

MITU ACADEMIC WORKPLAN 2026

Last updated 2026-02-26

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

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

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

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

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

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

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



Academic Committee | MIT & Unitec Meeting MINUTES

Date: 6 May 2026

Time: 1:00pm

Venue: Ōtara Campus ND317 and MS Teams

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

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

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

1.1 Attendance and Apologies

Members:	Position	Present	Apology	Absent	Proxy
Martin Carroll	Chair	✓			
Christina Hong	Member	✓	Leave at 4pm		
Annette Pitovao	Member	✓			
Chris Park	Member	✓			
Chris King	Member	✓			
Eric Boamah	Member	✓			
Jeff Howe	Member	✓			
Julie Prentice	Member	✓			
Kylie Smith	Member	✓			
Peter McPherson	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		✓		Claire Johnston

In attendance:

Juee Jin (Secretary)

Sharon Brownie

Ward Kamo

Helen Perry
James Oldfield

Fiona Campbell
Hana Hohapata

Joce Williams

The Chair welcomed attendees and invited Christina Hong, attending in her *ex officio* capacity as Chief Executive, together with Kylie Smith and Peter McPherson to introduce themselves to the Committee.

RESOLVED:

That Kylie Smith and Peter McPherson be confirmed as members of the Academic Committee as Head of School nominees.

Moved: Martin Carroll
Seconded: Simon Tries

CARRIED

The Chair noted the attendance of Helen Perry and Fiona Campbell as invited attendees and advised that they would remain in attendance for closed session due to their subject matter expertise.

The Chair further noted the attendance of Claire Johnston as proxy for Tiffany Nguyen and Hana Hohapata as an observer.

RESOLVED:

That the Academic Committee accept apologies for absence from Pip Schollum-Manase.

Moved: Martin Carroll
Seconded: Rosanne Ellis

CARRIED

The Chair received all apologies and declared the meeting quorate.

1.2 Work Plan

The Committee reviewed the work plan and noted the following updates:

- the Pastoral Care Code Close-Out Report would be deferred to the June meeting to allow for a more complete report to be prepared;
- approval of Programme Advisory Group memberships via PAOC would be deferred to the June meeting pending confirmation of new PAC Chairs; and
- the Research Annual Report would be presented to the June meeting to align with the Research Committee reporting cycle.

RESOLVED:

That the Academic Committee note the updated work plan.

Moved: Chris Park
Seconded: Rosanne Ellis

CARRIED

1.3 Previous Minutes

Academic Committee_Minutes_Draft_2026-04-02

RESOLVED:

That the Academic Committee confirm the Minutes of the meeting held on 2 April 2026 as a true and correct record.

Moved: Rosanne Ellis

Seconded: Chris King

CARRIED

1.4 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 June 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.

Matters relating to instances where moderation had not occurred or had not been reported would be addressed within the Unitec Annual Report under agenda item 2.6.

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.

This work remains in progress, including sector engagement to inform further advice to be presented at a future meeting.

c. 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.

Discussion on 2026-04-02:

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

Discussion on 2026-05-06:

It was noted that work was underway to:

- compile current Programme Advisory Committee and industry advisory group membership information;
- undertake stakeholder engagement and feedback gathering; and
- support development of the new PAC framework and implementation approach.

An expression of interest process had been developed for piloting within Hospitality and Services, with engagement also underway with Communications and Marketing to support broader industry engagement.

An update was further provided on engagement with Heads of School regarding the proposed PAC design and implementation approach.

Further progress updates would be provided at the June meeting.

d. 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.

Discussion on 2026-05-06:

It was noted that NZQA had provided confirmation of programme ownership arrangements, including in relation to previously unified programmes, although a final consolidated verification list was still being sought to support administrative reconciliation of records.

The Chair noted that there was sufficient confirmation from NZQA to provide assurance that programme approvals had been appropriately transferred and that the matter no longer represented a material risk requiring ongoing monitoring.

The Committee agreed to remove the item from the Action Register.

It was further noted that issues relating to micro-credential ownership and record allocation remained a separate matter requiring further clarification.

New Action Item:

Micro-credential Ownership and Record Allocation Clarification**ACTION:**

Simon Tries to clarify ownership, allocation, and NZQA record arrangements relating to legacy micro-credentials associated with NZIST and determine whether any further action is required.

e. 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.

“Proposed Moderation Policy and Procedure” were considered under Item 2.5. The matter was concluded.

f. Academic Misconduct Report**ACTION:**

1. To develop a single integrated institutional process for collecting and reporting academic misconduct data across MIT and Unitec.

It was noted that academic misconduct data was currently being collected and reported through existing operational structures, and that work was underway to align reporting approaches across MIT and Unitec pending confirmation of longer-term structural ownership and resourcing arrangements.

The Chair acknowledged that longer-term ownership and resourcing arrangements would likely be considered through broader organisational restructuring processes and noted that ongoing oversight of this work would continue through the Academic Committee work plan.

Accordingly, the Committee agreed to remove item 1 from the Action Register.

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 a future meeting.

g. Academic AI Policy and Procedures

- 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.

Academic AI Policy and Procedures were considered under agenda item 2.2. The matter was concluded.

h. Academic Approval Committee Standing Subcommittees

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.

The report was considered under agenda item 2.8. The matter was concluded.

i. Programme for Closure Process

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

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

j. Student Complaint 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 matter is in progress. A report will be provided at the June meeting.

2 General Business

2.1 Chairperson's Report

Presenter: Martin Carroll

The Chair advised that the majority of the Chair's report would be addressed in the closed session due to the nature of the matters under discussion.

The Committee received an update on recent discussions with the Tertiary Education Commission (TEC), including advice regarding current constraints affecting expansion within managed apprenticeship provision. The Chair noted that this may impact planned growth initiatives across several vocational areas and highlighted the importance of continued engagement with relevant industry bodies and workforce development stakeholders while the wider vocational education transition remains underway.

The Committee discussed strategic risks associated with block course delivery and the potential longer-term implications for institutional delivery capability should managed apprenticeships remain constrained over an extended period.

The Chair further advised that NZQA had identified business, health and wellbeing, construction, and aviation as current areas of national regulatory focus, noting that several of these areas were directly relevant to MIT and Unitec provision. It was noted that further discussion would occur in the closed session.

The Chair additionally acknowledged the success of Associate Professor Dr Kristie Cameron (Unitec School of Environmental and Animal Sciences) in securing external research funding for a collaborative applied research project focused on sustainable possum control methods. The Chair recognised the project as a strong example of applied research and cross-sector collaboration.

RESOLVED:

That the Academic Committee receive the Chairperson's Report.

Moved: Wiremu Manaia

Seconded: Jeff Howe

CARRIED

2.2 AI Policy and Procedures

Presenter: James Oldfield

The Committee received an update on the development and consultation process for the proposed AI Policy and Procedure, including amendments made following feedback from the previous Academic Committee meeting and subsequent review by the AI Committee.

It was noted that revisions to the draft documentation included updated references to current MITU governance policies, refinement of AI tool classification categories, and the introduction of an additional "unvetted" category to address the rapidly evolving AI application environment and the presence of tools not yet formally assessed by the institution.

Clarification was also provided regarding the use of AI applications on personal devices, including continued restrictions relating to the use of confidential, sensitive, or restricted institutional data within AI platforms on such devices.

The Committee highlighted Māori and Pacific data sovereignty as a significant governance consideration within the institutional AI framework. Discussion emphasised the importance of culturally appropriate AI governance, protection of mātauranga Māori, and the development of expectations relating to culturally safe AI design, deployment, and data use practices. It was noted that further engagement and consultation on these matters would continue as part of the policy development process.

It was further discussed the implications of AI use within research, learning, teaching, and assessment environments, including matters relating to data sensitivity, research ethics, academic integrity, and acceptable use parameters within assessment activities. The Committee noted that additional work was underway to refine institutional guidance regarding data classification within academic and research contexts, recognising that conventional business-oriented data frameworks may not adequately address the complexity of tertiary education and research environments.

The Committee received an update on ongoing work relating to assessment redesign and “two lane” assessment approaches, including engagement with NZQA regarding assessment and moderation requirements. Discussion highlighted both the opportunities and constraints associated with evolving assessment methodologies within externally regulated educational settings. The Committee also emphasised the importance of maintaining award integrity and ensuring authentic demonstration of learner capability, particularly within applied and vocational education contexts.

The Chair encouraged members to participate in the upcoming consultation workshops and reiterated that the current work was focused on institutional AI policy, risk management, and safeguard frameworks, with broader strategic considerations relating to AI capability and institutional direction to be addressed separately through future strategy development work.

2.3 Teaching Excellence Framework Policy 2026

Presenter: Joce Williams

The Committee received the proposed Teaching Excellence Framework Policy 2026 for approval.

The Chair provided contextual background to the development of the framework, noting that the merger process had created an opportunity to consolidate and articulate institutional understandings of teaching excellence across vocational and applied education settings. It was further noted that the intention of the framework extended beyond the establishment of teaching standards alone, and included embedding those standards across wider institutional policies, procedures, systems, and academic practices.

It was noted that the framework had been developed through substantial sector research, institutional consultation, symposium engagement, and collaborative design processes involving kaimahi across the organisation. It was further noted that the policy has been endorsed by the Learning and Teaching Committee prior to submission to Academic Committee.

Discussion highlighted the framework's role in establishing a coherent institutional architecture for teaching excellence, including its intended integration into recruitment, professional development, performance and progression processes, curriculum and assessment design, student feedback systems, recognition frameworks, and broader academic decision-making structures.

Discussion also highlighted the learner-centered nature of the framework, the positioning of Te Tiriti o Waitangi as a foundational principle, and the developmental pathways reflected within the standards framework. The Committee further discussed the importance of educator development, reflective practice, scholarship of learning and teaching, and the relationship between pedagogical excellence, applied research, and vocational education practice.

The Committee acknowledged both the significance and scale of the implementation work required following approval, including communication, institutional engagement, integration into emerging organisational processes, and development of supporting resources and guidance materials. The importance of carefully managing implementation timing and institutional expectations was also noted.

The Chair noted the importance of progressing the framework at this stage to support alignment with wider policy and procedure redevelopment activities currently underway across the merged institution, while recognising that the framework would continue to evolve through future review and refinement processes.

RESOLVED:

That the Academic Committee approve the Teaching Excellence Framework Policy 2026.

Moved: Simon Nash

Seconded: Chris King

CARRIED

2.4 Correspondence

The Committee received the following correspondence:

INWARDS:

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)

It was noted that the four training schemes referenced in the TEC correspondence had already been operationally discontinued from the beginning of the year, although a communication discrepancy between the institution and TEC had delayed formal closure confirmation. It was confirmed that the matter had now been corrected and that the closures were expected to be fully regularised.

OUTWARDS:

e. To: Tiffany Thao Nguyen

From: DCE Academic

Date: 23 April 2026

Subject: Acknowledgement – Graduation Ceremony Address (Pg. 18)

RESOLVED:

That the Academic Committee receive the Correspondence.

Moved: Simon Tries

Seconded: Kylie Smith

CARRIED

2.5 Proposed MITU Moderation Policy and Procedure

Presenter: Simon Tries

The Chair introduced the proposed Moderation Policy and Procedure as a significant institutional quality assurance reform intended to consolidate legacy MIT, Unitec, and Te Pūkenga moderation approaches into a single integrated framework, strengthen institutional assurance mechanisms, and respond to matters identified through recent NZQA monitoring activity.

The Chair noted that the revised framework sought to address the risk of “closed circuit” moderation practices by strengthening independent oversight, clarifying accountability, and embedding clearer escalation and monitoring pathways across the institution. Clarification was also provided that references to “Head of School or delegate” were intended to apply only to appropriately authorised senior academic roles within differing organisational structures, rather than ad hoc delegation of moderation responsibilities.

It was noted that the revised policy and procedure document had undergone substantial redevelopment following extensive consultation across campuses. Consultation feedback had focused particularly on workload implications, moderation responsiveness, transparency of outcomes, administrative burden, and ensuring that moderation findings translated into identifiable quality improvement activity.

It was further noted that the framework introduced a risk-based moderation model incorporating:

- mandatory pre-assessment moderation for all new or amended assessments;
- post-assessment moderation and internal course moderation processes proportionate to

identified risk;

- external moderation as verification of institutional moderation activity; and
- strengthened moderation planning, tracking, reporting, and oversight mechanisms intended to support institutional quality assurance and identify emerging trends or development needs.

The Committee discussed the proposed moderation timeframes, including expectations for internal and external moderation completion, with acknowledgement that implementation would require careful operational management and may require future refinement following implementation experience.

Discussion also considered programme-level moderation perspectives, moderation sampling methodologies, and moderation expectations for newly introduced assessments and first-delivery courses. It was confirmed that all new assessments would require moderation prior to implementation and that first delivery would constitute a higher-risk moderation context under the framework.

The Chair advised that the institution also intended to introduce a complementary independent audit mechanism outside the policy framework itself, enabling periodic verification of moderation effectiveness across schools as an additional institutional assurance measure.

The Chair acknowledged the substantial work undertaken by Simon Tries, Fiona Campbell, Helen Perry, Steve Marshall and the wider consultation group in developing the framework.

RESOLVED

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

Moved: Simon Tries

Seconded: Rosanne Ellis

CARRIED

2.6 2025 Annual Quality Assurance Reports

Presenter: Simon Tries

The Committee received the 2025 Annual Quality Assurance Reports comprising MIT and Unitec site reports across moderation, consistency, literacy and numeracy, academic review, course evaluation, and external monitoring activities.

The Committee was advised that existing MIT and Unitec reporting approaches had been retained for the 2025 reporting cycle to support continuity during the institutional transition period and to inform the future development of an integrated institutional quality assurance framework.

The reports indicated generally positive outcomes across key academic quality processes, including moderation activity, external monitoring, course evaluation and review practices, and literacy and numeracy support initiatives. The Committee acknowledged the significant volume of positive academic quality activity occurring across the institution.

The Committee further recognised the importance of maintaining a layered and integrated institutional quality assurance framework, acknowledging that effective academic oversight

relies upon the collective contribution of review, monitoring, moderation, and evaluative processes operating across multiple levels of assurance within the academic portfolio.

An overview of the MIT reports was provided, noting generally positive moderation, consistency, literacy and numeracy, and monitoring outcomes, together with ongoing quality improvement activity where appropriate.

The Committee was also advised that Unitec moderation activity generally demonstrated sound practice where implemented, while identifying areas requiring continued strengthening, including moderation completion rates, literacy and numeracy engagement, graduate outcome data collection, and consistency of review activity during the broader integration period.

The Committee acknowledged ongoing work to strengthen the effectiveness and value of course-level reporting and reflective quality processes, including movement toward more targeted and risk-informed approaches to academic quality assurance.

Concern was raised regarding differing moderation guidance being received across sector quality bodies, including inconsistent expectations relating to assessment and pre-moderation requirements. In response, the Committee was advised that evolving moderation expectations across the sector were creating operational challenges for programmes and that related concerns had been raised through appropriate sector consultation channels.

The Committee also noted that future work was anticipated toward development of an integrated institutional approach to graduate outcome and destination monitoring.

During discussion of the Unitec Moderation Annual Report, the Committee considered moderation outcomes relating to Building Construction, noting that all externally moderated assessment tools reviewed within the reporting period had required amendment following moderation activity. While corrective actions have been undertaken at programme level, the Committee noted the importance of continued oversight given the programme area's relevance to current national regulatory focus areas.

ACTION:

Simon Tries to undertake follow-up review of Building Construction moderation outcomes, including confirmation of corrective actions and any resulting implications for programme quality assurance oversight, and report back to the Committee as appropriate.

RESOLVED:

That the Academic Committee receive the 2025 Annual Quality Assurance Reports.

Moved: Simon Tries

Seconded: Julie Prentice

CARRIED

2.7 Programme Committee and PAQC membership

Presenter: Simon Tries

The Committee received the Programme Committee and PAQC membership lists for approval.

The Committee was advised that the membership lists had been reviewed by the Academic Quality Committee and amended where required to ensure alignment with current governance arrangements and Terms of Reference requirements.

It was noted that existing Programme Committees continued to operate under transitional Terms of Reference arrangements pending future alignment within the merged institutional framework.

The Chair noted that the annual review of committee memberships formed part of the institution's regular governance assurance processes to confirm that committees remained appropriately constituted and operational.

RESOLVED:

That the Academic Committee approve the Programme Committee and PAQC membership lists.

Moved: Simon Tries

Seconded: Chris Park

CARRIED

2.8 AAC Standing Subcommittee Terms of Reference and Standard Operating Procedures.

Presenter: Chris Park

The Committee considered the proposed Terms of Reference and Standard Operating Procedures (SOPs) for establishment of standing subcommittees reporting to the Academic Approvals Committee (AAC).

The proposed arrangements were intended to strengthen AAC capacity and address increasing approval workloads and processing pressures associated with programme and curriculum change activity.

The Committee was advised that the proposed Terms of Reference had been informed through consultation with academic approvals committee members, General Manager Schools and Director Schools and Performance.

It was noted that the standing subcommittees would support:

- more timely processing of Type 1 programme and short course changes;
- strengthened consistency and oversight of approval activity;
- enhanced oversight of assessment-related changes; and
- broader institutional capability development in academic approvals processes.

The Committee further noted that proposed three-year membership terms were intended to support continuity and development of specialist expertise.

Committee discussion supported establishment of the standing subcommittees, noting both the significant workload associated with academic approvals activity and the professional development value of participation for academic staff.

RESOLVED:

That the Academic Committee approve the AAC Standing Subcommittee Terms of Reference and the associated Standard Operating Procedures.

Moved: Chris Park
Seconded: Simon Tries
CARRIED

2.9 Subcommittee Membership Nominations

Presenter: Martin Carroll

The Committee considered a revised nomination from the Chair, Māori Academic Advisory Committee (MAAC) on the Research Committee.

It was noted that the original nominee had withdrawn due to workload considerations, and that Deborah Heke had subsequently been nominated.

Discussion focused on workload pressures associated with committee participation and the potential for shared representation arrangements across committees. The Chair noted that the current Terms of Reference provide for individual appointments and advised that any alternative model would require formal governance consideration. The Māori Academic Advisory Committee was invited to bring forward any future proposal regarding shared representation arrangements through a formal paper process.

The Committee noted that Deborah Heke's nomination aligned with the Research Committee's remit and research activity expectations.

RESOLVED:

That the Academic Committee approve the appointment of Deborah Heke 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.

ACTION:

Wiremu Manaia to present a formal proposal regarding shared committee representation arrangements for future consideration by Academic Committee.

Moved: Martin Carroll
Seconded: Wiremu Manaia
CARRIED

3 Standing Items

3.1 Academic Approvals Committee (AAC)

Presenter: Chris Park

The Committee received the Academic Approvals Committee report covering three meetings held during the reporting period.

It was noted that an additional recent meeting had occurred, however, the associated draft minutes had not yet been finalised for presentation.

The Chair acknowledged the significant volume of work progressed by the Academic

Approvals Committee, particularly in light of current committee workload pressures and resourcing constraints.

RESOLVED:

That the Academic Committee receive Academic Approval Committee Report.

Moved: Chris Park

Seconded: Simon Tries

CARRIED

3.2 Academic Quality Committee (AQC)

Presenter: Simon Tries

The Committee received the Academic Quality Committee report.

It was noted that the Academic Quality Committee had primarily focused on consideration of the 2025 Annual Quality Assurance Reports and associated institutional quality assurance actions, including development of an institutional action plan, strengthening oversight of Programme Committee operations, supporting communication and information flow across committees, consideration of interim approaches to degree monitoring pending anticipated NZQA changes, and review of the proposed Moderation Policy and Procedure.

RESOLVED:

That the Academic Committee receive Academic Quality Committee Report.

Moved: Simon Tries

Seconded: Julie Prentice

CARRIED

3.3 International Academic Advisory Committee (IAAC)

Presenter: Jeff Howe

The Committee received the inaugural International Academic Advisory Committee report.

It was noted that the initial meeting had primarily focused on the referral from Academic Committee regarding further analysis of international student complaints. Additional reporting had been requested from relevant institutional areas to support further consideration and subsequent reporting back to Academic Committee.

Review of the Terms of Reference, annual work plan, and proposed reporting priorities for the year was also undertaken as part of the IAAC's establishment activity.

It was advised that discussion occurred regarding graduate diploma provision, including consideration of current market conditions, programme demand, and potential future programme opportunities.

The Chair noted that graduate diplomas may represent a comparatively responsive programme category should future strategic opportunities emerge within the international education environment.

