Action: Members to review and provide feedback on the MITU moderation policy and procedure by COB 24 April.
---

### 3.3 Literacy and Numeracy assessment compliance requirement summary

**RESOLVED:** That the Academic Quality Committee receive the Literacy and Numeracy assessment compliance requirement summary.

Moved: Abha Chitalia

Seconded: Monique Brik

**CARRIED**

It was highlighted that non-compliance with literacy and numeracy requirements represents a potential risk. It was therefore suggested that an in-depth review of the requirements be undertaken and that consideration be given to how they are currently being met.

It was further suggested that a paper be provided in the coming months outlining the proposed approach to meeting these requirements, including how existing good practice will be built upon and how identified gaps in the delivery of this mahi will be addressed.

#### **4. Academic Risk**

A risk has been identified in a school developing QA-related process independently. It was highlighted that a consistent institutional approach must be maintained. Any feedback on the current approaches can be provided for future improvement.

#### **5. Annual Reports**

[Memo - Overview of MIT&Unitec Quality Systems Annual Reports](#)

The Committee considered the resolution as on the agenda. It was amended during discussion as follows and was carried as amended.

**RESOLVED:** That the Academic Quality Committee receive the overview of the approaches to annual reporting for Quality Systems at MIT & Unitec, and approve recommendations as discussed during the hui for aligning the processes for managing and conducting quality activity and reporting on their outcomes.

Moved: Craig Lucas

Seconded: Abha Chitalia

**CARRIED AS AMENDED**

##### **Key points from the discussion:**

This memo provides an analysis across the MIT and Unitec QA systems to develop a consolidated overview of the collective findings. A report will be presented to AC outlining AQC's findings and the proposed next steps to manage the identified gaps.

##### **a. Academic Review**

Members agreed that a unified approach to be adopted based on the current Unitec framework, given that MIT does not currently have a formal system in place.

##### **b. APER**

It was suggested that a tiered approach be introduced, aligned to programme risk levels. A concern was raised regarding the level of support available to programme teams to undertake deeper evaluations where required.

Members agreed to defer the work until after the current PER/PEP cycle, using the annual report and its review as the basis for identifying any required changes, in alignment with related policy. It was further suggested that an approach be developed to review APER and PEP/PER processes and identify what is needed to inform future practice.

##### **c. Consistency Review**

A broader review of how evidence is collected was proposed, with a consistent approach that allows flexibility at a programme level, considering programme design and intended

outcomes.

**d. Course Evaluation**

Members recognised the value of course evaluation and supports its continuation, with its form to be determined and aligned to the broader QA framework.

**e. Degree monitoring**

Members discussed the need to develop a report management tool to consolidate and analyse monitoring outcomes to support shared learning and good practice. While the intent was supported, concerns were raised that, given uncertainty around the future monitoring model, investment in a unified reporting tool may not be justified. However, it was noted as critical that key outcomes and recommendations from each report are consistently captured to enable analysis across the board.

It was also noted that the information and format within the action planning tool be reviewed and redesigned to ensure clarity and that actions are appropriately addressed.

The second and third bullet points were proposed to be consolidated into an overarching recommendation, highlighting the need to consider how actions are managed across systems. It was further suggested that a single action plan be developed to capture all actions across QA activities.

**f. Literacy and Numeracy Assessment**

It was highlighted that the approach should be aligned with the compliance requirement, including how existing good practice can be built upon and identified gaps in the delivery of this mahi addressed.

**g. Moderation**

Issues and concerns identified are expected to be addressed through the new moderation policy and procedures.

<b>Action:</b> Chair to reframe the overview memo and the recommendation to inform AC of AQC's intent for future approach
---

The reporting approach for the 2025 annual reports currently differs across institutes. Members reviewed each of the following annual report, taking into consideration the key focus areas of the IQAF, with the aim of identifying effectiveness and issues to inform the future approach.

**5.1 MIT site 2025 Annual reports**

**a. 2025 Annual Moderation [Report](#)**

External SSB moderation outcomes remain strong. Concerns were raised regarding constraints in central reporting capacity, which restrict overall oversight.

There were concerns regarding moderation compliance across the board. The process is currently being revised to drive a single approach across MIT and Unitec.

Members discussed moderator feedback and reasons for moderation failures. It was noted that SSB moderators also consider the alignment of assessor judgements with expected standards (e.g. the assessor guide), reflecting a different emphasis from internal moderation which focuses on overall assessment fairness.

**b. 2025 Annual Literacy and Numeracy [Report](#)**

Year-on-year improvement was achieved across all L&N assessment types. Issues are primarily operational and tracking-related rather than academic, for example in how schools use this information.

The data presented in the report is manually captured and requires ongoing manipulation. It was noted that greater automation through a Power BI system would be beneficial.

**c. 2025 Annual Degree Monitoring [Report](#)**

Overall, monitors were satisfied with the delivery of degree programmes, the commitment of kaimahi, and the rate of student achievement.

Assessment-related recommendations affected around half of the programmes and focused on improving clarity and feedback rather than the validity of assessment.

Delays in receiving Programme Committee-approved action plans following the report represent a risk, as they limit visibility of how schools are addressing monitoring recommendations in a timely manner. Questions were therefore raised regarding how it can be ensured that Programme Committees are appropriately addressing these matters.

**d. 2025 Annual Consistency Review [Report](#)**

It was noted that the approach taken to participate in the consistency process was considered successful. However, one subcontracted programme self-declared as insufficient due to challenges in gathering evidence.

**5.2 Unitec site 2025 Annual reports**

**1.6 2025 Annual Moderation Report [Report](#)**

The moderation system is operating more effectively than the previous model.

Key concerns include a discrepancy between planned and actual moderation activities, presenting a compliance risk where plans are not updated when planned moderation activities become unfeasible or unachievable.

It was noted that greater alignment between internal and external moderation could strengthen the verification of assessment outcomes.

Current limitations include a lack of mechanisms to track the resolution of externally identified issues and number of resubmissions and re-moderations required before issues are resolved, as well as ongoing concerns regarding moderator capability.

The proposed moderation policy and procedure aim to address these issues, alongside strengthened institutional support to enable effective staff practice.

**1.7 2025 Annual Literacy and Numeracy [Report](#)**

This report presents raw numbers of students who engaged in the activity. This highlights a gap in data related to the tracking of outcomes. It was noted that the report refers to literacy and numeracy and does not focus solely on LNAAT, as some programmes use alternative diagnostic tools.

### 1.8 2025 Annual Degree Monitoring [Report](#)

A number of programmes were recommended to undertake Unitec self-monitoring. Unitec self-monitoring uses the same practical approach as NZQA monitoring.

It was noted that there are ongoing challenges with action plans taking longer than expected to progress. A proposed solution has been included in the memo to improve the process. It was also noted that an additional requirement has been introduced for action plans to include a set review date.

It was suggested that a modified version of the current Unitec degree monitoring reporting tool be adopted across both institutes and incorporated into the monitoring guidelines for implementation.

### 1.9 2025 Annual Consistency Review [Report](#)

Concerns remain that schools are not undertaking regular stakeholder and graduate feedback, resulting in work being concentrated towards the end of the cycle. The lack of resources to collect GPO evidence from graduates and end users is an ongoing challenge. Additionally, the inconsistency of consistency reviewers is a known issue across the sector.

### 1.10 2025 Annual Academic Review [Report](#)

The current structure was noted as a valuable process that works effectively. There is a need to align academic review across the institution's portfolio, with an intention to review similar programmes across MIT and Unitec together.

### 1.11 2025 Annual Course Evaluation [Report](#)

The comments regarding the evaluation of CEP were reviewed. Negative responses are now fewer than positive ones, however, concerns remain regarding efficiency, timing, relevance, and usability.

An issue discussed was how to capture actions taken in response to moderation feedback. A portfolio approach to course evaluation reporting was suggested as a possible solution.

Action: Steve Marshall to engage with the relevant schools to understand why the three courses have never submitted a CEP
---

**RESOLVED:** That the Academic Quality Committee accept the 2025 MIT and Unitec annual reports.

Moved: Craig Lucas

Seconded: Abha Chitalia

**CARRIED**

## 6. Programme Committee Oversight

### 6.1 MIT Programme Committee [Membership List](#)

**RESOLVED:** That the Academic Quality Committee receive the MIT PC Membership.

Moved: Steve Marshall

Seconded: Monique Brik

**CARRIED**

**6.2 Unitec Programme Committees (PAQC) [Membership List](#)**

**RESOLVED:** That the Academic Quality Committee receive the Unitec PAQC Membership.

Moved: Steve Marshall

Seconded: Monique Brik

**CARRIED**

Members reviewed the membership of PCs and PAQCs. Discussions were held regarding the varying sizes of the committees and the appointment of Co-Chairs.

Action: Chair to write to PC/PAQC with Co-Chairs requesting that a single Chair be appointed.
---

**6.3 Programme Committee Oversight - [proposed approach](#)**

**RESOLVED:** That the Academic Quality Committee approve the Programme Committee Oversight Process.

Moved: Steve Marshall

Seconded: Craig Lucas

**CARRIED**

The proposed process builds on the previous approach, with refinements to improve usability.

Samples of Programme Committees will be reviewed using an oversight template prior to each AQC hui. Findings will be reported to AQC for discussion, with recommendations and feedback provided to Programme Committees to inform improvements.

Members agreed to implement the process and templates, with further refinements to be made based on practical use.

**6.4 Programme Committee [reporting](#)**

**RESOLVED:** That the Academic Quality Committee receive the PCs/PAQCs hui minutes.

Moved: Abha Chitalia

Seconded: Steve Marshall

**CARRIED**

Members reviewed the matters raised to date from PCs/PAQCs. The intention is to summarise key points and share them with Programme Committees.