RESOLVED:

That the Academic Committee receives International Academic Advisory Committee report.

Moved: Jeff Howe
Seconded: Chris King
CARRIED

3.4 Learning and Teaching Committee (LTC)

Presenter: Simon Nash

The Committee received the inaugural Learning and Teaching Committee report.

It was noted that LTC had undertaken initial establishment activity, including commencement of work planning and consideration of the committee's future operating cadence within the broader governance framework.

A procedural matter was raised regarding formal approval of academic membership appointments to LTC, noting that the committee had commenced operations prior to Academic Committee confirmation of appointments in order to support timely progression of initial work programme activities.

The Chair advised that retrospective approval of the appointments would regularise the position and enable formal receipt of the inaugural minutes, and the Committee supported the pragmatic approach adopted in the circumstances.

RESOLVED:

That the Academic Committee approve the academic membership appointments to the Learning and Teaching Committee as presented.

That the Academic Committee receive Learning and Teaching Committee report.

Moved: Simon Nash
Seconded: Kylie Smith
CARRIED

3.5 Māori Academic Advisory Committee (MAAC)

Presenter: Wiremu Manaia

The Committee received the inaugural report of the Māori Academic Advisory Committee.

An update was provided regarding the proposed committee name, Te Manukura: Academic Advisory Committee, which had been developed following engagement with relevant Māori advisory groups and reflected leadership and navigational concepts associated with collective guidance and direction.

Regarding committee composition and governance appointments, the Chair noted the importance of maintaining clarity between formally appointed voting members and observers and advised that membership arrangements would be clarified offline to ensure alignment with the approved Terms of Reference.

It was noted that references within the minutes relating to the Māori curriculum framework discussion required correction, and that updated wording would be reflected in the

subsequent minutes.

A procedural clarification was also raised regarding duplication within the governance appointments (item 2.v) resolutions recorded in the minutes. It was noted that the matter would be corrected through the subsequent minutes.

The Chair acknowledged the strategic significance of ongoing work relating to the Māori curriculum development framework, noting its importance in supporting programme design, delivery, and review processes that strengthen Māori learner success and institutional responsiveness to Māori aspirations.

RESOLVED:

That the Academic Committee receive Māori Academic Advisory Committee report.

Moved: Simon Nash

Seconded: Kylie Smith

CARRIED

3.6 Research Committee (RC)

Presenter: Rosanne Ellis

The Committee received the Research Committee report and noted ongoing establishment activity, including continued work to complete committee membership appointments.

The Committee was advised that the Research Committee had confirmed allocation of the Early Career Researcher Funding and Strategic Research Funding pools for 2026, noting strong alignment between supported projects and current government research priority areas.

It was further noted that the committee had undertaken substantial discussion regarding implementation planning for the Applied Research Strategy, annual research reporting, and feedback on the draft applied research strategic framework.

RESOLVED:

That the Academic Committee receive Research Committee Report.

Moved: Rosanne Ellis

Seconded: Julie Prentice

CARRIED

4 Resolution to exclude the public

Martin Carroll.

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

Item	General subject of each matter	Section(s) relied upon
5.0	Closed Academic Committee Meeting Minutes	s9(2)(b)(ii), s9(2)(i) OIA
5.1	Granting of Awards	s9(2)(a)
5.2	Approval of Graduand Lists	s9(2)(a)
5.3	Research Productivity Traffic Light (RPTL)Report	s9(2)(i) OIA
5.4	Research Ethics Committee Report	s9(2)(a), s9(2)(i) OIA
5.5	Summary of 2025 NZQA Monitor Visits Final reports	s9(2)(b)(ii), s9(2)(i) OIA
5.6	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA

Interests Protected

Section	Interest
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 Park

CARRIED

5 Closed Session

The Meeting moved into Closed Session at 3:37pm.

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: Annette Pitovao

CARRIED

7 Confirmation of Resolutions from Closed Session

Martin Carroll.

RESOLVED:

That the Academic Committee confirm the following resolutions made in closed session:
7.0 confirm the Minutes of the closed portion of Academic Committee meeting held on 4

March 2026 and 2 April 2026 as a true and correct record.

7.1 receive and approve the Granting of Awards of the Institute to graduands as detailed in the paper.

7.2 approve the list of graduands as detailed in the paper.

7.3 receive the Research Productivity Traffic Light (RPTL) report.

7.4 receive the Research Ethics Committee report.

7.5 receive the Summary of 2025 MIT & Unitec NZQA Monitor Visits Final reports.

7.6 receive the Correspondence.

Moved: Martin Carroll

Seconded: Simon Tries

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 4:53pm.

Confirmed as a true and correct record:

Chair:

Date:

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

Meeting Date	Reference	Action Description	Action Owner	Due Date
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4a	<p>Development of Learner Experience KPIs on Complaints and Appeals</p> <p>The development of KPIs relating to concerns, complaints, and appeals be undertaken collaboratively by the DCE Learner Experience and Success, DCE Academic and the Director People and Culture. The work will focus on measures of student satisfaction, staff development, and effective management of complaints, rather than numerical reduction targets, and a progress report will be provided to the committee in due course.</p>	Martin Carroll Simon Nash Christine Hutton	June 2026
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4b	<p>External Moderation Costing and Paid Moderation Framework</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> • 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. <p><i>The report is presented under CLOSED agenda item 5.4</i></p>	Simon Tries	June 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4e	<p>PAC design and implementation</p> <p>Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee.</p> <p>Deliverable B – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.</p>	Julie Prentice, Pip Schollum- Manase, Chris King	June 2026
06 May 2026	1.3.f	<p>Micro-credential Ownership and Record Allocation Clarification</p>	Simon Tries	June 2026

		Simon Tries to clarify ownership, allocation, and NZQA record arrangements relating to legacy micro-credentials associated with NZIST and determine whether any further action is required.		
06 May 2026	2.6	<p>Follow-up review of Building Construction moderation outcomes</p> <p>Simon Tries to undertake follow-up review of Building Construction moderation outcomes, including confirmation of corrective actions and any resulting implications for programme quality assurance oversight, and report back to the Committee as appropriate.</p>	Simon Tries	June 2026
06 May 2026	2.9	<p>Proposal for Shared and Multiple MAAC Representation Arrangements Across Subcommittees</p> <p>Wiremu Manaia to present a formal paper outlining a proposed approach for shared Māori Academic Advisory Committee (MAAC) representation arrangements across Academic Committee subcommittees, including consideration of workload impacts, representative continuity, and any Terms of Reference amendments required to support such arrangements.</p> <p><i>The report is presented under agenda item 2.14</i></p>	Wiremu Manaia	June 2026
04 Mar 2026, 02 Apr 2026, 06 May 2026	2.3	<p>Academic Misconduct Report</p> <ol style="list-style-type: none"> Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions. Review assessment scheduling practices in the School of Nursing, particularly where clustered assessments may contribute to multiple misconduct incidents within a short period. <p><i>The report is presented under agenda item 2.2</i></p> <ol style="list-style-type: none"> Remind all Schools to consistently report misconduct cases in accordance with policy. 	<p>Pip Schollum- Manase</p> <p>Deborah Rowe</p> <p>Pip Schollum- Manase</p>	Jun 2026

02 Apr 2026, 06 May 2026	2.7	<p>Programmes for Closure Process</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	June 2026
02 Apr 2026, 06 May 2026	2.9	<p>Student Complaints and Appeals</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	June 2026
06 May 2026	2.2	<p>Establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme</p> <p>ACTION: That Julie Prentice progress establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme area as part of continuing programme redevelopment activity.</p>	Julie Prentice	June 2026

CLOSED Action Items: 2026

3 Dec 2025, 3 Feb 2026	3.3.3	<p>Update the REC Terms of Reference 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>Record the reduction in programme development capability as a governance risk and implement targeted upskilling for Programme Committee members and Academic Approval Committee members, with progress to be monitored and reported to the Joint Academic Committee.</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>Academic Committee Handbook</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>Clarification of Learner Representative Workload Expectations and Appointment Processes</p> <p>DCE Learner Experience and Success and DCE Academic to engage with the Student Council to clarify workload expectations and Appointment processes for learner representatives on Academic Committee subcommittees.</p> <p><i>2026-03-04:</i> Appointments to several learner representative roles remain in progress.</p>	Simon Nash Martin Carroll	Apr 2026
04 Mar 2026, 02 Apr 2026	2.8	<p>Proposed Moderation Policy and Procedure</p> <p>Targeted consultation on the proposed Moderation Policy and Procedure will be undertaken with Heads of School and academic staff, including consideration of implementation implications and proposed delegations, with a</p>	Simon Tries	May 2026

		<p>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>		
02 Apr 2026	2.11	<p>AI Policy and Procedures</p> <ul style="list-style-type: none"> • 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. 	James Oldfield	Jun 2026
02 Apr 2026	2.6	<p>AAC Standing Subcommittees</p> <p>Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to:</p> <ul style="list-style-type: none"> • 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. <p><i>The report is presented under agenda item 2.8</i></p>	Chris Park	May 2026

Memo to: Academic Committee

From: Prof Martin Carroll, DCE Academic
Dr Simon Nash, DCE Learner Experience & Success
Christine Hutton, Director, People & Culture

Subject: Draft KPIs for Student Concerns, Complaints and Appeals

Classification: None

Date: 29 April 2026

Purpose

To propose a defined set of KPIs for student concerns, complaints and appeals, in line with Academic Committee direction.

Context

Academic Committee has asked for a paper proposing a set of KPIs in relation to Student Concerns, Complaints and Appeals that focus on (*inter alia*):

- student satisfaction
- staff development
- effective management of complaints

It was also noted that the KPI should avoid focusing on volume and reduction targets, as such KPI may influence behaviour in manners contrary to the positive and constructive management and resolution of matters important to students. Volume metrics will, however, remain important for thematic and contextual purposes.

Proposed KPI Set

The following KPIs are proposed for consultation with Student Councils and staff involved in the management of Concerns, Complaints and Appeals.

KPI 1: Student awareness of complaints and appeals processes

- Measure: Percentage of students who report they know how to raise a concern, complaint or appeal
- Purpose: To monitor awareness and accessibility
- Target (initial): $\geq 75\%$ awareness (to be baseline-adjusted after Year 1)
- Source: Student surveys (e.g. pulse or annual survey)

KPI 2: Resolution within policy timeframes

- Measure: Percentage of complaints and appeals resolved within published timeframes
- Purpose: To monitor the efficiency of policy implementation
- Target: $\geq 85\%$

KPI 3: Average resolution time

- Measure: Median number of working days to resolution
- Purpose: To monitor the efficiency of policy implementation
- Target: To be benchmarked after baseline year (reported quarterly)

KPI 4: Decision quality assurance

- Measure: Percentage of Complaints that have an Appeal upheld (in full or in part)
- Purpose: To monitor the accuracy of Complaints Management and identify opportunities for improvement in staff capability
- Target: Not applicable

KPI 5: Perceived fairness of process

- Measure: Percentage of complainants/appellants who report they felt heard and treated fairly
- Purpose: To monitor the student experience and identify opportunities for improvement
- Target: $\geq 80\%$

KPI 6: Staff training completion

- Measure: Percentage of relevant staff completing complaints/appeals training
- Purpose: To ensure Concerns, Complaints and Appeals are managed by staff trained in the appropriate capabilities.
- Target: 100% (core roles), $\geq 80\%$ (wider staff cohort)

KPI 7: Governance

- Measure: Percentage of quarterly reports submitted on time that identify themes and recommend actions
- Purpose: To ensure policy implementation and thematic information can be responded to in a timely manner
- Target: 100%

KPI 8: Institutional Learning

- Measure: Percentage of agreed actions implemented within timeframe
- Purpose: To ensure that MITU is continually improving based upon validated learner experiences
- Target: $\geq 80\%$

Supporting (Non-KPI) Indicators

The following will be reported but not targeted:

- Total number of concerns, complaints and appeals, grouped by theme (speaks to trends)
- Proportion of Complaints upheld in full or in part (speaks to student culture and helps refine thematic analyses)
- Distribution by programme, School and service area
- Distribution by Priority Groups

These indicators provide insight into trends and risks but will not be used as performance measures and will not have targets.

Recommendation

It is recommended that Academic Committee:

1. Endorse the proposed KPI set as outlined above for consultation
2. Agree to a baseline year (Year 1) to validate and refine targets where required
3. Require reporting against these KPIs by Semester
4. Confirm that complaint and appeal volumes are to be used for contextual analysis only

Conclusion

Effective performance in this area is not demonstrated by fewer Concerns, Complaints or Appeals, but by how well they are received, managed, and learned from.



Memo to: Academic Committee

From: Assoc. Prof. Deborah Rowe, Head, School of Nursing

Contributors: Sheona Watson Deputy Head, School of Nursing; School of Nursing, Leadership team

Subject: Review of Assessment Scheduling Practices

Classification: Unclassified

Date: 20 March 2026

Recommendations

That the Academic Committee approve the report.

Background

High number of misconduct cases in the school of nursing and multiple instances of misuse of AI in assessment

Attachments

Report into a Review of Assessment Scheduling Practices requested by the Academic Committee at its meeting on the 4 March 2026.



Background:

The School of Nursing takes the management of misconduct in assessment very seriously. We are preparing students to become Registered or Enrolled Nurses in New Zealand, who must uphold the Nursing Council of New Zealand (NCNZ) Code of Conduct.

The Code both guides nurses and informs the public about what they can expect from nurses in their professional role. It also provides a framework for evaluating professional conduct. The Code is framed around four core values—respect, trust, partnership, and integrity—and eight primary principles. Without public trust and confidence, nurses cannot fulfil their role effectively. As a result, the personal and professional aspects of nursing inevitably overlap.

As part of our responsibility to guide students in professional values and standards, the School has developed a Canvas module titled Professionalism in Nursing. All students must complete this module each semester before accessing other course material on Canvas. The module includes content and activities related to:

- MIT Student Regulations
- What You Need to Know for Assessments
- Academic Integrity
- Plagiarism and Misconduct

These topics are also reinforced in class, particularly within Semester One courses.

Context: Assessment Misconduct (2025)

In Semester Two of 2025, BN1 students completed three short online tests over a three-week period, each for a different course. A small number of students used a translator application in all three tests and were subsequently investigated for misconduct.

During the initial investigation, it was identified that:

- Students did not have an opportunity to learn from their initial mistake before sitting subsequent tests
- Instructions for each test differed across courses
- Instructions did not explicitly state that the use of translator applications was not permitted

The students involved were international students, highlighting the importance of continually reviewing the information provided during orientation and pastoral support sessions to ensure all students are adequately prepared and supported for success.

The management and outcomes of these misconduct cases were discussed with the General Manager, Academic Services, and informed subsequent review and work within the School.

Review of Current Assessment Scheduling Practices:

Following the redevelopment of all four programmes within the School of Nursing—aligned with updated Nursing Council Education Standards and Registered and Enrolled Nurse Standards of Competence—the Leadership Team undertook a review of assessment practices.

New assessments were developed to reflect the updated curriculum. Assessment load and timing were considered as part of this process. Development was initially supported through collaborative staff workshops, with guidance from Academic Partners. As development progressed, Academic Partners were assigned to specific teaching teams to ensure assessments were:

- Valid
- Reliable
- Fair
- Practical

Once approved by an Academic Partner, assessments were forwarded to a Subject Matter Expert for completion of the Internal Pre-moderation process.

Teaching teams within each semester then worked collaboratively to plan assessment due dates across all associated courses. This information is collated by year and programme in a SharePoint scheduling spreadsheet.

Assessment scheduling is further constrained in clinical courses due to the timing of clinical placements. Feedback from both students and staff has consistently shown that theoretical assessments scheduled during placement negatively impact students' ability to meet clinical requirements. During placements, students undertake a clinical competency assessment aligned with selected NCNZ Standards of Competence.

It is therefore essential that students focus solely on clinical assessment and placement requirements during this period. However, this necessarily reduces the number of available weeks for completing theoretical assessments, which may result in the remaining assignments being due within a short timeframe.

Use of Generative AI:

In 2025, the School adopted a deliberately strict approach to the use of Generative AI in assessments to ensure all students developed a clear understanding of appropriate and inappropriate use. This approach initially led to an increase in potential misconduct investigations; however, it also enabled the School to collect valuable data and refine processes.

In 2026, teaching teams now focus on:

- Discussing appropriate use of Generative AI in class
- Including a clear Generative AI statement in all assessment frameworks

To support consistency, the Leadership Team developed an Academic Integrity: Suspected Generative AI in Assessment Checklist to guide teaching teams when concerns arise.

The Checklist is included below:

- Indicators for Suspected Generative AI Use
- Initial Red Flags
- Writing style does not match the student's usual academic voice
- Unexpected or unexplained improvement in writing quality
- Overly polished, formal, or generic tone
- Ideas presented at a surface level, lacking contextual understanding
- Sections of the assignment appear disconnected or uneven
- Content does not align clearly with course material or assessment instructions
- Writing appears generic and applicable to multiple topics
- Scenario-based content does not match written responses

Referencing Validity

- References appear unusual or inappropriate for the topic
- DOI links lead to errors or irrelevant pages
- Website URLs do not resolve or link to unrelated content
- References copied into Google Scholar return no matching results
- Reference formatting is unusually precise or inconsistent with typical student work
- In-text citations do not match the reference list



Other Indicators

- Student did not use the required Office 365 online Word document
- Examples or explanations differ significantly from taught class or clinical content

If any indicators are identified, lecturers will proceed to a professional conversation with the student to investigate further. Only after this conversation, will the Misconduct be put forward for formal investigation. Since the introduction of this process in March 2026, the number of formal Misconduct in Assessment investigations within the School has reduced significantly.

Behavioural Misconduct

Behavioural misconduct is also included in the School of Nursing misconduct data. This relates to unprofessional behaviour reported either:

- Within MIT, or
- In the clinical practice environment

Where behavioural concerns arise during clinical placement and patient safety is compromised, students are stood down from placement until the incident has been fully investigated. Due to the potential risk to public safety, any potential behavioural misconduct is investigated formally by the Head of School.

Risk Register - Academic Committee

Risk ID#	Risk Title	Risk Description	Causes or Sources	Consequences	Category	Risk Owner	Inherent Risk Rating	Existing mitigations /controls	Control Effectiveness	Residual Risk Rating	Treat or Accept	Actions Required and Treatment Plans	Action due date	Notes
1	NZQA Programme Approval Funding and Fee Uncertainty Risk	Uncertainty in NZQA fee structures may result in insufficient budget allocation to support all required programme approvals and amendments, potentially constraining academic planning and delivery. (Ref: AC Minutes 2025-12-06. Item 1.3: Action Register)	Delayed confirmation of NZQA fee schedules.		Financial	Academic Committee	Medium	Ongoing monitoring of NZQA communications and fee release information; budget forecasting processes; prioritisation discussions regarding programme approval activity.	Partially Effective	Medium		Ongoing; review upon confirmation of NZQA fee structures.	Ongoing	Ref: AC Minutes 2025-12-06 Item 1.3 Action Register.
2	Academic Programme Development and Approval Capability Risk	A reduction in institutional capability, consistency, and confidence in programme development and approval processes may compromise academic quality assurance, regulatory compliance, and decision-making integrity.	Inconsistent programme development capability.		Academic	Academic Approvals Committee; Academic Committee	Medium	Existing programme approval and governance processes; Academic Approval Committee oversight; engagement between academic schools and support services; initial capability development activity underway.	Partially Effective	Medium		Initial implementation within current academic year; ongoing reporting to AC.	Ongoing	Ref: AC Minutes 2025-12-06 Item 3.3.7 ASC Report.
3	NZQA Programme Data Accuracy and Programme Ownership Alignment:	Inaccurate NZQA Programme Data – Impact on Institutional Reporting and Funding (NZQA programme and micro-credential listings provided to the Institute contain known inaccuracies, including programme ownership and unified programme records, and corrected data has not yet been received. This creates a risk that institutional reporting, monitoring, or funding-related submissions (including the TEC Investment Plan) may be based on incorrect programme information.)	Incomplete or inaccurate NZQA data		Academic	Simon Tries; Chris Park	Completed	Action 1: To obtain and circulate revised NZQA appendices to General Manager Academic Services, General Manager Schools, and Head of School. Action 2: 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.	Effective	Completed		Action 1 completed by Simon Tries (Ref: AC Minutes 2025-05-06 Item 1.3.d Action Register). Action 2 completed by Chris Park (Ref: AC Minutes 2025-04-02 Item 1.2.e Action Register).	May-26	Ref: AC Minutes 2026-03-04. Item 1.3.f - Action Register. Immediate remediation actions completed; risk retained for residual monitoring purposes.