Members noted some confusion among Programme Committees when completing the "Matters for Attention" section in the reporting memo, where completed mahi was mixed with specific issues requiring escalation. Clarification will be provided to Programme Committees.

Questions were also raised regarding expectations for the “recommendations” section. It was noted that further consideration will be given to how this is structured.

## 6.5 Standardised Governance Templates

### 7. Items to Discuss

No Items

### 8. 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:

<b>Closed</b>	<b>Session Item:</b>	
<b>Item</b>	<b>General subject of each matter</b>	<b>Section(s) relied upon</b>
9	Confirmation of Previous Minutes	s9(2)(b)(ii), s9(2)(i) OIA
10	Outwards Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
11	Summary of 2025 MIT & Unitec NZQA Monitor Visits (Final reports)	s9(2)(b)(ii), s9(2)(i) OIA
12	NZQA Monitoring Action plan	s9(2)(b)(ii), s9(2)(i) OIA

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#### Interests Protected

<b>Section</b>	<b>Interest</b>
s9(2)(b)(ii)	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)	To enable the organisation to carry out its activities without prejudice or disadvantage.

### 9. CLOSED SESSION – Separate Agenda

The Meeting moved into Closed Session at 16:15  
The remainder of the meeting was held in the 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!



**Memo to:** Academic Committee

**From:** Jeff Howe, Chair

**Subject:** International Academic Advisory Committee Minutes

**Classification:** Unclassified

**Date:** 30 April 2026

---

**Recommendation:** that the Academic Committee receive the minutes of the International Academic Advisory Committee of 22 April 2026.

**Background:**

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 approved to date.

With respect to Action 2.9 from the 2 April Academic Committee Meeting, the committee noted that further analysis of international student complaints is required and has requested a report from Student Success to its next meeting.

**Attachments:**

Minutes of the International Academic Advisory Committee of 22 April 2026.



International Academic Advisory Committee | MIT and Unitec

MINUTES

Date: 22 April 2026

Time: 10:00 AM

Venue: Unitec Mt Albert 110-1015 / 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 & Apologies

Table with 6 columns: Members, Role, Present, Apologies, Absent, Proxy. Rows include Jeff Howe (Chair), Simon Tries, Jeffrey Wu, Methindu Madawala Liyanage, Siosifa Sifa, Luka Crosbie, and Don Sirimanne.

In attendance:

Table with 6 columns: Name, Role, Present, Apologies, Absent, Proxy. Row for Sivi Boyce (Minute taker).

The Chair opened the meeting with karakia and welcomed all the Committee Members and to the meeting.

Apologies: none

Academic staff memberships are recorded as vacant at this stage

1.2 Declaration of Interest

Members to declare any conflicts of interest.
Nil.

## **2 General Business**

### **2.1 Terms of Reference – reviewing the role of the committee.**

The Committee reviewed the IAAC terms of reference.

### **2.2 Work Plan and Future Reports**

The Committee discussed the work plan and future reports to support it.

### **2.3 International student success and metrics – MIT & Unitec Services**

The Committee discussed student success metrics across MIT and Unitec.

#### **2.3.1 Student complaints and follow-up**

The Committee discussed Action 2.9 from the 2 April Academic Committee Meeting:

*2.9 Student Complaints and Appeals.*

*Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee.*

The committee agreed that further analysis is required and noted that complaints data is centrally managed across MIT and Unitec.

**Action:** Jeffrey Wu to provide a report for the next IAAC meeting with further analysis on international student complaints.

#### **2.3.2 Completion Rates**

The Committee discussed international student completion rates.

### **2.4 Review of academic assessment for international applications**

The Committee discussed assessments for international applications.

### **2.5 International demand and future qualifications**

The Committee discussed changes in international demand and future qualifications.

#### **2.5.1 Graduate diplomas**

The Committee discussed graduate diplomas.

### **2.6 Any other business**

No further business was discussed.

## **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 12:17 PM

**Confirmed as a true and correct record:**

**Chair: Jeff Howe**

**Date: 30 April 2026**



**[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 o the meeting.

**1.1 Attendance & Apologies**

Members:	Role	Present	Apologies	Absent	Proxy
Wiremu Manaia (Ex Officio)	<b>Pou Whakarewa</b>	✓			
Vivienne Merito (Ex Officio)	<b>Taharangi</b>	✓			
Vince Hapi (Ex Officio)	<b>MIT Kaumatua</b>	✓			
Hohepa Renata (Ex Officio)	<b>Unitec Kaumatua</b>	✓			

**In attendance:**

[Full Name]					
Hana Hohapata	Kaiarahi Ako				
Wiremu Manaia	Pou Whakarewa				
Vince Hapi	MIT Kaumatua				
Ange Sagapolutele	Programme Manager/Navigator				
Veraneeca Taiepa	Kaihautū Matauranga Māori Lead				
Ngairé Molyneux	Relationships Manager				
Vivienne Merito	Taharangi				
Hinewaimarama Reihana-White	Senior Lecturer/Kaitiaki Taiao				
Terina Haimona	MIT Student Council Māori Rep				

Deborah Heke	Ngā Wai o Te Tui Manager				
Mikaere Berryman-Kemp	Hauora Navigator				
Mere Tupaea	Pasifika Success Navigator				
Hohepa Renata	Unitec Kaumatua				
Jennifer Haraki	Lecturer				
Sailuama Cheryl Talamaivao	Senior Lecturer				
Mahuta Amoamo	Secretary				

**RESOLVED:** That apologies be received from David Jones, Diane Tamati, and Kayne Haira

Moved: Wiremu Manaia

Seconded: Jennifer Haraki

**CARRIED**

## 1.2 Declaration of Interest (if applicable)

Nil

## 1.3 Confirmation of Previous Minutes

Nil

## 1.4 Action Register

Nil

## 2 General Business

### i Purpose and Role of the Māori Academic Advisory Committee (MAAC)

The Committee discussed and confirmed the intended role of MAAC as a standing Māori academic advisory body within MITU. Kōrero focused on ensuring MAAC provides **strategic, kaupapa Māori-informed academic advice** aligned with Te Tiriti o Waitangi, Māori success, and academic quality.

**Outcome:** The role of MAAC as a strategic Māori academic advisory committee was confirmed.

### ii To verify and confirm membership of the MAAC, with Terms of Reference for membership

Membership principles were discussed, including representation, expertise, and accountability.

**RESOLVED** That the current nominations for membership be accepted, in line with the proposed Terms of Reference and to be confirmed by the Academic Committee.

MOVED: Wiremu Manaia

SECONDED: Vivienne Merito

**CARRIED**

### iii Terms of Reference (Terms of Reference)

The Committee discussed the draft Terms of Reference, including scope, authority, reporting lines, and committee relationships.

**RESOLVED** That the Terms of Reference be taken away for review, with any proposed

amendments to be brought back to the next hui.

MOVED: Vince Hapi

SECONDED: Wiremu Manaia

**CARRIED**

**iv MAAC Representation on MITU Subcommittees.**

The Committee discussed representation across MITU subcommittees.

- Current and future subcommittee representation will be aligned with the finalised Terms of Reference.

**RESOLVED:** That nominations to MITU subcommittees be confirmed with the MAAC Chair & Deputy Chair and are brought back for confirmation at the next MAAC hui.

Moved: Wiremu Manaia

Seconded: Hohepa Renata

**CARRIED**

**v Governance Appointments**

The Committee discussed and confirmed the following governance appointments:

- **Chair:** Wiremu Manaia (appointed refer to Terms of Reference)
- **Deputy Chair:** Vivienne Merito has been confirmed

**RESOLVED:** That the MAAC Committee accepted the nomination of Deputy Chair, Vivienne Merito.

Moved: Vince Hapi

Seconded: Hohepa Renata

**CARRIED**

- **Secretary:** Mahuta Amoamo

**RESOLVED:** That the MAAC Committee accepted the nomination of Deputy Chair, Vivienne Merito.

Moved: Hohepa Renata

Seconded: Vince Hapi

**CARRIED**

**vi Proposed Name Change of the Committee**

The Committee discussed a proposal to consider changing the name from **Māori Academic Advisory Committee (MAAC)** to **Te Manukura: Academic Advisory Committee**.

The Committee acknowledged that:

- The proposed name has merit and aligns with leadership and mana-enhancing intent.
- There has not yet been sufficient consultation to confirm a name change.

It was agreed that wider consultation is needed with the MIT Maori Staff Caucus, Te Tawharau, and the Unitec Maori Staff Group, Te Roopu Mataara. The name change has been deferred until wider consultation has been completed. Feedback will be presented at the next MAAC hui.

**2.1 Chairperson's Report**

Nil

## 2.2 Correspondence

Nil

## 3 Standing Items

### 3.1 Reports

#### **Māori Academic Quality – TMA (Te Mauri o te Mātauranga Māori)**

H Hohapata, TMA Māori as a kaupapa and quality tool.

Key discussion points:

- TMA Māori was acknowledged as a valuable mechanism for embedding mātauranga Māori perspectives.
- Concerns were raised regarding the effectiveness of feedback loops and how recommendations are actioned and monitored by Schools.
- The importance of consistent implementation, accountability, and evaluation was emphasised.