Memo to: Academic Committee
From: Academic Committee
Subject: Correspondence
Classification: Unclassified
Date: 2026-06-03

Recommendations

That the Academic Committee receive the correspondence.

INWARDS:

Attachments:

- a. To: Academic Committee
From: NZQA
Date: 14 May 2026
Subject: Guidance on Awarding credits (Pg.2-10)

- b. To: Academic Committee
From: NZQA
Date: 18 May 2026
Subject: Degree monitoring - website update (Pg.11)

- c. To: Academic Committee
From: NZQA
Date: 22 May 2026
Subject: NZQA Tertiary Quality Assurance update – May 2026 (Pg.12-15)

- d. To: Academic Committee
From: CPA Australia
Date: 26 May 2026
Subject: Unitec & Manukau Institute of Technology Accreditation Outcome Letter 2026 (Pg.16-17)

From: NZQA Admin
Sent: Thursday, 14 May, 2026 12:35 p.m.
To: Academic Committee
Subject: Guidance on Awarding credits

NZQA has issued updated guidance (May 2026) on Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT).

<https://www2.nzqa.govt.nz/tertiary/quality-assurance/guidelines-learning-for-credit/>

The following are the key expectations you must apply.

Core principle

- Credit can only be awarded where the learner demonstrably meets each relevant learning outcome.
- Credit is awarded against learning outcomes, not courses, experience, or time.
- A learner is unlikely to complete an entire programme through RPL/CRT because all learning outcomes must be met.
- The qualification awarded must accurately reflect that the learner has achieved all required outcomes.

What you must do

- Map evidence directly to each learning outcome.
 - Identify the outcome.
 - Show clearly how the evidence demonstrates that outcome.
- Assess prior learning where required.
 - Experience alone is not sufficient.
 - Informal or work-based learning must be assessed against outcomes.
- Use appropriate assessment approaches.
 - This may include setting tasks or assessing evidence (e.g. portfolios, verified documents).
 - Evidence must be current, authentic, and relevant.
- Check currency of skills and knowledge.
 - Older learning may need reassessment to confirm it remains current.
- Ensure credit matches level and volume.
 - Do not award more credit than achieved.
 - Do not award credit at a higher level than originally achieved.
- Confirm all programme and qualification requirements are met.
 - Some outcomes or components may require New Zealand-specific content or cannot be awarded through RPL/CRT.

Documentation and quality requirements

Keep clear records of all RPL/CRT decisions, including:

- credit awarded

- learning outcomes met
- assessment methods
- evidence used and how it was verified
- Ensure evidence is available for moderation and review.
- Apply the same standard as for taught learners.
- Learners awarded credit must have equivalent knowledge and skills.

Common errors to avoid

- Awarding credit where learning outcomes are only partially met
- Accepting experience without assessment or verification
- Awarding whole courses or modules without outcome-level mapping
- Ignoring whether knowledge or skills are current
- Failing to document decisions clearly
- Awarding credit at the wrong level or volume

In summary

- Credit is only awarded when the evidence shows that each learning outcome has been fully achieved.
- RPL/CRT decisions must be evidence-based, documented, and able to stand up to moderation and audit.

Guidelines for the recognition and award of learning for credit

Find out how to credit learners for their previous study, work and life experience

On this page

- ↓ About this guidance
- ↓ Definitions
- ↓ Regulations and requirements
- ↓ Awarding credit
- ↓ Assessment approaches
- ↓ Information about CRT and RPL processes
- ↓ Examples and resources

About this guidance

This guidance sets out NZQA's expectations and advice for tertiary education organisations to develop and implement regulations, policies and processes that assist learners to have their relevant learning recognised and credited.

The effective recognition of learning to award credit assists learners to move readily between education organisations and progress in work and education without having to repeat learning.

[Download the Guidelines for the recognition and award of learning for credit \[PDF, 232 KB\]](#)

Definitions

NZQA uses 2 terms to describe the recognition of learning to award credit. These are defined in the Programme Approval, Recognition and Accreditation Rules and the Micro-credential Approval and Accreditation Rules.

Credit recognition and transfer

Credit recognition and transfer (CRT) is a formal process where credit for outcomes already achieved by a student in relation to a qualification (or micro-credential) is recognised as credit for comparable

outcomes in another qualification (or micro-credential).

Recognition of prior learning

Recognition of prior learning (RPL) is a process that involves formal assessment of a student's relevant and current knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a programme leading to a qualification (or a micro-credential) for the purpose of awarding credit towards that qualification (or micro-credential).

Formal, non-formal and informal learning

This guidance also refers to formal, non-formal and informal learning:

- Formal learning takes place in structured and recognised educational settings.
- Non-formal learning is planned or structured learning that takes place outside of the formal education system.
- Informal learning takes place through daily activities without formal structure or recognition.

Regulations and requirements

Tertiary education organisations are required to have clear, relevant, and appropriate regulations that specify requirements for CRT and RPL.

[Rule 4.1 criterion 5 of the Programme Approval, Recognition and Accreditation Rules](#)

Providers should keep in mind their responsibility to ensure that any qualification they award accurately reflects that a person has achieved that qualification.

[Section 392 of the Education and Training Act 2020](#)  - New Zealand Legislation

When a qualification or micro-credential is awarded, it must be reported to NZQA within 3 months via the provider portal, or through TEC's Single Data Return in the next reporting round.

[Rule 19 of the Qualification and Micro-credential Listing and Operational Rules](#)

Awarding credit

Credit can be awarded for comparable outcomes in a programme

Where a learner has previously gained skills or knowledge through formal education, you may be able to recognise this and award credit towards the relevant outcomes in your programme. You cannot award more credit than the learner has achieved, nor award credit at a higher level than it was achieved at.

If you are recognising credit from a system or framework other than the NZQCF, you will need to understand how the systems compare to award the appropriate credit. A credit on another framework may not represent the same number of learning hours as a credit on the NZQCF, and a level on another framework may not correspond directly to the levels of the NZQCF.

Where a learner has previously gained skills or knowledge through non-formal or informal learning, you may also be able to recognise it as credit towards your programme outcomes. You will need to assess the learner's knowledge and skills against the learning outcomes of the programme to award the credit associated with that learning outcome.

Generally, a learner is not likely to complete a whole programme through the recognition of prior learning or credit recognition. This is because all learning outcomes for the programme must be met, which may include specific New Zealand content, codes, regulations and cultural contexts. A learner who has learned on the job or partially/fully completed a different programme may not have covered every component or achieved every learning outcome in the approved programme.

Credit can be awarded for comparable outcomes in a micro-credential

You may be able to award credit towards a micro-credential following the same practices as for programmes.

Standards may be awarded through RPL

Where a learner has previously gained the skills or knowledge relating to a standard, you may be able to recognise it and award the standard. If you award a standard through RPL you must report it and include it in your usual moderation processes. The record of how the RPL decision was made should be provided if the learner sample is called for moderation.

Skills and knowledge must be current

When awarding credit, you should consider how long ago the knowledge or skill was gained and how it compares to someone currently learning that knowledge or skill. For example, if credit was gained 10 years ago through formal learning, what the person knows may not be up to date. If a skill was gained some time ago, it is important to assess that the learner still has that skill. In some areas, especially in areas that advance quickly, it may be appropriate to put a time limit on CRT.

Specific qualification requirements must be met

All requirements associated with a qualification need to be met for the qualification to be awarded.

Some professional bodies may have specific requirements for graduates wishing to enter their profession. For example, there may be requirements for:

- specific standards, learning outcomes or qualifications that cannot be gained through RPL or CRT

- specific New Zealand or industry/profession content that must be covered
- limits on the amount of credit that can be recognised.

Records and assessments must be kept

You must keep clear records of credit that is awarded through CRT or RPL. These records should show:

- how much credit was awarded
- how it meets the relevant learning outcomes in the programme
- how it was assessed and verified.

Credit gained through CRT or RPL should be clearly indicated on the learner's transcript.

All assessment materials and evidence must be kept in accordance with your procedures for keeping assessment materials and included in quality assurance processes. Evidence must be verifiable and able to be reviewed during monitoring, moderation or programme evaluation activities.

Quality and consistency must be maintained

A learner who has gained a qualification where credit has been awarded for prior learning should have, at a minimum, the same skills and knowledge as a learner who has completed the whole programme with the education provider.

Tertiary education organisations are responsible for ensuring the learners who are awarded credit towards a qualification are included alongside all other learners for the purposes of monitoring, moderation and any other quality assurance activities.

Awarding credit towards a degree

A degree can only be awarded upon completion of a programme that is taught mainly by people engaged in research.

[Section 454\(3\) of the Education and Training Act 2020](#)  - New Zealand Legislation

All credits at the final level of the degree (or graduate/postgraduate certificate or diploma) must be completed with the awarding provider (not awarded credit).

Where credit is being recognised from a degree that is complete (or will be completed), it is limited to one-third of the credit of the degree it is being recognised towards.

If credit is being recognised from a qualification other than a degree, or from a degree that is not and will not be completed, all but the credits at the final level of the degree may be recognised.

Assessment approaches

When developing your approach for assessing a learner's skill or knowledge gained through previous learning (whether formal, non-formal or informal), you may find the following information helpful. It is important to note that not every method or approach is suitable in every situation.

There are 2 main types of assessment:

- Task assessment – Learners are given a specific task to demonstrate their knowledge and skills in relation to an outcome.
- Evidence assessment – Learners provide evidence that shows they have met the outcome, and this evidence is assessed.

Whether setting tasks or assessing evidence, you should consider:

Currency

The task or evidence shows the learner's current (or recent) knowledge or ability. For example, a person who learnt something a number of years earlier could be given a task that shows they have retained the information or can apply it in a current context.

Reliability and authenticity

The task or evidence is authentic, reliable and verified. For example, any evidence provided by the learner is verified by the appropriate authority. An assessment task completed by the learner is authentically their work.

Relevancy

The task or evidence is relevant to the standards or learning outcomes being credited. For example, the task or evidence aligns to the learning outcomes and assesses the skills and knowledge required, including New Zealand specific content.

Suitability

The task or evidence is a suitable appraisal of the learner's knowledge or ability. For example, a portfolio of authentic work may be appropriate for awarding credit towards a design qualification, but a practical demonstration may be required to award credit towards a cooking qualification.

You can find more information on [assessment tools and approaches](#) on our website. Although this relates to standards, many of the principles can be applied to the assessment of prior learning for awarding credit.

Information about CRT and RPL processes

Learners should have easy access to information

You should ensure information about your CRT and RPL processes are readily available for learners. This information should inform learners about:

- when they may be able to gain credit for their prior learning or existing skills and knowledge
- how to apply for CRT or RPL
- what to expect, including how they may be assessed
- costs, timeframes and how they will be notified of a decision
- processes for appealing a decision.

A learner should be able to request CRT or RPL at any stage of their study, however we recommend engaging with learners about CRT and RPL during the application and enrolment process. Assessing previous learning and determining how much credit (if any) can be awarded can help to determine the most suitable programme of study for a learner or what parts of the programme they may not need to repeat. Doing this prior to enrolment also allows the learner to understand ahead of time how it may impact student loans, allowances or visas.

If you assess learning and award credit after the learner is already enrolled, and it results in changes to the initial programme of study, you must inform Immigration New Zealand (for an international learner) and ensure you do not claim TEC funding for the parts of the programme awarded by credit (for a funded learner).

Processes and information should be kept up to date

You should review your CRT and RPL policies and processes regularly to ensure they remain fit for purpose, align with rules and regulations, and are administered fairly, consistently and rigorously.

Information for learners and those doing assessments to award credit should also be reviewed regularly and updated as required.

This information, along with assessments and learner records, must be made available to NZQA upon request (including for monitoring or review purposes).

Examples and resources

Ireland's National Recognition of Prior Learning (RPL) in Higher Education Project was established to embed, streamline and promote RPL across the Higher Education sector. One of the areas of focus is to

enhance the education sector's capacity to operate RPL by developing useful tools, materials, resources and professional development opportunities for staff, including a digital badge.

[Context, explanations and resources for recognising learning for credit](#)  - Priorlearning.ie

[Guidelines for the validating of non-formal and informal learning](#)  - Priorlearning.ie

Get more information or give us feedback

Contact us

From: NZQA Admin

Sent: Monday, 18 May, 2026

Subject: Degree monitoring - website update

Kia ora

The degree monitoring page has been updated with the following information:

[Degrees and related qualifications monitoring - NZQA](#)

Self monitoring

As NZQA progresses work to revise the degree monitoring process, including implementation of the updated rules, there is no longer a requirement to request self-monitoring status.

As outlined during the iQAF consultation, NZQA is moving away from distinguishing between NZQA monitoring status and self-monitoring status. Instead, a scheduled approach to monitoring will be introduced.

Submitting an APER

As previously communicated by NZQA, tertiary education organisations are expected to continue reviewing their programmes and submit a copy of their APER to NZQA for 2026 only.

Further information on reporting requirements beyond 2026 will be provided as part of the updated monitoring arrangements.

From: Team Mailbox QA Admin <qaadmin@nzqa.govt.nz>
Sent: Friday, 22 May 2026 3:08 pm
Subject: NZQA Tertiary Quality Assurance update – May 2026

Tēnā koe

This brief update highlights a few important matters relevant to tertiary providers and reminders of key dates for submission of information to NZQA in coming months.

Since joining NZQA, I have been considering how we can best share key information and updates and support you in maintaining strong and consistent high-quality practice. Our aim is to be adaptable, and right-touch with our outreach.

I trust that these (approximately) two-monthly emails are proving useful, as we work through what channels and cadence might be most effective, without overwhelming you with information. We are keen to know if something isn't working for you – if you would like to share your experience [please let us know](#) using this short survey.

If you are receiving this email, you are listed as the executive or quality assurance contact of an organisation using the details we have in our system. Please pass this information on inside your organisation to those who need to have it.

Stay up to date: the [Quality Assurance Hub](#)

We are updating our website to provide more information about the implementation of the Integrated Quality Assurance Framework; new content is being added regularly. To keep informed about the latest information, the [Quality Assurance hub](#) is a good place to start if you're looking for the latest news and reminders about our requirements.

If you are looking for reminders of upcoming dates for submitting information to NZQA, these are now available in the [Key Dates](#) section of the Quality Assurance Hub.

Implementing iQAF

TEO self-review: information sessions

We have delivered four of five TEO self-review information sessions to support TEOs to understand and meaningfully engage with the process. Approximately 236 participants have attended an information session, representing 116 different TEOs from across the sector. The information sessions are open to all non-university TEOs and provide an overview of the purpose of TEO self-review under the new integrated quality assurance framework (iQAF) and the process. We have one last information session on 28 May 2026 at 1pm. We will schedule additional information sessions for September 2026. If you would like to register for the upcoming information session, please visit the NZQA events page. Link: <https://www2.nzqa.govt.nz/about-us/events/>

TEO self-review reminders

TEO self-review begins from July 2026.

Part of the process requires TEOs to submit a summary of their organisational self-review using a template available on the NZQA provider portal. TEOs must use their education sector log on (ESL) to

access the portal. ESLs are managed by the Ministry of Education. We encourage TEOs to check that they have access to the NZQA provider portal using their ESL. Check with your organisation's delegated authoriser if you need ESL user access or contact the Education Service Desk at service.desk@education.govt.nz.

Our emails and correspondence for TEO self-review are sent to the executive and quality assurance contacts of an organisation using the details we have in our system. We also encourage providers to check that their contact details are correct and up to date on the Provider Portal. This ensures we send the right information to the right people.

New guidance

NZQA is updating its guidance for TEOs to support the phased implementation of iQAF: our latest updated guidance on the following topics is now on our website:

[Self-review information](#)

[PTE Registration guidelines](#)

[Consent to Assess applications guidelines](#)

[Recognition of learning for credit](#)

iQAF - upcoming

Implementation of the iQAF risk informed approach

We are continuing work to support the phased implementation of the iQAF risk informed approach. This includes developing the internal processes and operational capability needed to apply the approach consistently. Initial information for TEOs on our approach is being prepared for publication this month – watch out for updates.

Quality descriptors consultation

In the March DCE QAD update, we indicated that we will be engaging with you on how we can describe a TEO's overall quality under iQAF. We started the conversation with some providers recently via the ITENZ roadshows, and throughout June we will engage with other Peak Bodies and providers on this final design feature for iQAF. Following these initial engagements, we will set out our proposals in a consultation document and organise information sessions for you to share your views. We expect the consultation to begin in August.

Degree Monitoring for 2026

In December 2025, NZQA advised providers of the interim approach to degree monitoring for 2026. We are now developing a revised approach, informed by the iQAF consultation and related design work. The revised model will support a more consistent and proportionate way of monitoring degree programmes.

Further information, including expectations for providers, will be shared in the coming months. We will continue to engage with providers, so the approach is clear, practical, and supports effective quality assurance.

Other regulatory changes

Charging methodology for qualification completions

We have recently published [the methodology we will use to calculate credit reporting fees on qualification completions](#).

The methodology sets out how we will calculate fees for qualifications partially completed before the introduction of our new fee framework; as well as for cross credits, credit transfers, recognition of prior learning and stranded qualifications.

Alongside the methodology, we have published Q&As to provide clarity on how qualification credit reporting fees are calculated and applied.

We will bill under this new system from the end of May 2026 for qualification completions loaded into NZQA systems from 19 January to 31 May. There will be monthly invoices after that.

We encourage you to familiarise yourself with how fees will be calculated, and to ask any questions ahead of when we send out the first invoices using this methodology from the end of May. Please send questions to DMLR@nzqa.govt.nz.

Update on the TOEFL iBT test for English proficiency

The new TOEFL iBT test format and scoring system (which was launched on 21 January) does not align with the scores required on the [Table for internationally recognised English proficiency outcomes](#). This means it cannot be accepted by non-university tertiary education providers for entry to programmes in New Zealand.

Any tests taken prior to 21 January 2026, which use the old scoring system, can be accepted. The current [Australia test](#), which uses the old format and scoring system, can also be accepted. Please contact rules@nzqa.govt.nz if you have any questions about accepting TOEFL tests.

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

Current events

Changing programmes to reduce fuel costs

We are aware that increased fuel prices are impacting tertiary providers and learners - particularly where programmes include vehicle operation, travel, placements, field trips, or other off-campus components.

Under the current phase of [New Zealand's Fuel Response Plan](#), providers are encouraged to operate in 'business as usual' ways. However, if you are considering adjustments to a programme or enrolment arrangements, please contact [Approvals and Accreditation](#) or [Quality Assurance Māori](#) early to discuss them. Please also continue to take account of the needs of your learners, giving all learners an opportunity to provide feedback and to understand what any changes would mean for them.

Canvas learning management system breach

A number of TEOs registered with NZQA were affected by the recent [data breach of the Canvas learning management system](#). Even if your organisation was not affected, we encourage you to review how you would respond if any other Software as a Service system you use were disrupted. Check if your business continuity and incident response plans cover how operations would continue, who would make decisions, what immediate technical steps would be taken to manage access and reduce risk, and how connected systems would be protected.

[Create an incident response plan - Own Your Online](#)

If you have questions or concerns about the Canvas breach, please reach out to the Canvas response team at the Ministry of Education.

Email cyber.security@education.govt.nz.

Key date reminders

Please refer to the [Key dates](#) section of the Quality Assurance Hub for key dates for submitting information to NZQA.

Submitting applications to NZQA for delivery in 2027

To help with your planning and processes for internal quality assurance, below are the recommended dates for submitting applications for programmes of study you want to deliver in 2027.

Degrees

You can submit degree applications to NZQA at any time. Informing your Approvals and Accreditations (A&A) contact three months before submitting the application will help us meet your timelines.

If you want new degree approvals, accreditations, or Type 2 changes to existing degrees ready for Semester One 2027, please submit the application before 1 July 2026.

Level 7 Diplomas

Talk to your A&A contact for guidance before developing a new or revising an existing Level 7 Diploma.

Programmes of study at levels 1 to 6

You can submit applications at any time.

If you want to be ready for Semester One 2027, please submit your application before 2 October 2026 for:

- new approvals or accreditations for programmes of study at levels 1 to 6
- Type 2 changes to existing level 1 to 6 programmes.

Call or email your A&A contact if you need more information.