**Recommendation:** That TMA Māori be reviewed on an annual basis.

**RESOLVED:** That the Māori Academic Advisory Committee endorse Te Mana Akoranga as a recognised academic quality tool.

Moved: Vince Hapi

Seconded: Wiremu Manaia

**CARRIED**

#### **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 9:32 AM

**Confirmed as a true and correct record:**

**Chair: Wiremu Manaia**

**Date: 24 April 2026**

## Academic Committee and Subcommittees 2026 Meeting Schedule (Chronological Order)

Date	Committee	Time	Location	Meeting Type
23-Jan-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Special Meeting
3-Feb-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
12-Feb-26	AAC	10.30am	MS Teams	Ordinary Meeting
18-Feb-26	AQC	1.00pm	MS Teams	Ordinary Meeting
18-Feb-26	REC	2.00pm	MS Teams	Ordinary Meeting
20-Feb-26	AAC	1.00pm	MS Teams	Ordinary Meeting
4-Mar-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
10-Mar-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
11-Mar-26	AAC	1.00pm	MS Teams	Ordinary Meeting
12-Mar-26	RC	1.00pm	Manukau campus, MS Teams	Ordinary Meeting
18-Mar-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
18-Mar-26	REC	2.00pm	MS Teams	Ordinary Meeting
25-Mar-26	AAC	1.00pm	MS Teams	Ordinary Meeting
2-Apr-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
8-Apr-26	AAC	1.00pm	MS Teams	Ordinary Meeting
8-Apr-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
9-Apr-26	RC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
14-Apr-26	MAAC	8.30am	MS Teams	Ordinary Meeting
22-Apr-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
15-Apr-26	AAC	1.00pm	MS Teams	Ordinary Meeting
15-Apr-26	REC	2.00pm	MS Teams	Ordinary Meeting
22-Apr-26	AAC	1.00pm	MS Teams	Ordinary Meeting
22-Apr-26	IAAC	2.30pm	Mt Albert campus	Ordinary Meeting
22-Apr-26	DAAC	10.00am	MS Teams	Ordinary Meeting
23-Apr-26	PAOC	2.30pm	Mt Albert campus	Ordinary Meeting
6-May-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
11-May-26	MAAC	8.30am	MS Teams	Ordinary Meeting
12-May-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
13-May-26	AAC	1.00pm	MS Teams	Ordinary Meeting
14-May-26	RC	1.00pm	Manukau campus, MS Teams	Ordinary Meeting
20-May-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
20-May-26	AAC	1.00pm	MS Teams	Ordinary Meeting
20-May-26	REC	2.00pm	MS Teams	Ordinary Meeting
27-May-26	AAC	1.00pm	MS Teams	Ordinary Meeting
2-Jun-26	MAAC	8.30am	MS Teams	Ordinary Meeting
3-Jun-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
9-Jun-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
10-Jun-26	AAC	1.00pm	MS Teams	Ordinary Meeting
11-Jun-26	RC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
17-Jun-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
17-Jun-26	AAC	1.00pm	MS Teams	Ordinary Meeting
17-Jun-26	IAAC	2.30pm	Mt Albert campus	Ordinary Meeting

17-Jun-26	DAAC	10.00am	MS Teams	Ordinary Meeting
17-Jun-26	REC	2.00pm	MS Teams	Ordinary Meeting
18-Jun-26	PAOC	2.30pm	Mt Albert campus	Ordinary Meeting
24-Jun-26	AAC	1.00pm	MS Teams	Ordinary Meeting
30-Jun-26	MAAC	8.30am	MS Teams	Ordinary Meeting
1-Jul-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
7-Jul-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
8-Jul-26	AAC	1.00pm	MS Teams	Ordinary Meeting
9-Jul-26	RC	1.00pm	Manukau campus, MS Teams	Ordinary Meeting
15-Jul-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
15-Jul-26	REC	2.00pm	MS Teams	Ordinary Meeting
22-Jul-26	AAC	1.00pm	MS Teams	Ordinary Meeting
5-Aug-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
11-Aug-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
11-Aug-26	MAAC	8.30am	MS Teams	Ordinary Meeting
12-Aug-26	AAC	1.00pm	MS Teams	Ordinary Meeting
13-Aug-26	RC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
18-Aug-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
19-Aug-26	AAC	1.00pm	MS Teams	Ordinary Meeting
19-Aug-26	REC	2.00pm	MS Teams	Ordinary Meeting
19-Aug-26	IAAC	2.30pm	Mt Albert campus	Ordinary Meeting
19-Aug-26	DAAC	10.00am	MS Teams	Ordinary Meeting
20-Aug-26	PAOC	2.30pm	Mt Albert campus	Ordinary Meeting
26-Aug-26	AAC	1.00pm	MS Teams	Ordinary Meeting
2-Sep-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
8-Sep-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
8-Sep-26	MAAC	8.30am	MS Teams	Ordinary Meeting
9-Sep-26	AAC	1.00pm	MS Teams	Ordinary Meeting
10-Sep-26	RC	1.00pm	Manukau campus, MS Teams	Ordinary Meeting
16-Sep-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
16-Sep-26	REC	2.00pm	MS Teams	Ordinary Meeting
23-Sep-26	AAC	1.00pm	MS Teams	Ordinary Meeting
30-Sep-26	AAC	1.00pm	MS Teams	Ordinary Meeting
6-Oct-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
6-Oct-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
7-Oct-26	MAAC	8.30am	MS Teams	Ordinary Meeting
8-Oct-26	RC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
14-Oct-26	AAC	1.00pm	MS Teams	Ordinary Meeting
14-Oct-26	REC	2.00pm	MS Teams	Ordinary Meeting
21-Oct-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
21-Oct-26	IAAC	2.30pm	Mt Albert campus	Ordinary Meeting
21-Oct-26	DAAC	2.30pm	Mt Albert campus	Ordinary Meeting
28-Oct-26	AAC	1.00pm	MS Teams	Ordinary Meeting
29-Oct-26	PAOC	2.30pm	Mt Albert campus	Ordinary Meeting
3-Nov-26	MAAC	8.30am	MS Teams	Ordinary Meeting
4-Nov-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
10-Nov-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
11-Nov-26	AAC	1.00pm	MS Teams	Ordinary Meeting
12-Nov-26	RC	1.00pm	Manukau campus, MS Teams	Ordinary Meeting
18-Nov-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting

18-Nov-26	REC	2.00pm	MS Teams	Ordinary Meeting
25-Nov-26	AAC	1.00pm	MS Teams	Ordinary Meeting
1-Dec-26	MAAC	8.30am	MS Teams	Ordinary Meeting
2-Dec-26	Academic Committee	1.00pm	Ōtara campus, MS Teams	Ordinary Meeting
8-Dec-26	PRSC	2.00pm	MS Teams	Ordinary Meeting
9-Dec-26	AQC	1.00pm	Mt Albert campus, MS Teams	Ordinary Meeting
9-Dec-26	AAC	1.00pm	MS Teams	Ordinary Meeting
16-Dec-26	AAC	1.00pm	MS Teams	Ordinary Meeting
16-Dec-26	REC	2.00pm	MS Teams	Ordinary Meeting

**Abbreviations**

AAC – Academic Approvals Committee

AQC – Academic Quality Committee

DAAC - Disabilities Academic Advisory Committee

IAAC - International Academic Advisory Committee

LTC – Learning and Teaching Committee

MAAC – Māori Academic Advisory Committee

PRSC – PostGraduate Research and Scholarships Committee

PAOC – Programme Advisory Oversight Committee

RC – Research Committee

REC – Research Ethics Committee



**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:** 17 April 2026

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#### For Information

- The committee noted the outcomes of the final round of 2026 Early Career Researcher (ECR) Funding and Strategic Research Funding (SRF). Grants ranged from \$3,300 to \$12,390 and totalled \$77,000.
- The committee received a 2026 ECR Forum Annual Report from the Forum Chair, A/P Kristie Cameron.
- The committee received the 2026 Academic Committee Workplan and noted the mahi and timeframes required of the Research Committee, as a sub-committee of Academic Committee.
- A draft of the Applied Research – Rangahau Strategic Plan (2026-2029) was shared with the committee, with the purpose of updating members on the development process, key inputs, confirming current status, and to seek feedback and discussion.

#### For Action

- Approve the final nominees to the Research Committee:
  - Vacant, Research Group Leader
  - Vacant, Professoriate or Principal Lecturer
  - Vacant, Early Career Researcher
  - Vacant, enrolled learner from Manukau Institute of Technology
- Approve membership nomination by the Chair, Māori Academic Advisory Committee of David (DJ) Jones, Senior Lecturer, Te Tari Mātauranga Māori (Māori Studies), and The School of Nursing.



**Research Committee | MIT and Unitec  
MINUTES**

**Date:** 17 April 2026

**Time:** 1pm

**Venue:** MS Teams

**SECTION 1 – NGĀ KUPU ARATAKI | PRELIMINARIES**

**Item 1.1 Whakatuwheratanga | Opening**

**Item 1.2 Welcome from the Chair**

The Chair warmly welcomed members of the committee to the meeting, including new members Vanessa Byrnes, Anna Wheeler and Natara Lata Pimoe.

**Item 1.3 Membership**

The process to fill the vacancies on the committee is still underway. Luka Crosbie will be vacating the Pacific Success Director role shortly. A Permanent Director Pacific Success is being sought, and that person, or a nominee, will replace Luka on the committee in due course. Wiremu Manaia, Chair Māori Academic Advisory Committee, is seeking to nominate David (DJ) Jones as his representative on the committee. Academic Committee approval will be sought for this.

**Item 1.4 Terms of Reference**

**SECTION 2 – STANDING ITEMS**

**Section 2.1 Attendance, Apologies & Quorate Status**

Members:	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
Hadley Brown	Research Support Staff	√			
Natara Lata Pimoe	Student Rep - Unitec	√			
Dr Vanessa Byrnes	Head of School	√			
Luka Crosbie	Chair, Pacific Academic Advisory Committee	√			
Anna Wheeler	Co-opted Member	√			
David (DJ) Jones	Nominee, Māori Academic Advisory Committee		√		

**In attendance:**

Brenda Massey	Secretary				
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**RESOLVED:** That the apologies be received from DJ Jones.

Moved: Rosanne Ellis  
Seconded: Hadley Brown  
**CARRIED**

#### **Quorate Status**

As per Standing Orders the quorum for a meeting is the majority of the current members, therefore the meeting was quorate.

#### **Item 2.2 Declaration of Interest**

Nil

#### **Item 2.3 Confirmation of Previous Minutes**

**RESOLVED:** That the minutes of the meeting held on 12 March 2026 be confirmed as a true and correct record.

Moved: Luka Crosbie  
Seconded: Hadley Brown  
**CARRIED**

#### **Item 2.4 Action Register**

The Chair updated the Committee on the open actions from the previous meeting.

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### **SECTION 3 – ITEMS TO APPROVE**

N/A

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### **SECTION 4 - ITEMS TO RECEIVE**

#### **Section 4.1 Outcomes of 2026 ECR & SRF Grant Applications**

The committee noted the outcomes of the 2026 Early Career Researcher (ECR) Fund and Strategic Research Fund (SRF).

At the end of last year, Tūāpapa Rangahau ran a final round of ECR funding for Unitec staff and SRF funding for MIT staff. Grants ranged from \$3,300 to \$12,390 and totalled \$77,000.

Tūāpapa Rangahau is in the process of reviewing its funding products and systems. How we support and fund research going forward will be guided by the Applied Research – Rangahau Strategic Plan.

It was observed that many of the funded projects reflect Research Funding NZ's new priorities, e.g. the application of AI to different sectors, including health and wellbeing.

Research Dissemination Funding amounts will be confirmed to Schools soon.

#### **Section 4.2 2025 Early Career Researcher Forum Annual Report**

The committee received with thanks the 2026 Early Career Researcher (ECR) Forum Annual Report produced by Forum Chair, A/P Kristie Cameron.

### **Section 4.3                      2026 Academic Committee Workplan**

The committee received the 2026 Academic Committee Workplan and noted the mahi and timeframes required of the Research Committee, as a sub-committee of Academic Committee.

The Chair and Secretary are working to develop a Workplan for the Research Committee with a focus on ensuring an even flow of work across the year.

The Research Productivity Traffic Light (RPTL) report and Annual Research Report are due to be received by Academic Committee in May. Tūāpapa Rangahau is working to prepare a scaled-back Research Report covering both Unitec and MIT. We might need to schedule an out-of-cycle committee meeting or an e-meeting in order to receive feedback from members prior to the Research Report's submission to Academic Committee.

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## **SECTION 5 - ITEMS FOR DISCUSSION**

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### **Section 5.1                      Draft Applied Research – Rangahau Strategic Plan 2026-2029**

A draft of the Applied Research – Rangahau Strategic Plan was shared with the committee, with the purpose of updating members on the development process, key inputs, confirming current status, and to seek feedback and discussion.

- The plan is one of several Tier 2 strategies aligned under the organisation's broader strategic framework.
- Development followed a top-down and bottom-up approach, including extensive consultation from October/November to January with more than 200 kaimahi.
- Engagement activities included informal workshops with MIT and Unitec research committees, a wānanga, and three formal co-creation workshops involving a wide range of staff (approx. 65 participants), supported by an external facilitator using appreciative inquiry methods.
- Additional consultation was undertaken with Research Leaders, Heads of School, and the Professoriate, along with targeted Talanoa sessions to test key themes and identify risks or misalignment with Indigenous methodologies.
- Drafting of the plan was influenced by external factors (government reforms, changes to the science and innovation system, and funding environments) and internal constraints, including tight deadlines.

The plan emphasises:

- Clear outcomes, accountability, and alignment with other Tier 2 and Tier 3 plans.
- The organisation's distinctive strength in applied, translational, Rangahau Māori, Pacific, and Indigenous research.
- Te Tiriti o Waitangi as foundational, ensuring equal standing of Indigenous and Western research approaches.
- The positioning of applied research alongside Māori and Indigenous knowledge systems, reflecting a practice-based, impact-focused approach.
- The need to align with government priorities, including research clustering and funding opportunities.
- Future requirements, including incorporation into the organisation's annual Investment Plan for TEC.

- Methodological and kaupapa-based guidance to support staff in engaging confidently with Māori, Pacific, and other Indigenous research approaches, including partnership-led research.
- The establishment of clear progression pathways for Māori, Pacific, and Indigenous kaimahi across research and teaching, including opportunities for leadership, support, and “growing our own” capability.

Key strategic priorities include:

- Increasing the number of Māori and Pacific research-active staff.
- Developing doctoral and professional doctorate programmes.
- Growing Māori and Pacific postgraduate student numbers.

Success indicators include the creation of clear applied and Rangahau progression pathways through to Level 10, academic roles, and research leadership positions.

A summary of the committee’s discussion is as follows:

It was queried whether other Indigenous groups will feel that they are represented in the plan.

Response: our applied and translational research will work together alongside Rangahau and other Indigenous knowledge and research methodologies.

A query was raised about the intended structure of proposed research clusters (i.e. discipline-specific vs multidisciplinary). Response: clusters will be multi- and transdisciplinary, involving collaboration with external partners. The purpose of clusters is to focus on priority areas where the organisation can achieve large-scale translational and system-level impact, without limiting existing research activity. Clusters are expected to align with major global challenges, support funding opportunities, and involve international partnerships.