New PTEs

There have been 7 new Private Training Establishments (PTEs) registered since December 2025

Institute of Sikh Studies NZ (20600)

Hermitage Education Limited trading as Hermitage Career Institute (4448)

QMS Audits New Zealand Ltd (20599)

Kura Cares Charity trading as Kura Cares PTE (4431)

BCITO Limited (8101)

Hair Industries Support Opportunities Charitable Trust trading as HITO (4447)

Canterbury Institute of Management, New Zealand (4439)



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26 May 2026

Malama Saifoloi
Academic Programme Manager
Manukau Institute of Technology and Unitec,
School of Applied Business,
Unitec Mount Albert Campus,
Auckland, 1442, New Zealand

Email: msaifoloi@unitec.ac.nz

Dear Malama,

Re: Professional Accreditation of undergraduate programs at Manukau Institute of Technology and Unitec on the disestablishment of NZIST/Te Pūkenga

Representatives of Chartered Accountants Australia and New Zealand (Chartered Accountants ANZ) and CPA Australia have undertaken a detailed review of the documentation and subsequent correspondence supplied by Manukau Institute of Technology and Unitec, trading as Unitec, for the accreditation of the following programs:

Bachelor of Accounting 127550
Bachelor of Business CA2109

We are pleased to confirm that both professional bodies have determined that these programs meet the professional accreditation standards, including the required competence areas. We are pleased to grant the professional accreditation of these programs for five years until the end of December 2030.

Accreditation by the professional bodies is subject to the continual accreditation of this program by the New Zealand Qualifications Authority (NZQA) throughout the period of your professional accreditation. We will also request the submission of an Annual Report (Template 3 – commencing 2027) to be provided to both professional bodies at the end of each calendar year, detailing any changes proposed for the next calendar year. An Annual Report will not be required in 2026, unless changes are proposed to the table on page 2 of this letter for students commencing their studies in 2027. Please ensure that you communicate any proposed changes to the accredited program outside of the Annual Report to both professional bodies to ensure the information displayed on our websites is current.

We note that the merger between Manukau Institute of Technology and Unitec Institute of Technology is in progress. Once this process is finalised internally and with NZQA, please contact us to inform us of your new organisation name and any other details we may need to review.

Please refer to page 2 for a list of approved subjects that entrants will be required to pass to be eligible for entry to the professional qualifying programs.

We wish your institution every success in the future delivery of this program.

Yours sincerely,

Gloria Franco
Head of Education Strategy
Learning and Innovation
CPA Australia
T: +61 3 9606 9606
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Tracy Gower
General Manager
Member Admissions & Pathways
Chartered Accountants ANZ
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Accredited Program and Subjects

The list of subjects noted below has been determined as required from 2026 onwards for entry to the Chartered Accountants Program with Chartered Accountants ANZ, and to meet the academic requirements for admission to CPA Australia qualifying program for membership.

Unitec Institute of Technology ; Manukau Institute of Technology Bachelor of Accounting Bachelor of Business Location: Unitec Mt Albert Campus, Auckland				
Subject code	Subject name	Required knowledge area	CPA Australia	CA ANZ
ACCY5101	Introduction to Accounting and Taxation	Accounting Fundamentals	✓	✓
ACCY5102	Applied Accounting	Accounting Fundamentals	✓	✓
ACCY5103	Analysis of Financial Information	Accounting Fundamentals	✓	✓
ACCY6102	Intermediate Financial Accounting	Accounting Fundamentals	✓	✓
ACCY5101	Introduction to Accounting and Taxation	Financial Accounting and Reporting	✓	✓
ACCY5103	Analysis of Financial Information	Financial Accounting and Reporting	✓	✓
ACCY6102	Intermediate Financial Accounting	Financial Accounting and Reporting	✓	✓
ACCY7102	Advanced Financial Accounting	Financial Accounting and Reporting	✓	✓
ACCY7103	Auditing and Assurance	Audit and Assurance	#	✓
ACCY6104	Finance	Finance	✓	✓
ACCY5104	Budgets for Planning and Control	Management Accounting	✓	✓
ACCY6101	Intermediate Management Accounting	Management Accounting	✓	✓
ACCY7101	Advanced Management Accounting	Management Accounting	✓	✓
ACCY5106	Economics	Economics	✓	✓
ACCY5105	Commercial Law	Business Law	✓	✓
ACCY6106	The Law of Business Entities	Business Law	✓	✓
ACCY6108	Accounting Information Systems	Business Law	✓	✓
ACCY5101	Introduction to Accounting and Taxation	Taxation	✓	✓
ACCY5102	Applied Accounting	Taxation	✓	✓
ACCY6103	Taxation in Aotearoa New Zealand	Taxation	✓	✓
ACCY6108	Accounting Information Systems	Information & Communications Technology	✓	✓
ACCY 6105	Data Analytics	Information & Communications Technology	✓	✓
BSBN7030	Internship Based Learning	Information & Communications Technology	✓	✓
	AND Integrated*	Information & Communications Technology	✓	✓
	Integrated*	Professional Competence Areas 1 to 4	✓	✓

Candidates have the option of either completing Audit and Assurance with an accredited Higher Education Provider OR in the CPA Program. All other core curriculum areas must be completed for admission as an Associate Member of CPA Australia.

* Where a required competency area is shown as Integrated, students must have passed all other required listed subjects to be awarded this integrated competency area.

Our respective websites will be updated with the above subject listings. You can review this information via: <https://apps.cpaaustralia.com.au/search-accredited-search/> and <https://www.charteredaccountantsanz.com/become-a-member/entry-requirements/chartered-accountant/recognised-qualifications>. Please contact us if you identify any inconsistencies in these listings.

Academic Misconduct Report

School of Health and Counselling - Bachelor of Applied Counselling

1. Introduction

This report provides an overview of academic misconduct within the School of Health and Counselling, with specific reference to the Bachelor of Applied Counselling. It outlines misconduct data across the past three years with analysis, identifies key themes, details mitigation strategies implemented, and highlights areas for ongoing development.

1.1 Programme Context

The Bachelor of Applied Counselling (BAC) is a fully coursework-based programme, with no formal examinations. The programme is accredited by the New Zealand Association of Counsellors (NZAC) and is designed to develop applied, practice-ready counselling competencies in alignment with professional and ethical standards.

Given the applied nature of the qualification, assessment methods primarily include case study analyses, reflective writing, practical skills-based assessments, and recorded counselling sessions (video submissions). These assessments are intentionally designed to evaluate students' ability to integrate theory with ethical, reflective, and professional counselling practice. As a result, demonstrating authentic authorship and original reflective engagement is essential and central to both academic integrity expectations and NZAC requirements.

2. Misconduct Data (Past Three Years)

Year	Proven	Not proven	% Proven over reported	Proven	Not proven	% Proven over reported
	Semester 1			Semester 2		
2023	1	0	100%	15	1	93%
2024	10	1	90.1%	23	5	82%
2025	7	1	87.5%	53	24	68.8%
2026 (incomplete data – semester 1 in progress)	5	1	83.3%	-	-	

3. Analysis

1. Sharp increase in Semester 2 cases
 - Especially pronounced in 2025, where Semester 2 volumes more than doubled compared to 2024.
2. Declining proven rates over time
 - Most noticeable in Semester 2, dropping from ~94% (2023) to ~69% (2025).
3. Semester difference
 - Semester 1 consistently shows higher proven rates and lower volume.
 - Semester 2 shows higher volume but lower outcome certainty.

4. Possible implications

- Increased Semester 2 volume may be linked to:
 - Higher reporting rates
 - Greater complexity or diversity of cases
 - Timing effects (academic pressures, assessment periods)
- Lower proven rates may suggest:
 - More borderline or complex cases coming forward
 - Higher evidentiary thresholds not being met consistently

5. Risk

From a risk perspective, the data indicates a shift from low-volume/high-confidence outcomes to high-volume/more variable outcomes, particularly in Semester 2.

This gives rise to three interrelated risk domains:

Operational risk

- Increased workload for lecturers and integrity decision-makers
- Potential pressure on consistency and timeliness of decisions

Reputational and fairness risk

- Rising not-proven outcomes may create:
- Perceptions of over-reporting
- Concerns about equity or clarity of process if not clearly communicated

Policy and systems risk

Possible misalignment between:

- Reporting thresholds and Evidentiary standards
- Student and staff understanding of what constitutes a provable breach

5. Key Themes

The primary theme identified across misconduct cases is the unauthorised use of artificial intelligence (GenAI) in assessment submissions.

Contributing factors include:

- Student use of external AI tools such as ChatGPT, Grammarly, Microsoft Copilot, and QuillBot
- Conflicting guidance within Canvas regarding acceptable AI use
- Limited understanding of academic integrity expectations in relation to emerging technologies

While students primarily access AI tools independently, it is also noted that Microsoft Office is provided to students and includes embedded AI-assisted features. This reinforces the need for clear and consistent guidance.

6. Mitigation Strategies Implemented

A structured and consistent approach has been established to identify and manage AI-related misconduct following Turnitin detection.

6.1 Clear Expectations for Students

All assessments in Canvas explicitly state that AI use is not permitted unless otherwise specified. Students are advised that AI may be used to support learning, such as understanding course material, but not for generating assessment content.

6.2 Transparency of Authorship

Students are encouraged to complete assessments using Google Docs or platforms (eg. MS Word) with version history enabled. Editable links must be submitted upon request to demonstrate the development of the assessment and edits. Handwritten notes and separate reference or source lists are not accepted as evidence, as they do not demonstrate time-stamped authorship. However, these could be requested.

6.3 Lecturer Review Process

Where AI use is flagged, lecturers meet with students to discuss the assignment and assess their understanding. Decisions are made based on both the discussion and the Turnitin report. Where concerns are not upheld, a record is documented in Canvas within the assignment comments outlining the outcome.

6.4 Formal Investigation Process

Where concerns remain, cases are escalated in accordance with institutional policy. Incidents are reported within the required five-day timeframe and proceed through the formal academic misconduct process.

6.5 Staff Consistency

All lecturers within the School of Health and Counselling have been informed to follow a consistent, standardised process. This process is documented within the Academic Lead Student Files, under the “Misconducts” folder, [Misconduct Process - School of Health and Counselling](#)

The process includes a detailed flowchart and supporting guidance outlining lecturer responsibilities at each stage. Lecturers are required to undertake an initial review of all assessments prior to marking to identify any potential indicators of AI-generated content. This is a preliminary scan rather than a full marking read.

Where potential AI use is identified, the lecturer arranges a meeting with the student. This meeting is framed as an informal discussion, where the lecturer raises specific concerns and asks the student to explain their work, sources, and writing process. As part of this, a challenge test may be conducted, requiring the student to demonstrate their understanding of the submitted content.

Following the meeting, the lecturer decides based on the student’s ability to explain and evidence their work, alongside the Turnitin report and any other relevant indicators.

Where concerns are resolved, no formal investigation is initiated. In these cases, the lecturer records a summary of the discussion and outcome within the Canvas assignment comments for transparency and record-keeping.

Where concerns remain, the lecturer is required to escalate the matter as a formal academic misconduct incident. This must be reported within the required five-day timeframe, in line with institutional policy. The case then proceeds through the formal misconduct process.

This approach ensures consistency across the School while allowing for professional judgement in determining whether a formal investigation is warranted.

7. Evolution of Detection Approach

The School’s approach has developed over time in response to the rapid evolution of AI tools.

- Initial approach: Turnitin AI detection used with a threshold greater than 20 percent
- Semester 2, 2024: Threshold increased to greater than 40 percent
- Semester 1, 2025: Threshold increased to greater than 45 percent
- Semester 1, 2026: No fixed percentage threshold; each case assessed individually

This progression reflects a shift away from reliance on automated indicators toward a more robust process based on professional judgement and student engagement.

8. Clarification of Guidance in Canvas

Conflicting AI-related guidance within Canvas has contributed to student uncertainty regarding acceptable use. Figure 1

In response:

- AI-related content within Canvas has been reviewed and disabled where it does not align with programme expectations
- Clear expectations regarding AI misuse have been included in the Bachelor of Applied Counselling student handbook
- Consistent guidance has been reinforced across all teaching staff

9. Impact of Implemented Changes

As these processes were developed and implemented prior to the start of Semester 1, 2026 in response to the significant increase in cases observed in Semester 2, 2025, this work remains in the early stages. Semester 1, 2026 is still in progress, and current data reflects the position at approximately mid-semester.

A comparison across relevant periods provides context:

- **Semester 1, 2025 (full semester):** 7 proven, 1 not proven (8 total)
- **Semester 2, 2025 (full semester):** 53 proven, 24 not proven (77 total)
- **Semester 1, 2026 (to date):** 5 proven, 1 not proven (6 total)

The increase observed in Semester 2, 2025 prompted a clear and coordinated response across the School, including the introduction of explicit expectations regarding AI use, strengthened processes for identifying and responding to misconduct, and increased emphasis on evidencing authorship.

When compared with the same time in the previous year, there is a slight reduction in reported cases. When compared with the previous semester, there is a significant decrease.

Early indications following implementation in Semester 1, 2026 show:

- Improved consistency in the identification and management of cases
- Greater clarity for students regarding expectations
- A reduction in AI-related misconduct cases, with 6 incidents (5 proven, 1 not proven) recorded to date

This early reduction may reflect increased student awareness of expectations, alongside clearer communication regarding the requirement to demonstrate authorship through verifiable evidence such as version history.

In particular, within theory-based courses where AI use had previously been more prevalent, there has been a notable decrease in reported incidents.

At this stage, it is not possible to confirm whether this represents a sustained trend, given that Semester 1, 2026 is still in progress and the processes have only recently been implemented. However, the current data suggests a shift following implementation, rather than a continuation of the pattern observed in Semester 2, 2025.

Ongoing monitoring across the remainder of the semester and into future semesters will be required to determine whether this reduction is maintained.

10. Further Opportunities

To continue strengthening this area, the following actions are recommended:

- Continued reinforcement of clear, programme-level expectations regarding AI use
- Ongoing staff training on AI use and reviewing assessments requirements. Continued staff calibration to ensure consistency in decision-making
- Ongoing student education on authorship and academic integrity - library staff workshop and Jumpstart workshop for learners.
- Regular review of processes in response to ongoing developments in AI tools

11. Conclusion

Academic misconduct within the Bachelor of Applied Counselling is predominantly associated with the unauthorised use of AI tools. The School has responded by implementing a structured, consistent, and evolving process that strengthens expectations, improves transparency of authorship, and supports informed decision-making by staff.

The move away from reliance on fixed AI detection thresholds toward individualised case assessment represents a significant improvement in practice and aligns more closely with the complexities of AI use in counselling education.

While this work remains in the early stages, current data and observed trends indicate a reduction in AI-related misconduct, particularly within theory-based courses where it had previously been more prevalent. This suggests that the combination of clearer expectations, strengthened processes, and staff alignment is having a positive impact.

Ongoing monitoring and refinement will be required as AI technologies continue to evolve. However, the current approach positions the School to respond proactively and maintain academic integrity in a rapidly changing environment.



Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: MITU Quality Assurance Framework and the NZQA Integrated Quality Assurance Framework (IQAF)

Classification: Unclassified

Date: 13 May 2026

Recommendations

That the Academic Committee:

- receive the update on implementation of the NZQA Integrated Quality Assurance Framework
- note the intent to continue the development of the MITU Quality Assurance Framework

Key Points

1. NZQA has released more detailed information on their Integrated Quality Assurance Framework (IQAF)
2. The IQAF requires all Tertiary Education Organisations (non-University sector) to engage in "TEO Self-Review" – one of four parts of the IQAF – which includes:
 - a. conducting an annual self-review
 - b. providing a summary report to NZQA.
 - c. engaging in an annual discussion with NZQA
 - d. receiving a final summary report from NZQA
3. Self-review is focused on:
 - a. the quality of education and training TEOs deliver and how they support learner wellbeing and safety
 - b. how effective a TEO's quality assurance systems and practices are
 - c. the outcomes that the students of the TEO achieve
4. Each year, NZQA identifies a theme to include all TEO self-reviews. NZQA's theme for 2026 is "*The use of generative AI in delivery and assessment*"
5. Manukau Institute of Technology and Unitec's first self-review report is due 22 March 2027 ([schedule](#)).
6. Development will shortly commence on the remainder of the MITU Quality Assurance Framework

Background

In November 2024 NZQA conducted an initial sector-wide consultation on their (then proposed) Integrated Quality Assurance Framework (IQAF). The IQAF was proposed to replace the extant Evaluative Quality Assurance Framework. Feedback received from the initial consultation was used by NZQA to further refine the (then proposed) IQAF with a second round of consultation in August 2025.

In late 2025 NZQA published a number of new Rules made under section 452 of the *Education and Training Act 2020*, with effect from 19 January 2026.

The new Rules prescribe the requirements of all TEOs, and included the ([NZQA summary](#)):

- Directory of Assessment and Skill Standards Listing and Operational Rules 2026
- Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2026
- Qualification and Micro credential Listing and Operational Rules 2026
- Programme Approval Recognition and Accreditation Rules 2026
- Micro credential Approval and Accreditation Rules 2026
- Offshore Programme Delivery Rules 2026
- Quality Assurance of Tertiary Education Providers Rules 2026

Note: Rules not directly relevant to MITU have been excluded.

The [Quality Assurance of Tertiary Education Providers Rules 2026](#) outline the requirements of NZQA's Integrated Quality Assurance Framework, as well as TEOs' own quality management systems, and the basis upon which TEOs' operationalisation of the requirements of the Rules are evaluated by NZQA.

Commentary

At the time the above Rules were published, Unitec and MIT were in the process of standing up MIT&Unitec. Given the many competing priorities at that time, and the absence of guidance from NZQA regarding the IQAF, the decision was made to defer the full development of the MIT&Unitec Quality Assurance Framework, including the full suite of quality assurance related policies and procedures. Rather, policy redevelopment priorities were focussed on student facing and 'front end' quality assurance with those related to product development and delivery prioritised over those focused on (for example) evaluation, review and monitoring. This approach was supported by the extant Unitec and MIT quality frameworks.

With the release of the additional information regarding the IQAF (see below and attached), and the consideration by the Academic Quality Committee and the Academic Committee of the 2025 annual reports for the key quality assurance systems across MITU, it is now an appropriate time to commence the development of the remaining MITU Quality Assurance Policies (and associated procedures) and to finalise the MITU Quality Assurance Framework.

The purpose of the MITU Quality Assurance Framework will be on the policies, systems and approaches to be used by MITU to provide the assurance required for its own strategic and operational purposes. Additionally, it will need to align with all relevant regulatory requirements, including NZQA's Integrated Quality Assurance Framework. MITU's Quality Assurance Framework will need to provide assurance across MITU, including on:

- the quality of education and training delivered (including sub-contracted activities)
- the effectiveness of our own quality assurance systems and practices, and;
- the outcomes achieved by students of the TEO.

Next Steps:

1. A broad outline of the proposed MITU Quality Assurance Framework will be presented to the Academic Leadership Team for discussion, feedback and endorsement.
2. Policies and Procedures will be developed, and consultation across the institute undertaken.
3. Policies and Procedures will be provided to the Academic Quality Committee (and any other relevant governance committees) for endorsement and subsequent approval by the Academic Committee
4. The Policies and Procedures will be implemented as approved.

Attachments

Attached is all currently known information on NZQA's IQAF:

1. TEO self-review update NZQA email 20260402
NZQA's operational update on the TEO self-review process
2. About self-review - NZQA website 202605012
General information about self-review and the key features of effective self-review practice
3. TEO self-review - NZQA website 20260512
Information about TEO self-review, the summary report, annual discussions, and the schedule
4. TEO self-review summary report - NZQA website 20260504
Information on completing and submitting the TEO self-review summary report
5. Annual discussion for TEO self-review - NZQA website 20260504
Information about a TEO's annual discussion with NZQA after submitting the TEO self-review summary report
6. *The [Quality Assurance of Tertiary Education Providers Rules 2026](#)*

From: Team Mailbox QA Admin <qaadmin@nzqa.govt.nz>
Sent: Thursday, 2 April 2026 2:20 pm
Cc: Team Mailbox TEO Self-review <teo_sr@nzqa.govt.nz>
Subject: TEO self-review update

EXTERNAL EMAIL WARNING

Tēnā koe

This email provides an operational update on the TEO self-review process. Please read it carefully as it contains important information on the next steps of TEO self-review process.

Conducting your TEO self-review?

In an email sent by NZQA's acting DCE Utufa'asisili Rosemary Mose in March, we shared that from July 2026, all TEOs will report, to NZQA, on their annual organisational self-reviews as part of our new integrated Quality Assurance Framework (iQAF).

TEOs will need to conduct a self-review of their organisation's performance each calendar year. A TEO self-review must cover:

- the quality of education and training delivered (including any activities contracted to a third party)
- the effectiveness of the TEO's quality assurance systems and practice, and;
- the outcomes achieved by students of the TEO.

TEO self-review summary report

After conducting a self-review, TEOs will need to complete and submit a summary report of this review using a standard template available through the NZQA provider portal.

The purpose of the summary report is to share the findings of your organisation's annual self-review. It includes a quality improvement plan that covers the priority opportunities or problems you will focus on in the upcoming year.

The self-review report includes 4 sections:

1. **Context** – details about your organisation and any initiatives the organisation has undertaken around learning, teaching, assessment and learner safety and wellbeing.
2. **Areas of interest to NZQA** –a summary of your practices and actions on a selected theme or themes.
3. **Quality improvement plan** –the plan identifies priority actions intended to improve the quality of education and support provided to your learners.
4. **Compliance attestation** –attest that you are compliant with specific legislative and rule requirements, including the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

NZQA will review the report and schedule a discussion with appropriate leaders of your organisation.

Annual discussion

After submitting the summary report through the provider portal, NZQA will schedule a time with the TEO to have a discussion with a TEO self-review evaluator (an ‘evaluator’) within 15 to 20 working days. The purpose of an annual discussion is to provide an opportunity for the TEO and NZQA to come to a shared understanding of:

- the TEO’s education performance over the previous year;
- challenges and progress on any improvements identified in the previous self-review, and;
- priorities for the coming year.

The evaluators may also consider any other relevant information and available performance data NZQA holds on a TEO in preparation for the discussion.

At least two TEO representatives and an NZQA evaluator will meet online for the annual discussion. The discussion will last approximately 90 minutes. NZQA will prepare a succinct summary of the discussion which will be shared with the TEO. These reports are not intended to be public, and they will not be published on the NZQA website.

There will be no cost incurred by undertaking the annual discussions.

2026/27 TEO self-review schedule

The 2026/27 TEO self-review schedule is now on the [NZQA website](#). The schedule indicates the month and week each TEO will submit their TEO self-review summary report through the NZQA provider portal. TEOs will be notified via email of their self-review submission due date at least 6 weeks prior.

The schedule is broken down by financial year quarters and includes the TEO's legal name and MOE number. TEOs should review the schedule as part of their planning and preparation to carry out their organisation's self-review. TEOs have been scheduled to submit their self-review summary report and have their annual discussion with us based on various factors, such as the date of their last EER, date of registration for new TEOs, and provider type.

TEO Self-review resources

Our TEO self-review pages on the NZQA website provide more information and resources about the process and organisational self-review. To visit the TEO self-review webpage, [click here](#).

We will also host several information sessions on TEO self-review in which we will go over the process and timelines. It will also be an opportunity for TEOs to speak with a member of NZQA and to ask any questions they might have. To view the information session dates and register, please visit the [NZQA events page](#).

What's Next?

TEOs will be notified via email of their self-review submission due date at least 6 weeks prior. This email will also advise you on who your assigned evaluator will be. Your evaluator will be your primary point of contact for the TEO self-review process and will be able to support your organisation with any questions that arise.

Any questions?

If you have questions about TEO self-review, we encourage you to contact us via email at teo_sr@nzqa.govt.nz or 0800 697 296.

Ngā mihi,

The TEO self-review team



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About self-review

General information about self-review and the key features of effective self-review practice

Self-review is one of the best ways for a tertiary education organisation (TEO) to understand and improve its educational performance and quality.

Self-review uses data, evidence and a systematic process. It allows TEOs to examine the performance of their organisation and identify its strengths and weaknesses.

It aims to inform decision-making, practices in the TEO, and ways to keep improving.

How to do effective self-review

We don't prescribe how TEOs conduct self-review.

Self-review is a flexible, scalable, fit-for-purpose process. What self-review looks like in practice will depend on:

- the size of a TEO
- the quality assurance systems and practices it already has
- its overall educational goals and purposes.

Your process should be comprehensive, authentic, transparent and robust. You can focus on the following aspects.

Preparation

The process of planning out how a TEO will conduct self-review, and who needs to be involved.

Systematic data gathering



The intentional and methodical gathering of quality evidence (including qualitative and quantitative data) from a range of sources available to a TEO.

Outcomes

What is being achieved and the value for learners, employers and the wider community.

Needs assessment

The extent to which TEOs systematically determine and address the needs of learners, employers and the wider community.

Processes and practices

The processes and practices that help to achieve outcomes.

For example, the primary importance of good teaching, or the role of effective learner support services.

Learner achievement

The impact of educational provision on learner progress and achievement.

Using what is learned

Evidence-based conclusions and decision-making that will feed into strategic and business planning, leading to continuous, positive change.

Actual improvement

The extent to which improvements are relevant and worthwhile.

Learner voice

Working to understand and respond to a range of learner voices to enhance the quality of education and training delivered.

Stakeholder engagement

Working with internal and external stakeholders, such as community and industry, to ensure that education and training delivered meets their needs.

Related pages

[TEO self-review](#)

[Schedule for TEO self-review](#)

[TEO self-review summary report](#)

[Annual discussion for TEO self-review](#)

Got questions or concerns?

[Email the TEO self-review team](#)

TEO self-review

Find out about TEO self-review, the summary report, annual discussions, and the schedule

On this page

- ↓ The results of self-review
- ↓ The process for TEO self-review
- ↓ Next steps for TEO self-review

Tertiary education organisations (TEOs) are in the best position to drive their own quality and improve that quality.

They do this by engaging in regular, fit-for-purpose self-review.

Find out more about:

[About self-review](#)

[Schedule for TEO self-review](#)

Self-review prompts TEOs to keep improving their processes and delivery, for them and their learners.

Self-review is a key part of our quality assurance framework

TEO self-review is a one of the four key parts of our integrated quality assurance framework (iQAF). TEOs undertake evidence-based self-review about their whole organisation and its systems.

This lets TEOs get an in-depth understanding of:



- the quality of education and training they deliver and how they support learner wellbeing and safety
- how effective the TEO's quality assurance systems and practices are
- the outcomes that the students of the TEO achieve.

As part of our integrated quality assurance framework, TEO self-review helps us make sure that non-university tertiary education in Aotearoa is high quality.

From July 2026, all non-university tertiary education providers delivering education and training, including Industry Skills Boards (ISBs) delivering work-based training, will undertake TEO self-review.

The results of self-review

TEO insights about their quality and ways to improve

In TEO self-review, organisations review their educational performance and quality assurance practices to identify any areas they need to improve.

The TEO then uses these findings to develop:

- a thorough understanding of quality for their TEO
- quality improvement plans with clear actions.

TEOs produce a self-review summary report

After a TEO completes their self-review, they summarise this review and their findings in a templated TEO self-review summary report.

They submit this to us through the NZQA provider portal.

The report will include a plan to improve quality at the TEO and for the learners.

What is in the template

The template asks TEOs to share information on:

- context of the TEO
- areas of interest to NZQA
- quality improvement plan
- whether the TEO is complying with any relevant rules and regulations.

TEOs meet with us to discuss the self-review summary report

We meet with each TEO annually to discuss the TEO's self-review summary report. We assign a self-review evaluator for the discussion.

The annual discussion allows us and a TEO to talk about key aspects of their self-review report and improvement plan.

It also allows us to raise any issues that we might have identified through the report or other quality assurance activities.

We can also identify ways to support the TEO building capability as well.

Find out more:

[Annual discussion for TEO self-review](#)

NZQA produces a final summary report

We create a summary report and share it with the TEO at the end of the annual self-review process.

These summary reports are not public information and will not be shared on the NZQA website.

The process for TEO self-review

1 Conduct a self-review

A TEO examines the systems and processes in their organisation, as well as how effective these are for learners and their outcomes.

2 Submit a self-review summary report

A TEO uses the template to create a self-review summary report.

Then the TEO submits the report to NZQA through the provider portal.

[TEO self-review summary report](#)

3 Talk with NZQA once a year

TEOs meet with a self-review evaluator (SRE) once a year to discuss the TEO's self-review summary report.

They also discuss the TEO's improvement plan and any other issues from NZQA quality assurance activities.

[Annual discussion for TEO self-review](#)

4 NZQA finalises a summary report for the TEO

After the annual discussion, NZQA shares a final summary report with the TEO.

Next steps for TEO self-review

Self-review for organisations

Find out how to do self-review in your organisation

[Self-review for organisations](#)

Schedule for TEO self-review

Find out when a specific TEO needs to submit their self-review report

[See the schedule](#)

TEO self-review summary report

Learn how to complete and submit your TEO's self-review summary report

[TEO self-review summary report](#)

Annual discussions with NZQA

Find out what happens at an annual discussion and how to prepare

[Annual discussion for TEO self-review](#)

NZQA Rules for TEO self-review

Learn about the rules that TEO self-review needs to follow

[Quality Assurance of Tertiary Education Providers Rules](#)

Need some help?

You can talk to us about TEO self-review

[Email the TEO self-review team](#)

TEO self-review summary report

Information on completing and submitting the TEO self-review summary report

On this page

- ↓ What is in each section of the self-review summary report
- ↓ Reviewing and discussing the report
- ↓ Filling out the 2026 TEO self-review summary report template
- ↓ Related pages

After completing an organisational self-review, TEOs will need to complete and submit a summary report of this review using a standard template through the NZQA provider portal.

[Log into the provider portal](#) 

What is the self-review summary report?

This self-review summary report briefly summarises the high-level findings of your organisational self-review, including your review of learner wellbeing and safety practices required by the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

[Find out more about the Code](#)

The NZQA Rules that apply are the:

[Quality Assurance of Tertiary Education Providers Rules](#)

What is in each section of the self-review summary report

The self-review summary report includes 4 sections.

1. Context and self-review summary findings

This section shows details held by NZQA about a TEO's quality assurance activities.



It includes a section for TEOs to confirm the previous full year and current year-to-date (YTD) equivalent full-time students (EFTS), successfully completed EFTS and total student numbers.

This section also summarises findings from a TEO's organisational self-review in the areas of:

- teaching and learning
- assessment
- learner wellbeing and safety.

The focus is on what the organisation has done in the previous year, with comments on successes and challenges.

2. Area of interest to NZQA

This section focuses on a thematic question and asks TEOs to provide a summary of opportunities, activities and outcomes on the specific topic.

Gathering information on areas of interest will help NZQA to understand and anticipate areas of risk as well as strengths across the tertiary education system.

3. Quality improvement plan

These improvement actions come from a TEO's own annual improvement plan and highlight key priorities planned for the upcoming year to improve:

- the quality of education/training
- the effectiveness of your quality assurance systems and practices
- outcomes for learners

4. Compliance attestation

TEOs will attest that they currently comply with the:

- Education and Training Act 2020 (the Act)
- NZQA rules pursuant to the Act
- the Code.

TEOs will also provide the URL link to a summary Code self-review report published on your website.

Reviewing and discussing the report

NZQA will review the submitted self-review summary report and schedule a discussion with appropriate leaders of the TEO. The discussion will focus on what the TEO has included in the self-review summary report.

It will cover:

- significant changes identified and their impact on the organisation
- improvements, challenges and opportunities in the areas of teaching and learning, assessment, learner wellbeing and safety
- the thematic review (the organisation's planning and actions)
- if a TEO's quality improvement plan is sufficient given the data and information NZQA holds.

The evaluators will also consider any other information and available performance data held by NZQA and other agencies (e.g. TEC, Ministry of Education, Immigration NZ) relevant to the discussion.

Filling out the 2026 TEO self-review summary report template

Below are the sections and questions of the TEO self-review summary report template that TEOs will need to respond to.

This is intended as a reference only.

TEO's will complete the summary report template online through the provider portal.

NZQA will not accept PDF or Word versions of this form.

Got any feedback?

Contextual information

Details held by NZQA about a TEO's quality assurance activities.

Equivalent Full-Time Students (EFTS)

Confirm EFTS, completed EFTS and total student numbers (Previous year and YTD).

How to calculate EFTS

TEOs can use either the EFTS data gained from their Student Management System (SMS) or use this worksheet to calculate the EFTS per course or programme delivered each year.

[EFTS calculation worksheet \[XLSX, 30 KB\]](#)

Organisational self-review findings

Summarise successes and challenges in the previous year for the areas of:

- teaching and learning
 - assessment
 - learner wellbeing and safety.
-

Areas of interest to NZQA (thematic question)

The theme for 2026 is: The use of generative AI in delivery and assessment.

Please provide a brief summary of the TEO's planning and activities in relation to this theme.

Use of generative AI in delivery and assessment:

- What opportunities did you identify?
 - What activities did you undertake?
 - What were the outcomes of these activities?
 - Any other comments on the theme.
-

Quality improvement plan

Highlights key priorities planned for the upcoming year to improve:

- the quality of education/training
 - the effectiveness of your quality assurance systems and practices
 - outcomes for learners
-

Compliance attestation

TEOs will attest that they currently comply with and have satisfied responsibilities of the:

- Education and Training Act 2020 (the Act)
- NZQA rules pursuant to the Act
- the Code.

TEOs will also provide the URL link to a summary Code self-review report.

Related pages

[TEO self-review](#)

[About self-review](#)

[Annual discussion for TEO self-review](#)

[Schedule for TEO self review](#)

Do you have questions or concerns?

[Email the TEO self-review team](#)

Annual discussion for TEO self-review

Information about a TEO's annual discussion with NZQA after submitting the TEO self-review summary report

On this page

- ↓ [About the annual discussion](#)
- ↓ [What the annual discussion covers](#)
- ↓ [How to prepare for the annual discussion](#)
- ↓ [After the annual discussion](#)
- ↓ [Related pages](#)

About the annual discussion

After a TEO submits their TEO Self-review summary report through the NZQA provider portal, NZQA reviews the report and arranges an annual discussion with appropriate leaders from the TEO.

The annual discussion allows you to discuss the information provided in the summary report, including:

- key changes
- areas of focus
- planned improvements the TEO has identified as part of its self-review.

It also lets us raise any issues that we might have identified through the report or other quality assurance activities.

What a TEO self-review evaluator does

Each TEO will be assigned a TEO self-review evaluator. They will schedule, coordinate and lead the annual discussion with the TEO on behalf of NZQA.



TEOs will be able to contact their assigned evaluator throughout the process and when they prepare for the annual discussion.

What the annual discussion covers

The annual discussion focuses on matters identified through the TEO's self-review summary report, including:

- the TEO's education performance over the previous year
- challenges and progress on any improvements identified in the previous self-review summary report
- the TEO's priorities for the coming year.

At least two representatives from the TEO (such as the Chief Executive and Quality Assurance Manager) will be at the discussion, as well as an NZQA evaluator.

Annual discussions last approximately 90 minutes.

How to prepare for the annual discussion

An NZQA evaluator will share a discussion plan with a TEO before their scheduled annual discussion. This will help a TEO be aware of and contribute to the topics that will be covered.

These discussion plans will prioritise topics that let NZQA and the TEO come to a clear, shared understanding of a TEO's organisational self-review findings and how they relate to their improvement plan and initiatives.

If NZQA has identified themes or issues of interest the TEO hasn't included in their self-review submission, these will be noted in the discussion plan.

After the annual discussion

NZQA will share a written summary of the discussion with the TEO to confirm its accuracy within an agreed time frame. These summaries are not public information and will not be shared on NZQA's website.

NZQA will then follow up approximately six months after the discussion. The follow-up checks any progress against the actions the TEO has prioritised in the self-review summary report, as part of their improvement plan.

Related pages

[TEO self-review](#)

[About self-review](#)

[Schedule for TEO self-review](#)

[TEO self-review summary report](#)

Do you have questions or concerns?

[Email the TEO self-review team](#)

Find out more about TEO self-review

[Go now](#)



Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Contributors: Jeff Honey, Insights Business Partner, Te Korowai Kahurangi

Subject: MITU 2025 Educational Performance Indicators

Classification: In-Confidence

Date: 28 May 2026

Recommendation

That the Academic Committee receive the latest Educational Performance Indicator results from the April 2026 Single Data Return.

Background

Both MIT and Unitec EPI data is updated three times per year following the Single Data Return (SDR) being sent to the Tertiary Education Commission in August, December and April. The April SDR provides a 'final' view of the previous year after allowing for outstanding grades and results.

The attached document provides a high-level summary of 2025 performance for MIT and Unitec on:

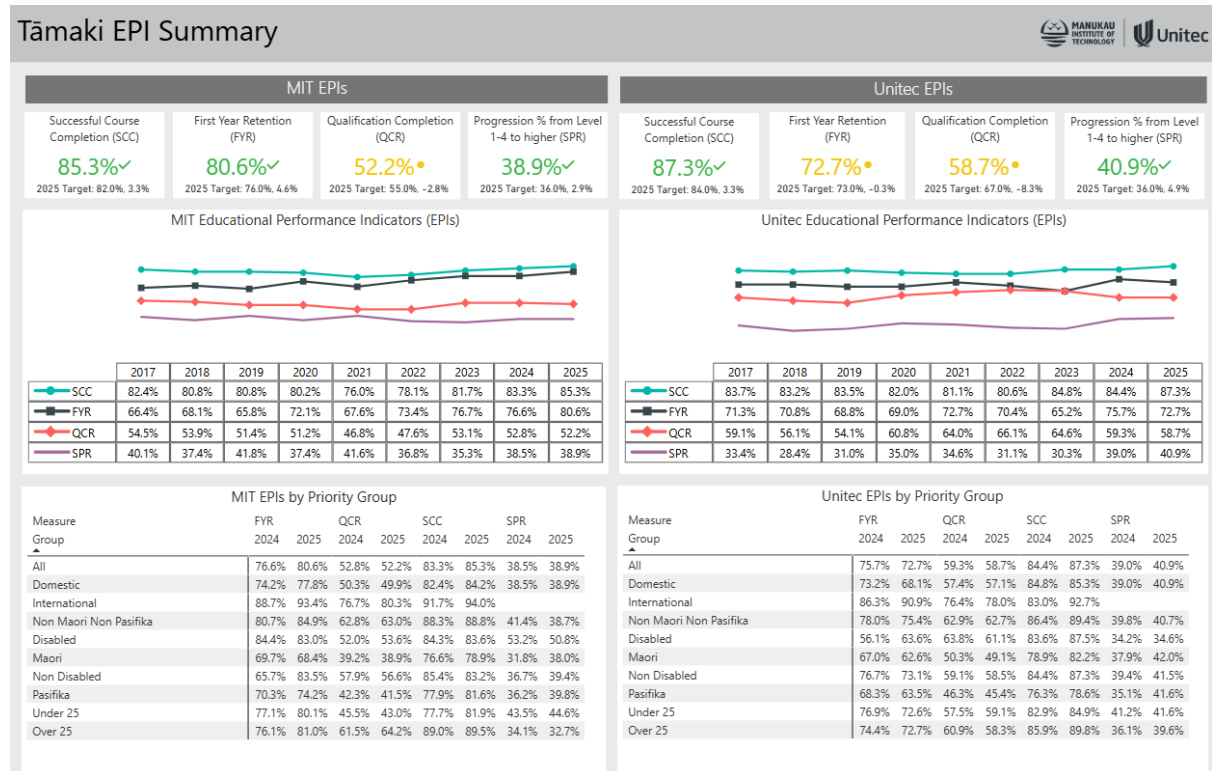
- EPIs (successful course completion, first year retention, qualification completion, progression)
- Priority Group EPI trends
- Targeted Priority Group EPI Commitments (EPICs)

Attachments

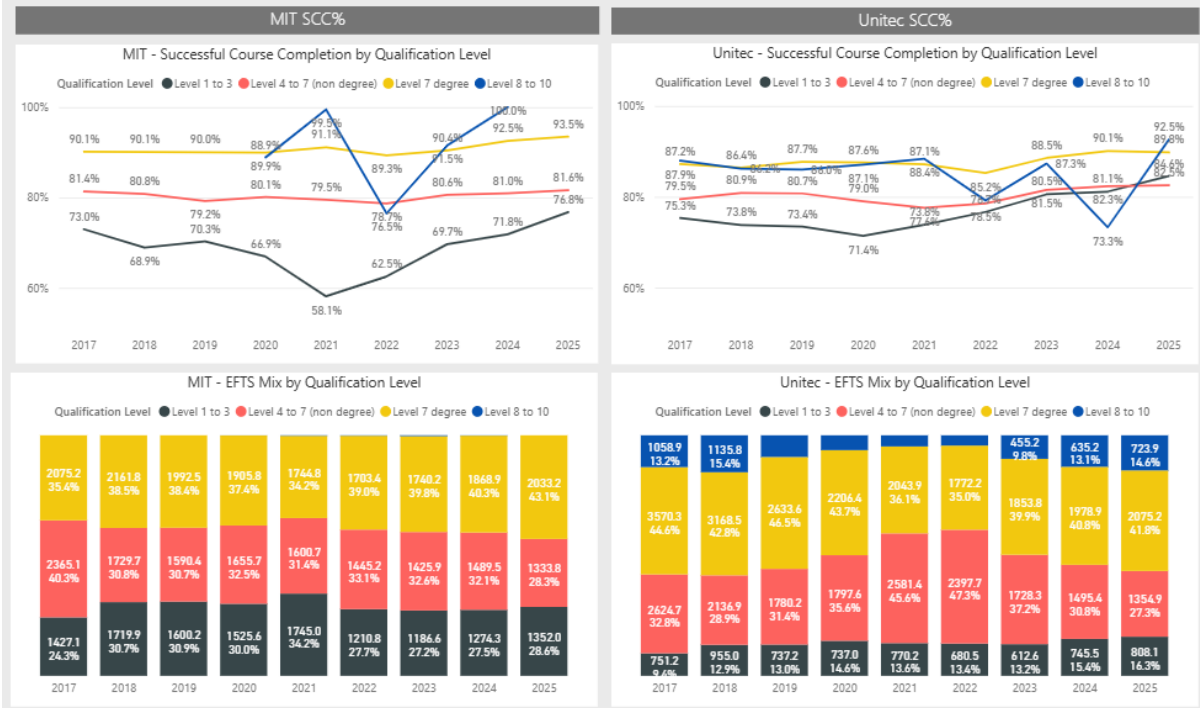
2025 EPI Summary – Apr SDR Update

2025 EPI Summary (based on 2026 April SDR)

Both MIT and Unitec EPI data is updated three times per year following the Single Data Return (SDR) being sent to TEC in August, December and April. The April SDR provides a ‘final’ view of the previous year after allowing for outstanding grades and results.