Further work is required to formalise the approach, including:

- Defining criteria for cluster development.
- Assessing budgets.
- Conducting a mapping exercise of current research capability and partnerships across community, industry, government, and other research organisations.

A question was raised about how success indicators will be measured, i.e. how baselines will be established and how progress will be tracked over time. Response: the timing of baseline and follow-up evaluation is critical, particularly in alignment with TREF and investment planning cycles.

- The strategy includes planned reviews of objectives in 2027 and 2028.
- Further clarity on TREF requirements and metrics is expected, with guidance to be provided by the TEC.
- 2028 will be a key accountability year, where performance against the Investment and Strategic Plan will be formally assessed, informing future funding allocations from 2029.
- It was acknowledged that measurement approaches are still being developed, with a need to establish robust baseline data and quantitative metrics from the following year.
- Tūāpapa Rangahau has some information captured in part already through the co-creation workshops (over 200 kaimahi were consulted during that process).
- The Strategic Plan allows for a review of our research systems and processes and funding. Tūāpapa Rangahau has already gathered four years of data relating to research active staff, and funding investment, and has already started an analysis.

- Further discussion focused on connectivity and operationalisation of the Strategic Plan. It was confirmed that there is scope for Schools to customise success indicators, supporting alignment with their specific contexts and plans.
- Emphasis was placed on the importance of collaboration between Schools, Research Centres, and relevant leadership roles to implement the strategy effectively.
- The need to maintain consistency and connectivity across all Tier 2 plans was highlighted to avoid gaps or misalignment.
- A Head of School perspective highlighted competing priorities and institutional “noise”, which can limit focus on research capability and outputs.
- Concern was raised that research is not consistently prioritised or discussed at Head of School level across both institutions.
- It was suggested that achieving the strategy’s milestones and success indicators will require a targeted re-education or reset, particularly for Heads of School and Research Leaders.
- It was proposed to deliver a workshop or engagement session to:
  - Reposition research as a core priority (including research-informed teaching).
  - Clarify current expectations, future direction, and upcoming changes.
  - Address uncertainty and questions among staff.
  - Support understanding of emerging research approaches, including Treaty-led and Pacific-led methodologies.

**Action:** Liaise with Heads of School, the Professoriate and Research Leaders to plan workshops and engagement sessions.

The timing for workshops and engagement sessions is considered favourable, aligning with:

- Upcoming sector briefing for new executive leadership.
- Anticipated clarity on TREF developments .

A future decision will be required on TREF, i.e. as to whether the institution will participate in the ITP/wānanga/PTE or university funding pool.

## SECTION 6

## KUPU WHAKAMUTUNGA | CLOSING

### Section 6.3 Karakia Whakamutunga | Closing Karakia

<b>MEETING CLOSED:</b>	1415 h
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### Section 6.1 General Business

A proposal was raised to undertake a survey or assessment of Research Leaders across the institution to identify:

- Professional development needs.
- Perceived strengths and weaknesses of the current system.
- Key areas for capability development and collaboration.

Discussion highlighted interest in:

- Enhancing cross-institutional collaboration and “cross-pollination” between communities of practice.
- Considering structural frameworks to support this collaboration.

- Strengthening capability in areas such as Treaty/Mātauranga Māori-informed research practice (as an example priority area raised).
- Better understanding what would most improve effectiveness among Research Leaders, the Professoriate, and active researchers.

It was noted that:

- The Research Leaders Forum will be re-established across MIT and Unitec.
- This work aligns with Objectives 2 and 3 of the Applied Research Strategy, particularly focusing on systems and structures in addition to quantitative research data.
- Engagement with Research Leaders, Heads of School and the Professoriate is considered essential to this work.

Tūāpapa Rangahau’s planned activities include:

- Convening workshops with Research Leaders, the Professoriate and Heads of School to present updates on TREF, Research Funding NZ, changes across the Science, Innovation and Technology system and implications for MITU, and the Applied Research Rangahau Strategic Plan once it has been approved.
- Improved use of digital platforms (e.g., Teams and other channels) for communication and collaboration.
- Implementation of mentoring and internal support mechanisms.
- Development of networking initiatives (e.g., workshops, cross-disciplinary sessions, “research speed dating”) to support collaboration and capability building.

It was acknowledged that progress has been delayed due to competing priorities and resource constraints, but it was reaffirmed that engagement with Research Leaders, Heads of School and the Professoriate remains a priority.

## **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.

## **Section 6.3 Whakamutunga | Closing**

<b>MEETING CLOSED:</b> 1415 h
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### ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
5.1	Liaise with Research Leaders, the Professoriate and Heads of School to present updates on TREF, Research Funding NZ, changes across the	Rosanne Ellis	

	Science, Innovation and Technology system and implications for MITU, and the Applied Research Rangahau Strategic Plan once it has been approved.		
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