SCC% Profile

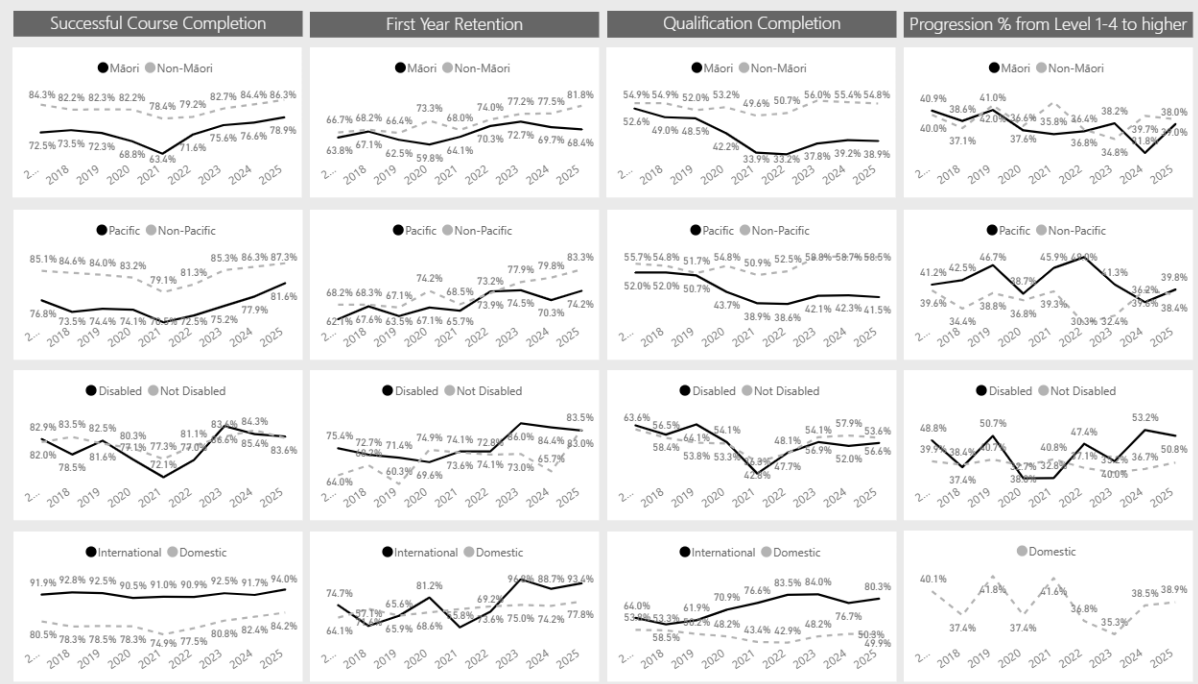


* 2022-2024 Unitec Level 8-10 SCC% is currently reported lower than actual, and will be corrected once SDR re-submitted

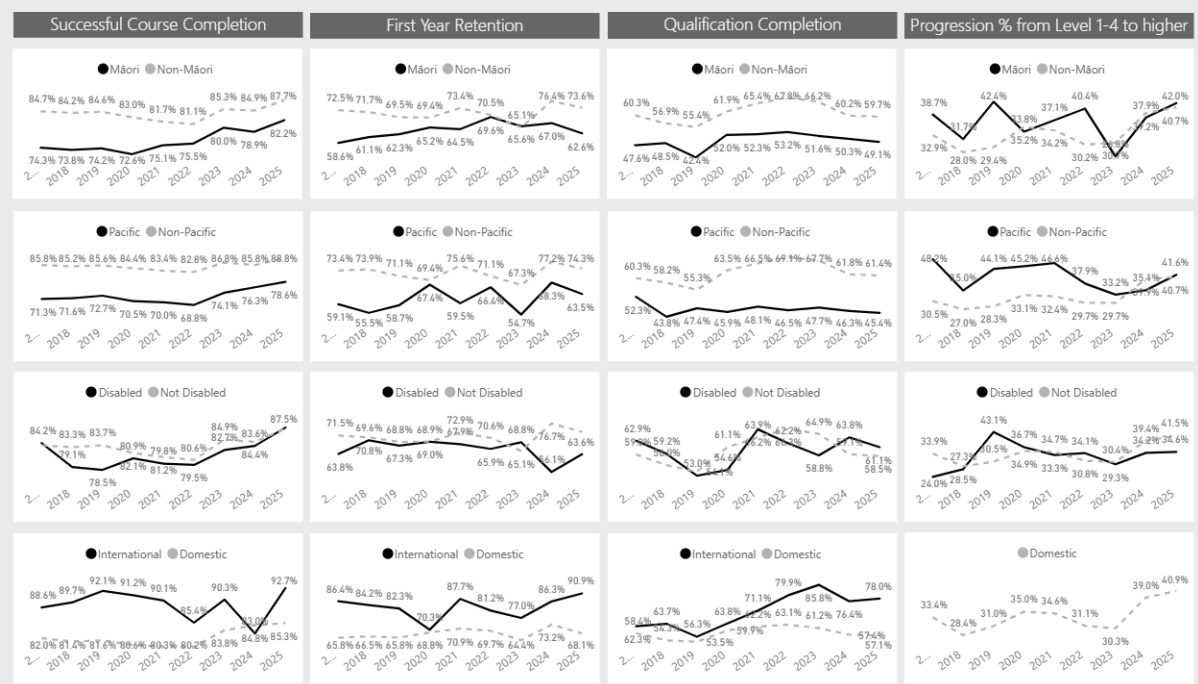
Due to the different mix of programme suites and learner profiles between MIT and Unitec, comparing aggregated Mix EPIs at a total level can be problematic and requires more targeted analysis.

- One of the drivers of Unitec’s higher SCC% can be attributed towards the structural impact of Unitec having a greater and an increasing mix of higher qualification courses which typically receive higher course completion rates when compared to MIT.

MIT EPI Trends By Priority Group



Unitec EPI Trends By Priority Group



- Trending EPIs by priority group show a continued parity gap for Māori and Pasifika across each EPI except progression, disabled learners being on par with non-disabled learners and international students showing higher performance than domestic students across each EPI. These are trends consistent across both MIT and Unitec students

MIT Priority Group EPICs - Educational Performance Indicator Commitments

MIT SAC EPIC Participation										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 1 to 3										
Māori	18.5%	19.1%	20.7%	19.1%	20.1%	19.6%	20.1%	19.6%	20.1%	19.6%
Non-Māori and non-Pasifika	45.7%	43.4%	44.9%	42.1%	44.1%	41.1%	40.1%	41.1%	40.1%	40.1%
Pasifika	40.1%	42.4%	39.5%	38.8%	41.9%	39.3%	39.8%	39.3%	39.8%	39.8%
Level 4 to 7 (non degree)										
Māori	11.2%	11.6%	11.3%	11.6%	12.8%	12.1%	12.6%	12.1%	12.6%	12.6%
Non-Māori and non-Pasifika	58.5%	59.9%	58.1%	55.2%	57.5%	54.2%	53.2%	54.2%	53.2%	53.2%
Pasifika	32.4%	30.8%	33.3%	33.2%	33.1%	33.7%	34.2%	33.7%	34.2%	34.2%
Level 7 degree										
Māori	13.4%	12.6%	11.5%	14.9%	11.3%	15.4%	15.9%	15.4%	15.9%	15.9%
Non-Māori and non-Pasifika	50.6%	53.8%	57.4%	43.7%	58.3%	42.7%	41.7%	42.7%	41.7%	41.7%
Pasifika	38.3%	36.0%	33.6%	41.4%	33.3%	41.9%	42.4%	41.9%	42.4%	42.4%
Level 8 to 10										
Māori	0.0%	2.5%	0.0%	14.9%	15.4%	15.9%	15.4%	15.9%	15.9%	15.9%
Non-Māori and non-Pasifika	93.2%	91.0%	73.9%	43.7%	42.7%	41.7%	42.7%	41.7%	41.7%	41.7%
Pasifika	6.8%	9.0%	26.1%	41.4%	41.9%	42.4%	41.9%	42.4%	42.4%	42.4%

MIT SAC EPIC Course Completion										
Year Ethnicity group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Māori	71.6%	75.6%	76.6%	75.6%	78.9%	76.1%	2.3%	76.6%	76.6%	76.6%
Non-Māori and non-Pasifika	83.3%	87.1%	88.3%	83.9%	88.8%	83.9%	3.9%	83.9%	83.9%	83.9%
Pasifika	72.5%	75.2%	77.9%	75.5%	81.6%	76.0%	1.9%	76.5%	76.5%	76.5%

MIT SAC EPIC First Year Retention										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 4 to 7 (non degree)										
Māori	55.6%	46.7%	60.0%	56.1%	36.4%	56.6%	0.0%	57.1%	57.1%	57.1%
Non-Māori and non-Pasifika	63.1%	60.2%	67.3%	64.4%	78.2%	64.4%	0.0%	64.4%	64.4%	64.4%
Pasifika	57.3%	75.0%	40.9%	58.0%	56.9%	58.5%	0.0%	59.0%	59.0%	59.0%
Level 7 degree										
Māori	73.1%	78.1%	70.9%	74.1%	72.6%	74.6%	0.0%	75.1%	75.1%	75.1%
Non-Māori and non-Pasifika	79.9%	85.7%	84.0%	79.9%	86.8%	79.9%	0.0%	79.9%	79.9%	79.9%
Pasifika	77.8%	74.4%	72.8%	78.5%	77.6%	79.0%	0.0%	79.5%	79.5%	79.5%

MIT SAC EPIC Progression										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 1 to 3										
Māori	34.7%	42.1%	30.8%	35.9%	29.0%	36.4%	32.5%	36.9%	36.9%	36.9%
Non-Māori and non-Pasifika	26.8%	35.9%	46.0%	25.9%	40.1%	25.9%	38.7%	25.9%	25.9%	25.9%
Pasifika	43.3%	37.6%	32.3%	45.2%	33.5%	45.7%	32.0%	46.2%	46.2%	46.2%

Unitec Priority Group EPICs - Educational Performance Indicator Commitments

Unitec SAC EPIC Participation										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 1 to 3										
Māori	11.6%	12.1%	13.2%	13.3%	14.4%	13.7%	14.0%	13.7%	14.0%	14.0%
Non-Māori and non-Pasifika	68.3%	66.0%	67.3%	63.1%	64.8%	62.4%	61.8%	62.4%	61.8%	61.8%
Pasifika	22.4%	23.5%	21.5%	23.6%	23.1%	23.9%	24.2%	23.9%	24.2%	24.2%
Level 4 to 7 (non degree)										
Māori	7.3%	8.0%	7.2%	8.4%	8.6%	8.8%	9.2%	8.8%	9.2%	9.2%
Non-Māori and non-Pasifika	81.7%	80.2%	79.7%	77.8%	78.4%	77.1%	76.3%	77.1%	76.3%	76.3%
Pasifika	12.2%	13.0%	13.9%	13.8%	13.9%	14.1%	14.5%	14.1%	14.5%	14.5%
Level 7 degree										
Māori	10.7%	10.2%	9.5%	10.7%	8.4%	11.1%	11.5%	11.1%	11.5%	11.5%
Non-Māori and non-Pasifika	71.3%	72.8%	75.5%	68.3%	76.8%	67.6%	67.0%	67.6%	67.0%	67.0%
Pasifika	19.9%	18.6%	16.7%	21.0%	16.2%	21.3%	21.5%	21.3%	21.5%	21.5%
Level 8 to 10										
Māori	6.0%	2.8%	1.9%	8.7%	1.8%	9.0%	9.4%	9.0%	9.4%	9.4%
Non-Māori and non-Pasifika	81.9%	93.8%	95.2%	74.9%	95.3%	74.3%	73.7%	74.3%	73.7%	73.7%
Pasifika	14.1%	3.8%	2.9%	16.4%	3.0%	16.7%	16.9%	16.7%	16.9%	16.9%

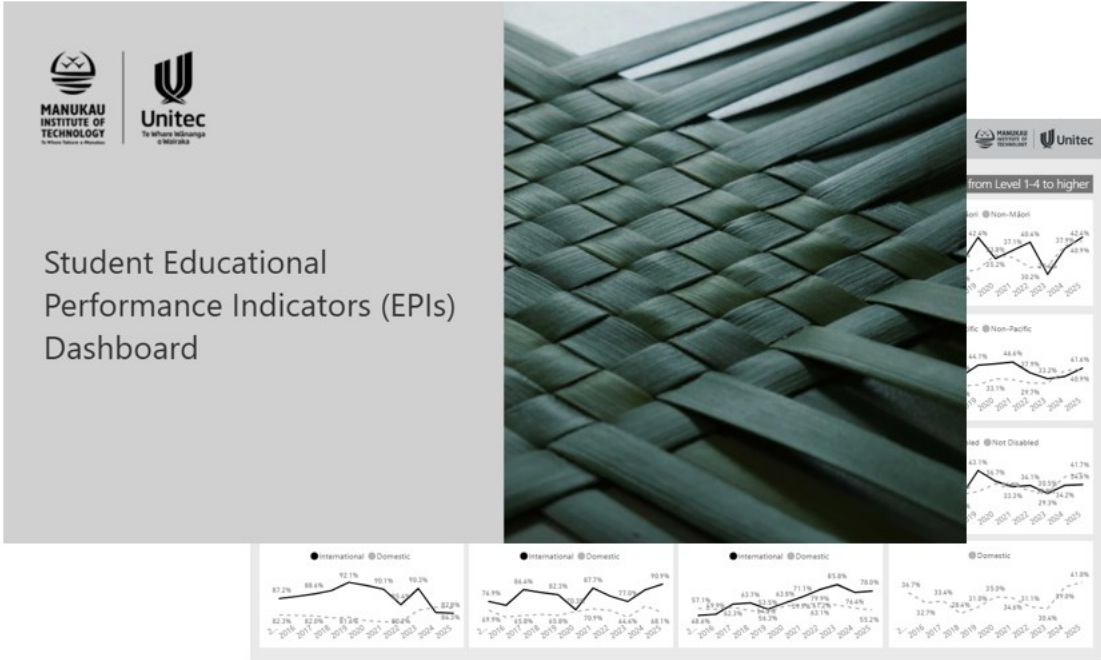
Unitec SAC EPIC Course Completion										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
All										
Māori	75.5%	80.0%	78.9%	75.0%	82.2%	76.0%	3.6%	77.0%	77.0%	77.0%
Non-Māori and non-Pasifika	83.5%	87.4%	86.4%	85.0%	89.4%	85.5%	1.9%	86.0%	86.0%	86.0%
Pasifika	68.8%	74.1%	76.3%	72.0%	78.6%	73.0%	1.9%	74.0%	74.0%	74.0%

Unitec SAC EPIC First Year Retention										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 4 to 7 (non degree)										
Māori	59.3%	52.3%	52.9%	61.0%	50.0%	61.5%	0.0%	62.0%	62.0%	62.0%
Non-Māori and non-Pasifika	70.4%	61.8%	74.0%	71.0%	72.8%	72.0%	0.0%	73.0%	73.0%	73.0%
Pasifika	69.8%	49.5%	47.2%	65.0%	50.8%	65.5%	0.0%	66.0%	66.0%	66.0%
Level 7 degree										
Māori	74.7%	72.6%	69.6%	67.0%	65.5%	68.0%	0.0%	69.0%	69.0%	69.0%
Non-Māori and non-Pasifika	71.5%	74.0%	79.1%	73.0%	76.2%	73.0%	0.0%	73.0%	73.0%	73.0%
Pasifika	61.8%	57.6%	74.9%	62.0%	68.2%	63.0%	0.0%	64.0%	64.0%	64.0%

Unitec SAC EPIC Progression										
Year Group	2022		2023		2024		2025		2026	
	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target
Level 1 to 3										
Māori	35.3%	22.0%	38.9%	36.0%	33.3%	37.0%	26.5%	38.0%	38.0%	38.0%
Non-Māori and non-Pasifika	34.9%	34.0%	44.5%	34.0%	34.0%	35.0%	33.6%	36.0%	36.0%	36.0%
Pasifika	29.6%	30.6%	24.8%	45.0%	33.9%	47.0%	27.0%	49.0%	49.0%	49.0%

EPICs are more targeted commitments to TEC at priority group and funding level

- MIT Māori and Pasifika participation rates are above 2025 targets for lower participation levels (level 1-3 and level 4-7 non degree) however below target for higher level participation (level 7 degree and level 8-10).
- Unitec Māori and Pasifika participation rates are broadly on par with 2025 targets for lower participation levels (level 1-3 and level 4-7 non degree) however below target for higher level participation (level 7 degree and level 8-10).
- Māori and Pasifika course completions rates are well above 2025 targets for both MIT and Unitec however first year retention and progression rates are below target for most levels reported



Te Korowai Kahurangi are working closely with MIT site teams to access the data needed and to develop and maintain new combined EPI reporting that can be published as a Power BI dashboard for MIT and Unitec staff to be used for institutional reporting, school & programme evaluations. ETA mid June 2026.



Memo to: Academic Committee

From: Annette Pitovao

Contributors: Adam Nee, Andrea Stills, Karen Miller, Melinda Jenkins, Sophie Aleke Fa'avae, Wilma Pinto

Subject: Unitec Student Complaints (Formal and Informal) and Appeals – Q1: January to March 2026

Classification: For information

Date: 05 May 2026

Recommendations

That the Academic Committee receives Student Complaints (Formal and Informal) and Appeals Report for Q1 2026.

Purpose

The purpose of this paper is to provide a summary of formal, informal Student Complaints received by Student Success teams: Formal Complaints, Student Advocate, International and Domestic Student Support and Appeals received by Te Korowai Kahurangi from January to March 2026.

1. Key Points

a. Q1 2026 summary

- I. Two complaints from 2025 are still open in the register, waiting for the required documents to close them off. They are very overdue now.
- II. For Q1 2026 students were still able to submit a complaint regarding a Reconsideration of Assessment Decision or Final Course Grade while the website and forms were updated to reflect the new Student Regulations (Jan 2026). From Q2 onwards, these will be reflected in this report as a complaint about an Academic Decision.
- III. In comparison to Q1 2025, Q1 2026 saw a 40% increase in **Informal Complaints** (25 to 35) and a 33.33% increase in **Formal Complaints** (6 to 8). **Appeals** have increased from 0 to 1 in the same period.
- IV. International students continue to be the priority group with the highest number of overall concerns raised.
- V. For Q1 non-academic complaints are higher than academic complaints.
- VI. School of Computing, Electrical and Applied Technology has the highest numbers of complaints in Q1.

VII. The student advocate themes are: Informal academic complaints (5), formal academic complaints (2), Appeal (1), Employment (1), Enrolment (5), Fees & Refunds (2), Other Formal Complaint (2), staff conduct (4) Course delivery (2) Facilities and car parking (1), Misconduct (4), Tenancy (1).

b. Volumes: The number of both formal and informal complaints received by Student Success and appeals received by TKK for all quarters 2024-2026 are as follows:

	Formal Reconsiderations (Assessment decisions + Course Final Grade)				
	2024	2025	2026	% change previous quarter	% Change compared to 2025
Q1	No past data available	4	3	-1200%	-25%
Q2	No past data available	3			
Q3	7	17			
Q4	41	39			
Total	48	63			

	Informal complaints					Formal complaints					Appeals - TKK				
	2024	2025	2026	% change previous quarter	% Change compared to 2025	2024	2025	2026	% change previous quarter	% change compared to 2025	2024	2025	2026	% change previous quarter	% change compared to 2025
Q1	43	25	35	-27.08%	+40%	1	6	8	+60%	+33.33%	1	0	1	0%	Infinity
Q2	33	26				5	8				0	2			
Q3	47	59				8	10				1	3			
Q4	52	48				5	5				1	1			
Total	175	158	35			19	29	8			3	6			

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

1. Priority Group information - Q1

Priority groups	Student Advocate	Domestic Student Support	International Student Support	Formal Complaints	Formal Reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TTK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total
Disability	5	1	-	1	-	-	7				7
International	12	-	2	2	2	-	18				18
Māori	6	-	-	-	-	-	6				6
Pacific	1	1	-	-	-	-	2				2
Non-priority	6	1	-	5	1	1	14				14

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

2. Academic vs non-academic Q1

Type	Student Advocate	Domestic student support advisors	International student support advisors	Formal complaints	Reconsiderations	Appeals - TTK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total
Academic	17	1		-	3	1	22				22
Non-Academic	13	2	2	8	-	-	25				25

Academic versus non-academic complaints are defined as:

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

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

Please note: Student Advocate numbers include both informal and formal.

3. Numbers by Campus Q1

Campus areas	Informal and formal via Student Advocate	Informal via Student Support	Informal via International Student Support	Formal Student Complaints	Formal reconsiderations (Assessment Decision or Course Final Grade)	Appeals - TTK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total
Mt Albert	25	1	2	7	3	1	39				39
Waitākere	5	2	-	1	-	-	8				8

4. Area/Department the complaints, reconsiderations and appeals relate to - Q1

Schools / Business units	Informal and formal via Student Advocate	Informal via Student Support	Informal via Intl Student Support	Formal Student Complaints	Formal Reconsiderations	Appeals - TTK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total	Percentage against total student EFTS for year 2026
Applied Business	5	-	1	1	-	-	7				7	1.48%
Architecture	2	1	-	-	1	-	4				4	1.31%
Bridgepoint	3	-	-	2	-	-	5				5	1.58%

Schools / Business units	Informal and formal via Student Advocate	Informal via Student Support	Informal via Intl Student Support	Formal Student Complaints	Formal Reconsiderations	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total	Percentage against total student EFTS for year 2026
Building Construction	6	-	-	1	-	-	7				7	1.20%
Community Studies	-	-	-	-	-	-	-				-	-
Computing, Electrical and Applied Technology	5	-	1	-	2	-	8				8	1.24%
Creative Industries	-	-	-	-	-	-	-				-	-
Environmental & Animal Sc.	1	-	-	3	-	1	5				5	1.16%
Healthcare & Social Practice	2	2	-	-	-	-	4				4	0.55%
Trades & Services	1	-	-	-	-	-	1				1	0.22%
Enrolment and Academic Operations / Academic services?	2	-	-	1	-	-	3				3	-
Facilities Management and car parking	1	-	-	-	-	-	1				1	-
Other – External such as employment or tenancy	2	-	--	--	--	--	2				2	-

5. School associated with complainant Q1 (Complaints DO NOT necessarily relate to school)

Complainant School	Informal & formal via Student Advocate	Informal via Domestic Student Support	Informal via International Student Support	Formal Student Complaints	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total
Applied Business	5	-	1	1	-	7				7
Architecture	3	1	-	-	-	4				4
Bridgepoint	4	-	-	3	-	7				7
Building & Construction	8	-	-	1	-	9				9
Community Studies	-	-	-	-	-	-				-
Computing, Electrical and Applied Technology	5	-	1	-	-	6				6
Creative Industries	-	-	-	-	-	-				-

Complainant School	Informal & formal via Student Advocate	Informal via Domestic Student Support	Informal via International Student Support	Formal Student Complaints	Appeals - TKK	Total Q1	Total Q2	Total Q3	Total Q4	2026 Total
Environmental & Animal Sciences	1	-	-	3	1	5				5
Healthcare & Social Practice	2	2	-	-	-	4				4
Trades & Services	2	-	-	-	-	2				2

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

6. Resolution period - formal and informal Q1

	Total	Closed	Open	Resolution period for closed complaints/reconsiderations/appeals
*Student Advocate	30	28	2	Average resolution period for all matters = 13.6 days Longest closure period = 69 days Shortest closure period = 1 day
Domestic Student Support Advisors	3	3	0	Within the week for the Student Support part of their concern
International Student Support Advisors	2	2	0	2 – within a week
Formal Student Complaints	8	4	4	2 - within 30 working days, 2 – did not proceed
Formal reconsiderations (Assessment Decision or Course Final Grade)	3	3	0	1 – within 15 working days, 1 - withdrawn, 1 – did not proceed
Appeals - TKK	1	0	1	

**Please note: Student Advocate numbers include both informal and formal.*

7. Themes - Q1

Student Advocate	Domestic Student Support Advisors	International Student Support Advisors	*Formal Complaints	Appeals - TKK
Informal academic complaints (5), formal academic complaints (2), Appeal (1), Employment (1), Enrolment (5), Fees & Refunds (2), Other Formal Complaint (2), staff conduct (4) Course delivery (2) Facilities and car parking (1), Misconduct (4), Tenancy (1)	Academic staff communication (2) Enrolment or academic decision (1)	Unhappy with Lecturer (1), Attendance (1)	Administrative systems, services or decisions (3.5), Enrolment or admission decision (1.5), Course or programme (2), Actions and behaviour of ākonga (1),	Outcome of an academic complaint (1)

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

8. Further Detailed Information

Student Advocate Summary:

5x Informal academic complaints relating to assessment grades, lack of constructive feedback, discrepancy in study plans and cross credit decisions. All resolved through the respective schools without escalation.

2x Formal academic complaints relating to assessment decisions. Both withdrawn following informal resolution with the school.

1x Appeal following an academic misconduct outcome. Not proceeded with by the student.

1x Employment matter impacting the student's studies. Concerned alleged mistreatment by an international employer.

5x Enrolment matters involving advice to withdraw, withdrawing due to a clash, and failing to make it into a programme due to space limitations.

2x Fees and refund matters both concerning fees sent/ about to be sent to Baycorp. Both resolved by the students who paid their outstanding payments.

2x other formal complaints. One declined for investigation due to being outside the timeframe and the other is currently active.

4x Informal complaints regarding staff behaviour towards students in class. Two not actioned and two resolved through raising the issue directly with the staff involved and/or academic programme manager.
2x Informal complaints regarding course delivery, specifically the organisation of lessons, presentation of information and lack of substance in the content being taught. Concerns raised through submission of feedback. No further escalation wanted by the students concerned.

1 x Informal complaint regarding Mt Albert campus facilities and disagreement with car parking rules and enforcement.

4x Misconduct matters, three relating to academic misconduct and one non-academic. Three proceeded to formal processes with two resulting in the allegations not being upheld and one being upheld. One case was not proceeded with by the school upon further assessment of the circumstances.

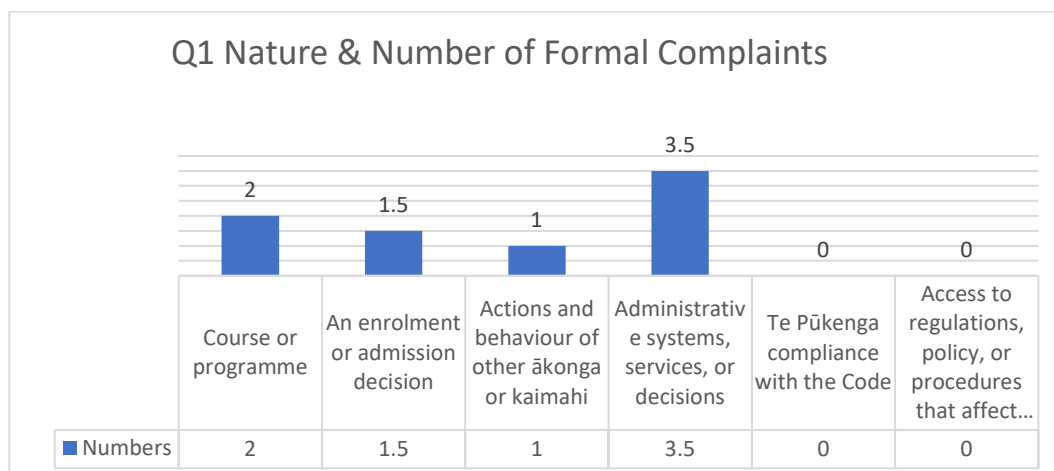
1x Tenancy matter regarding an International Student. Advice provided regarding external pathways and connected with external support services.

Formal complaints summary:

8 formal complaints registered in Q1 2026 with 4 closed, 4 open. Out of 4 closed complaints 2 were not upheld and 2 did not proceed (not within timeline, no grounds to proceed)

2 formal complaints from 2025 remain open at the time at this report. Continuous follow up with Director Schools and Performance for closure of these complaints.

In comparison with Q1 2025, there is a 33.33% increase in formal complaints this quarter.



Reconsiderations summary:

3 reconsiderations of assessment decision received in Q1 with all closed. 1 upheld, 1 withdrawn and 1 did not proceed.

In comparison with Q1 2025, there is a 25% decrease in formal reconsiderations this quarter.

9. Student feedback

Student Advocacy:

Positive student feedback provided to Student Advocacy highlights the importance of guidance, advice and support during informal pathways. The cases the following feedback relates to were resolved without further escalation.

- “I first would like to say thank you for all your support and help with my case... Thank you so much for your help really appreciated”
- “I just wanted to say a big thank you for all the help and support you gave me last semester... It wasn’t easy and the whole process was quite stressful, but I’m proud that I pushed through and proved to myself that I could do it... It’s been a tough journey, but your encouragement and advice really helped me keep going. I truly appreciate your support.
- “has agreed to talk to the lecturer regarding... Thank you so much for your support and guidance throughout this process.”
- “Thanks for the hui and the outcome, Thanks for bringing us together and holding space for us... Thanks for allowing me to put to rest, what I was painfully carrying for the last 3years”

Appendix

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

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

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

Appendix 1 – Informal complaints: Q1 Theme information

Themes Identified	More Info
Academic complaints	Primarily relating to dissatisfaction with assessment decisions including a lack of feedback being provided after assessment results released.

Themes Identified	More Info
Enrolment	2x matters involved advice provided to students around withdrawal without conveying future consequences. These students later faced issues regarding their study plans as the courses withdrawn from were pre-requisites and only offered once per year.
Staff behaviour/conduct	Allegations of favouritism, unprofessional language used and unsupportive actions including not answering emails.

Appendix 2. Formal Complaints: Q1 Area/s of concern & Improvement Actions Identified by School/Business unit

Area of Concern	Improvement Actions Identified
-	Acting Enrolments Manager will review correspondence to make sure mandatory nature of the Skills Review is clear
Numerous further submissions of APL/RPL/RPKS evidence despite multiple communications informing the learner that this process had been discontinued at her explicit request. In reviewing email communications on many occasions, the learner repeated the same questions despite what seemed to be clear and direct responses from the institute. There appears to be an over-reliance by the learner on generative ai responses (that appear to have been cut and pasted into email) at what seems to be the detriment of both clear communication and understanding of the situation by the learner. The requirement for APL/RPL/RPKS applications associated with enrolment to be submitted at least 30 working days before the course start date is set out clearly in the Unitec Student Regulations published on the Unitec website. However, while the Unitec Student Regulations are clear, the Assessment of Prior Learning webpage and the application form however need to be reviewed to explicitly highlight and this timeframe for prospective applicants/students.	Add APL/RPL/RPKS timelines to the Assessment of Prior Learning webpage and the application form.

Appendix 3. Reconsiderations: Q1 Area/s of concern & Improvement Actions Identified by School/Business unit

Area of Concern	Improvement Actions Identified
NA	The lecturer has been advised to correct the inconsistency in the reporting of student marks.





Memo to: Academic Committee

From: Chris Park, Chair Academic Approvals Committee

Contributors:

Subject: Amended Draft Terms of Reference Academic Approvals Committee

Classification: Unclassified

Date: 20 May 2026

Recommendations

That the Academic Committee approves the changes to the Academic Approvals Committee Terms of Reference.

Background

At the May meeting of the Academic Committee, the committee approved the Terms of Reference for the Academic Approvals Standing Sub-Committee.

The changes attached here make the necessary change to the Terms of Reference to the Academic Approvals Committee to allow delegation of decision-making in line with the Standing Committee Terms of Reference.

Attachments

Draft Academic Approvals Committee Terms of Reference V2.0



Manukau Institute of Technology and Unitec

Academic Approvals Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	2.0
Issue date	
Approval authority	Academic Committee
Date of approval	
Document owner	Deputy Chief Executive Academic
Contact person	General Manager, Academic Services
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	16 January 2026
2.0	Addition of section 4.5 Delegated Decisions		

1 Background

The Academic Approvals Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Academic Approvals Committee is to approve proposals for new short courses, microcredentials, programmes, and qualifications and changes to existing short courses, microcredentials, programmes, and qualifications, 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.

2 Responsibilities and Delegations

Academic Approvals Committee is charged by the Academic Committee to:

- Approve (subject to relevant external approvals) the establishment, amendment (NZQA Type 1 and Type 2) and disestablishment of credit-bearing academic programmes, including programmes leading to the awarding of microcredentials, qualifications and



Certificates of Proficiency, and recommending approved programmes to Industry Skills Boards, NZQA, TEC and other regulatory bodies as appropriate;

- Approve (subject to relevant external approvals) the establishment, amendment and disestablishment of non-credit-bearing academic offerings, including short courses leading to the awarding of Certificates of Proficiency, Certificates of Attendance and similar outcomes;
- Approve applications to NZQA for Consents to Assess.
- Approve (subject to relevant external approvals) permanent and temporary delivery sites for short courses, programmes and micro-credentials.
- Consider and report to the Academic Committee on any other academic matters, which are referred to it by the Academic Committee, or which the Academic Approvals Committee believes are of significance in relation to its Terms of Reference;
- Draw to the attention of the Academic Committee any identified risks to the quality of short courses, programmes, microcredentials and qualifications, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Provide expert input to the Academic Committee on academic approval policies, standards and procedures for the good governance of the Institute's academic activities; and
- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.

3 Membership

3.1 Members

Members will be approved by the Academic Committee and will comprise the following:

- General Manager, Academic Services (formerly of MIT Division), *ex officio*
- Director, Te Korowai Kahurangi (formerly of Unitec Division) or delegate, *ex officio*
- Head, Academic Quality (formerly of MIT Division) or delegate, *ex officio*
- Manager, Te Puna Ako (formerly of Unitec Division) or delegate, *ex officio*
- One (1) Member 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 only.
- One (1) Member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Heads of School, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- Two (2) Members from among the Professoriate and Principal Lecturers, nominated by the Deputy Chief Executive Academic on advice from the Professoriate and Principal Lecturers, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.



- Two (2) Members from among the Programme Committee Chairs, nominated by the Deputy Chief Academic on advice from Director, Schools and Performance and the General Manager Schools, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

3.2 Chair and Deputy Chair

The Chair will be the General Manager, Academic Services.

The Chair may appoint a Deputy 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, up to three further members from among the staff of the Institute may be co-opted or seconded to the Academic Approvals Committee.

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 Academic Approvals Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Academic Approvals Committee 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 experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- a broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- a commitment to actively participate in the work of the Academic Approvals Committee, and work collegially and in accordance with Institutional values.



4 Modus Operandi

4.1 Standing Orders

The Academic Approvals Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Academic Approvals Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals Committee, and shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Academic Approvals Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than six meetings per academic year.

4.4 Reporting

The Academic Approvals Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. 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.

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 Minutes which the Chair considers merit the Academic Committee's attention.

4.5 Delegated Decisions

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.



Memo to: Academic Committee

From: Prof Martin Carroll, DCE Academic

Subject: Interim *ex officio* PAAC Chair arrangement

Classification: Unclassified

Date: 26 May 2026

Purpose

To advise the Committee that Dr Simon Nash has assumed the responsibilities of Director Pacific Success in an interim capacity pending recruitment to the substantive Tāmaki-wide Director role and, consequentially, the *ex officio* Chair responsibilities of the Pacific Academic Advisory Committee (PAAC).

Background

Work to finalise PAAC membership composition and convene the Committee is currently underway in accordance with the committee's Terms of Reference. A further paper regarding membership nominations will be submitted to Academic Committee in due course.

Recommendation

That Academic Committee note that Dr Simon Nash will serve as the Chair of the Pacific Academic Advisory Committee *ex officio*, pending the appointment of a permanent Director Pacific Success.

PROPOSAL



To: Academic Committee
From: Wiremu Manaia (Chair MAAC)
Date: 2nd June 2026
Subject: **PROPOSED SHARED MAAC REPRESENTATION ARRANGEMENTS ACROSS ACADEMIC COMMITTEE SUB-COMMITTEES**

Purpose

The purpose of this paper is to seek Academic Committee endorsement for a more sustainable and flexible approach to Māori Academic Advisory Committee (MAAC) representation across MITU Academic Committee sub-committees through the introduction of shared representation arrangements.

This paper also notes that amendments to relevant sub-committee Terms of Reference (ToR) may be required to formally enable these arrangements.

Background

As MIT and Unitec transition toward MITU, there is an increasing expectation for Māori perspectives, Te Tiriti-led thinking, and Māori learner success considerations to be appropriately reflected across academic governance and quality assurance structures.

MAAC representation across Academic Committee sub-committees plays an important role in supporting Māori learner success and equity considerations, culturally informed academic advice and assurance, alignment with Te Tiriti o Waitangi commitments and organisational strategic priorities, and visibility of Māori perspectives within academic decision-making processes.

At present, some sub-committees rely on a single MAAC representative to provide this input. While this approach has worked historically, it has become increasingly challenging due to the breadth and frequency of committee commitments, competing operational and strategic responsibilities of MAAC members, scheduling conflicts across governance and organisational priorities, and the need to maintain continuity of Māori representation and advice when representatives are unavailable.

The current model places a significant workload burden on individual representatives and creates continuity risks where attendance is not always possible due to other institutional obligations.

Proposed Approach

It is proposed that Academic Committee endorse a shared MAAC representation model across relevant Academic Committee sub-committees.

Under this approach, more than one approved MAAC representative may be nominated to a sub-committee. MAAC representatives may alternate attendance responsibilities as required and collectively maintain continuity of advice and reporting back to MAAC. Attendance arrangements would be managed internally by MAAC to ensure ongoing Māori representation while allowing flexibility around workload and availability.

This approach is intended to improve sustainability of Māori representation arrangements, reduce workload pressure on individual MAAC members, strengthen continuity and consistency of Māori

perspectives across committees, support succession planning and broader Māori leadership participation within academic governance and ensure Māori representation arrangements remain practical and resilient within the evolving MITU operating environment.

Terms of Reference Considerations

To formally support shared representation arrangements, amendments to some Academic Committee sub-committee Terms of Reference may be required.

In particular, existing wording that specifies a singular ‘MAAC representative’ may need to be updated to enable shared or rotating representation arrangements, multiple approved MAAC representatives where appropriate, and delegated attendance arrangements endorsed by MAAC.

It is recommended that Academic Committee request a review of relevant sub-committee ToRs to identify any amendments necessary to operationalise this approach consistently across the committee structure.

Recommendation

It is recommended that Academic Committee:

1. **Endorse** the principle of shared MAAC representation arrangements across Academic Committee sub-committees;
2. **Support** greater flexibility in MAAC attendance arrangements to ensure continuity of Māori representation and reduce workload pressures on individual representatives;
3. **Request** a review of relevant sub-committee Terms of Reference to identify any amendments required to enable these arrangements; and
4. **Note** that MAAC will internally coordinate representation allocations and continuity arrangements across relevant committees.



Memo to: Academic Committee

From: Dr Wiremu Manaia, Director, Māori Education

Subject: MAAC Representation Arrangements - ToR Alignment and Membership Nominations

Classification: Unclassified

Date: 26 May 2026

Purpose

To advise Academic Committee of governance implications arising from proposed Māori Academic Advisory Committee (MAAC) representation arrangements across Academic Committee subcommittees, and to seek approval for associated Terms of Reference amendments and consequential membership nominations.

Background

Academic Committee has received a report from the Māori Academic Advisory Committee (MAAC) outlining workload and continuity considerations associated with MAAC representation across Academic Committee subcommittees.

The report proposed greater flexibility in representation arrangements and included multiple nominee recommendations for several subcommittees.

Review of the relevant subcommittee Terms of Reference has identified that a number of current terms provide only for:

“One (1) member nominated by the Chair, Māori Academic Advisory Committee...”

Accordingly, the current wording does not expressly enable the appointment of multiple concurrently appointed MAAC representatives.

To ensure procedural clarity and governance alignment, it is proposed that the relevant Terms of Reference be formally amended prior to consideration of the proposed additional nominations.

Proposed Amendments

Proposed amendments to affected subcommittee Terms of Reference are attached as Appendix A.

The proposed amendments are intended to support continuity of Māori representation, provide greater flexibility in workload distribution, and maintain clear governance authority regarding formal committee appointments.

Nominations Received

Subject to approval of the proposed Terms of Reference amendments, proposed MAAC nominations are attached as Appendix B for Academic Committee approval.

Recommendation

It is recommended that Academic Committee:

1. approve the proposed amendments to affected subcommittee Terms of Reference as set out in Appendix A;
2. approve the MAAC nominations set out in Appendix B, effective upon approval of the amended Terms of Reference

Appendix A

Proposed Terms of Reference Amendments

	Subcommittee Current Wording	Proposed Wording
AAC	"One (1) member nominated by the Chair, Māori Academic Advisory Committee."	"Up to three (3) members nominated by the Chair, Māori Academic Advisory Committee, may attend meetings under a shared representation arrangement, collectively constituting one membership position for quorum and voting purposes."
PRSC	"One (1) member nominated by the Chair, Māori Academic Advisory Committee."	"Up to three (3) members nominated by the Chair, Māori Academic Advisory Committee, may attend meetings under a shared representation arrangement, collectively constituting one membership position for quorum and voting purposes."
PAOC	"One (1) senior Māori staff member, nominated by the DCEA on advice from the Director Māori Education and Director Māori Success."	"Up to two (2) senior Māori staff members, nominated by the DCEA on advice from the Director Māori Education and Director Māori Success, may attend meetings under a shared representation arrangement, collectively constituting one membership position for quorum and voting purposes."
REC	"One (1) member nominated by the Chair, Māori Academic Advisory Committee."	"Up to three (3) members nominated by the Chair, Māori Academic Advisory Committee, may attend meetings under a shared representation arrangement, collectively constituting one membership position for quorum and voting purposes."

Appendix B
Proposed MAAC Nominations

Nominations Received

Academic Approvals Committee: (AAC; 1 Member)

Name	Position	Membership
Jennifer Haraki	Lecturer – Carpentry	Member
Vivienne Merito	Taharangi / Director - Māori Success	Member
Vince Hapi	Kaumatua	Member

Nominations Received

Academic Quality Committee: (AQC; 1 Member)

Name	Position	Membership
Cheryl Talamaivao	Senior Lecturer – Social Practice	Member

Nominations Received

Learning & Teaching Committee: (LTC; 1 Member)

Name	Position	Membership
Kayne Haira	Te Reo Māori Senior Lecturer	Member

Nominations Received

Postgraduate Research and Scholarships Committee: (PRSC; 1 Member)

Name	Position	Membership
Hinewaimarama Reihana-White, Kaitiaki - Taiao, Senior Lecturer		Member
Ngairi Molyneux	Relationships Manager	Member

Nominations Received

Programme Advisory Oversight Committee: (PAOC; 1 Member)

Name	Position	Membership
Hana Hohapata	Kaiarahi Ako	Member
Veraneeca Taiepa	Kaihautu Matauranga Maori	Member

Nominations Received

Research Ethics Committee: (REC; 1 Member)

Name	Position	Membership
Hinewaimarama Reihana-White, Kaitiaki - Taiao, Senior Lecturer		Member
Diane Tamati	Senior Lecturer	Member



Memo to: Academic Committee

From: Prof Martin Carroll, DCE Academic

Subject: Updated Student Representative Nomination - MAAC

Classification: Unclassified

Date: 26 May 2026

Purpose

To seek approval of an updated student representative nomination for Māori Academic Advisory Committee (MAAC).

Following an updated nomination from the Student Council, it is proposed that Kianu Toia-Tawhai replace Terina Haimona as student representative on MAAC for the remainder of the current term.

Recommendation

That Academic Committee approve the appointment of Kianu Toia-Tawhai as student representative on Māori Academic Advisory Committee, replacing Terina Haimona, for the remainder of the current term.



Memo to: Academic Committee
From: Martin Carroll, DCE Academic
Contributors: Rosanne Ellis, Director, Research and Enterprise Tamaki
Subject: **Subcommittee Membership Nominations**
Classification: Unclassified
Date: 27 May 2026

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

Postgraduate Research and Scholarships Committee:

Name	Position	Membership
Mel Wong	Principal Lecturer, Applied Social Work	Member

RECOMMENDATIONS

That the Academic Committee:

Approve the appointment of Mel Wong (Principal Lecturer, Applied Social Work) as a member of Postgraduate Research and Scholarships Committee, nominated by the Chair of Academic Committee, on the advice of, and from among, the Professoriate and Principal Lecturers with postgraduate responsibilities, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term.

Memo to: Academic Committee

From: Chris Park, Chair Academic Approvals Committee

Contributors:

Subject: **Minutes of the meetings of 15 April, 13 May and 20 May**

Classification: Unclassified

Date: 20 May 2026

Recommendations

That the Academic Committee Receive the minutes of the meetings of

- 15 April 2026;
- 13 May 2026 and
- 20 May 2026

Background

At its meeting of 15 April, the Academic Approvals Committee:

Approved:

- Type 2 Change to the New Zealand Certificate in English Language (General) (Level 3)
- Type 2 Change to the New Zealand Certificate in English Language (Academic) (Level 4)
- Type 2 Change to the New Zealand Certificate in English Language (Applied) (Level 3)
- Approval and Accreditation application for the New Zealand Certificate in English Language (Academic) (Level 3)

These programmes will be taught across MIT and Unitec sites.

At its meeting of 13 May, the Academic Approvals Committee:

Approved:

- Type 1 change to the New Zealand Certificate in Health and Wellbeing (Level 4) [MIT Site]
- Type 2 change to the Bachelor of Applied Management (Level 7) [MIT Site]
- Type 1 change to the New Zealand Diploma in Maritime Engineering (Level 6) [MIT Site]

- Type 1 change to the New Zealand Certificate in Pacific Languages (Level 3) [MIT Site]

The committee also approved a new Programme Approval Document.

At its meeting of 20 May, the Academic Approvals Committee:

Approved:

- Approval and Accreditation application for the New Zealand Certificate in Skills for Learning and Working (Level 1) [Unitec Site], *pending final amendments*
- Type 1 change to the Certificate of Attendance in Intensive Literacy and Numeracy [ESOL] [MIT Site]
- Type 1 change to the Bachelor of Nursing (Level 7) [MIT Site]
- Type 1 change to the Bachelor of Nursing Pacific (Level 7) [MIT Site]

Returned for further work:

- Type one change to Te Tohu Paetahi Tikanga Rangatira aa-Tapuhi, Bachelor of Nursing Māori (Level 7) [MIT Site]



**Academic Approvals Committee | MIT and Unitec
MINUTES**

Date: 15 April 2026

Time: 1 pm

Venue: 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 to the meeting.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Chris Park	Chair	Y			
Helen Perry	Member	Y			
Jocelyn Williams	Member		Y		
Simon Tries	Member				Jackie Tims

In attendance:

Glenda Plaisted	Administrator				
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RESOLVED: That the apologies be received from Joce Williams.

Moved: H PERRY

Seconded: J TIMS

CARRIED

1.2 Confirmation of Previous Minutes

The minutes of the meeting held on 8 April 2026 need amendment and will be presented at the next meeting.

1.3 Matters Arising

All matters have been actioned.

1.4 Correspondence

N/A

2 Mea Hei Whakaae | Items to Approve / Endorse / Note / Discuss

2.1 New Zealand Certificate in English Language (General) (Level 3) [NZ1882]

The programme document has been put into format for delivery at MIT and Unitec.

Changes include:

- Rewriting the learning outcomes to meet the new qualification version
- Updating the Strategic purpose of the programme to match the new qualification version
- Changing from competency to achievement
- Including delivery options for MIT and Unitec campuses
- Maximum completion time increases to two years

Note: The above changes are incorporated in the amended programme documentation (attached to this application).

RESOLVED: That the Academic Approvals Committee approves the Type 2 change to the New Zealand Certificate in English Language (General) (Level 3) [NZ1882] subject to the following:

Unitec Site:

- Completing the PC minute date reference on the HOS memo.
- Obtaining confirmation from Rakesh Patel that the programme meets TEC requirements.
- It is recommended that Unitec staff hold US4098, MIT&Unitec will be adding this as a requirement in the next revision of the MITU Assessment Policy.
- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place.
- TTK to confirm all changes have been made.

MIT Site:

- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place.
- Head of Quality to confirm all changes have been made.

ACTION: Helen to check with NZQA regarding the issue of delivery sites.

Moved: C PARK

Seconded: H PERRY

CARRIED

2.2 New Zealand Certificate in English Language (Academic) (Level 4) [NZ1883]

The programme document has been put into format for delivery at MIT and Unitec.

Changes include:

- Rewriting the learning outcomes to meet the new qualification version which includes a change to one of the GPO statements:
 - Participate effectively in sustained spoken academic discourse becomes
 - Participate effectively in sustained spoken discourse in academic contexts
- Updating the Strategic purpose of the programme to match the new qualification version
- Changing from competency to achievement
- Including delivery options for MIT and Unitec campuses

Note: The above changes are incorporated in the amended programme documentation (attached to this application).

RESOLVED: That the Academic Approvals Committee approves the Type 2 change to the New Zealand Certificate in English Language (General) (Level 4) [NZ1883] subject to the following:

Unitec Site:

- Completing the PC minute date reference on the HOS memo.
- Obtaining confirmation from Rakesh Patel that the programme meets TEC requirements.
- It is recommended that Unitec staff hold US4098, MIT&Unitec will be adding this as a requirement in the next revision of the MITU Assessment Policy.
- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place.
- TTK to confirm all changes have been made.

MIT Site:

- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place. N
- Head of Quality to confirm all changes have been made.

Moved: J TIMS

Seconded: H PERRY

CARRIED

2.3 New Zealand Certificate in English Language (Applied) (Level 3) [NZ3667]

The programme document has been put into format for delivery at MIT and Unitec.

Changes include:

- Rewriting the learning outcomes to meet the new qualification version
- Updating the Strategic purpose of the programme to match the new qualification version
- Changing from competency to achievement
- Including delivery options for MIT and Unitec campuses

Note: The above changes are incorporated in the amended programme documentation (attached to this application).

RESOLVED: That the Academic Approvals Committee approves the Type 2 change to the New Zealand Certificate in English Language (Applied) (Level 3) [NZ3667] subject to the following:

Unitec Site:

- Completing the PC minute date reference on the HOS memo.
- Obtaining confirmation from Rakesh Patel that the programme meets TEC requirements.
- It is recommended that Unitec staff hold US4098, MIT&Unitec will be adding this as a requirement in the next revision of the MITU Assessment Policy.
- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place.
- TTK to confirm all changes have been made.

MIT Site:

- Remove the “Where possible,” in section 5.5 Transition arrangements. All three courses will be taught out or a transition arrangement put in place.
- Head of Quality to confirm all changes have been made.

Moved: H PERRY

Seconded: J TIMS

CARRIED

2.4 New Zealand Certificate in English Language (Academic) (Level 3) [NZ4998]

This programme document has been put into format for delivery at MIT and Unitec.

- Addition of a new Level 3 Academic qualification (4998) to the suite
- Learning outcomes to meet the new qualification Graduate Outcomes
- Structured with 4 x 15 credit courses for students who are on a clear pathway
- Inclusion of Level 3 EAP Unit Standards:
 - 30509 – Listen to and process information about a familiar topic in a short, spoken text in English for an academic purpose
 - 30510 – Deliver a short oral presentation in English for an academic purpose
 - 30511 – Read and process information on a familiar topic in English to academic purposes
 - 30507 – Write a short text under test conditions in English for an academic purpose
 - 30508 – Write a short, crafted text using resource material in English for an academic purpose
- Unit Standard version appears in some places, not all. Ensure version appears in all places. Pg 5.
- On Pg 7 swap ‘qualification’ for ‘programme’.

RESOLVED: That the Academic Approvals Committee approves the Approval and Accreditation of the New Zealand Certificate in English Language (Academic) (Level 3) [NZ4998] subject to the following:

Unitec Site:

- Completing the PC minute date reference on the HOS memo.
- Obtaining confirmation from Rakesh Patel that the programme meets TEC requirements.
- Swap the word ‘Qualification’ for ‘Programme’ on page 7 (Strategic Purpose).
- It is recommended that Unitec staff hold US4098, MIT&Unitec will be adding this as a requirement in the next revision of the MITU Assessment Policy.

- TTK to confirm all changes have been made.

MIT Site:

- Swap the word 'Qualification' for 'Programme' on page 7 (Strategic Purpose).
- Head of Quality to confirm all changes have been made.

Moved: C PARK

Seconded: H PERRY

CARRIED

3 Any Other Business

3.1 PAD Template

Helen has drafted a PAD template which will be presented under Any Other Business at the next meeting.

3.2 Numbering of Reviewer Comments

It was agreed that reviewers will number their feedback so that schools can use that number when adding their actions/comments.

3.3 Standing Sub-committees of Academic Approvals Committee

The Academic Committee has approved AAC having two sub-committees. The Chair has been tasked to draft sub-committee ToR. The drafts will be sent to AAC members for comment. Martin, Pip and Chris King along with the Chair will approve these in due course. The two sub-committees will have members from both MIT and Unitec. Membership suggestions will be welcomed.

3.4 Schools That Don't Respond Following Feedback From AAC

If a school has not provided feedback after two AAC meetings, an email will be sent to be tabled at PC reminding them their change applications have not been approved.

ACTION: Jackie to provide a list of PC Chairs and Secretaries for the Unitec site to Admin.

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 2.12 pm.

Confirmed as a true and correct record:

Chair:



Date: 15/05/2026



**Academic Approvals Committee | MIT and Unitec
AGENDA**

Date: 13 May 2026

Time: 1.00 pm

Venue: 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 to the meeting.

1.1 Attendance and Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Chris Park	Chair	Y			
Helen Perry	Member	Y			
Simon Tries	Member				Jackie Tims
Jocelyn Williams	Member	Y			
Sandi Eickhoff	Member	Y			

In attendance:

Glenda Plaisted	Secretary				
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There were no apologies for the meeting.

1.2 Confirmation of Previous Minutes

The minutes of the meeting held on 8 April 2026 were approved.

RESOLVED: *That Academic Approvals Committee confirms the minutes of the previous meeting held on 8 April as a true and accurate record.*

PROPOSED: H PERRY
SECONDED: J WILLIAMS

CARRIED

The minutes of the meeting held on 15 April 2026 were approved.

RESOLVED: *That Academic Approvals Committee confirms the minutes of the previous meeting held on 15 April as a true and accurate record.*

PROPOSED: J TIMMS

SECONDED: H PERRY

CARRIED

1.3 Matters Arising

All matters completed.

The committee discussed whether it should create a 'matters outstanding register' for feedback provided to schools where action is expected. There have been several examples where feedback has been provided and there has been no response from the school. The committee agreed that such a register would be useful.

1.4 Correspondence

The committee discussed whether it should receive correspondence from NZQA concerning programmes we send them as a verbal update or in correspondence. AAC will receive as correspondence.

RESOLVED: *The Academic Approvals Committee received the letter from the NZQA confirming data transfer of unified programmes and noted the email from Steve Marshall highlighting errors therein.*

PROPOSED: C PARK

SECONDED: H PERRY

CARRIED

2. Mea Hei Whakaae | Items to Approve / Endorse / Note / Discuss

2.1 New Zealand Certificate in Health and Wellbeing (Level 4) [NZ2992] [MIT site]

This Type 1 change includes:

- To reflect the changes approved by the Academic Committee, the course descriptors for the courses:
 - 721.405 - Effective Communication
 - 721.406- Cultural Diversity
 - 721.407- The New Zealand healthcare system
 - 721.408- Professional practice in the role of the support worker
 - 721.409- Safety & Quality in the healthcare system
 - 725.406- Mental health and wellness
 - 725.407- The role of the mental health support worker
 - 725.408- Experiencing the mental health setting
 - 725.409- Recovery in the context of mental health support work
- Have the following written statement added:
 - To pass the course, the learner must
 - (1) Attempt all assessments,
 - (2) gain 50% or more of the total available marks for the assessments,

(3) achieve all learning outcomes.

- Correction of a typographical error in the course code for Effective Communication. The course descriptor currently lists the code as 725.405; however, the correct course code is 721.405
- Removing one academic staff who has not been teaching at the school since 2022.

RESOLVED: *That Academic Approvals Committee approves the type one change to the New Zealand in Health and Wellbeing (Level 4) [NZ2992] MIT site delivery.*

PROPOSED: S EICKHOFF

SECONDED: J WILLIAMS

CARRIED

2.2 Bachelor of Applied Management (Level 7) [MN4535] [MIT site]

This Type 2 change includes:

- Removal of Co-operative Education course.
- Increase in Level 5 credits allowed in the programme from 135 to 165.
- Addition of NZ Dip Bus 2459 Leadership and Management Strand courses as electives.
- Removal of Graduate Diplomas.
- Removal of all majors except Accounting, Project Management and Human Resources Management.
- Replace course descriptors for ACCY and BSNS courses with exact formatting replicas of those in B Acc.
- Course success criteria of xxx.xxx courses changed to “Assessment in this course employs an achievement-based grading scheme. Participants must submit all assessments and obtain at least 50% overall score in order to pass the course. Ākonga will be advised of all matters relating to summative assessment prior to the start of the course.” This aligns with BAcc programme and NZ Dip Bus programmes.
- Changes to the following courses LOs/LO to assessment mapping and assessment type:
 - 342.620 Human Resources
 - 342.621 Organisational Behaviour
 - 342.720 Advanced Human Resource Management
 - 342.721 Contemporary Issues in Human Resource Management
 - 343.607 Project Management
 - 341.758 Advanced Project Management
 - 343.705 Resource Integration Management
 - 343.611 Operations Management
 - 342.619 Industrial Relations
 - 341.628 Applied Management

RESOLVED: *That Academic Approvals Committee approves the type two change to the Bachelor of Applied Management (Level 7) [MN4535] MIT site delivery.*

PROPOSED: J TIMMS

SECONDED: S EICKHOFF

CARRIED

2.3 New Zealand Diploma in Maritime Engineering (Level 6) [NZ2514] [MIT site]

This Type 1 change includes:

- In order to allow part time completion of courses, each course will be offered as a Certificate of Proficiency to allow Credit Transfer of the relevant course when full time enrolment resumes to complete the Diploma. Courses must be completed within the maximum completion time frame of eight years.

RESOLVED: *That Academic Approvals Committee approves the type one change to the New Zealand Diploma in Maritime Engineering (Level 6) [NZ2514] MIT site delivery.*

PROPOSED: J WILLIAMS

SECONDED: J TIMMS

CARRIED

2.4 New Zealand Certificate in Pacific Languages (Level 3) [NZ3770] [MIT site]

This Type 1 change is to remove portfolio assessments from the programme document and replace these with individual components of the portfolio. Updates have been made to the programme to remove Mahara as an e-portfolio and updating of course codes.

RESOLVED: *That Academic Approvals Committee approves the type one change to the New Zealand Certificate in Pacific Languages (Level 3) [NZ3770] MIT site delivery.*

PROPOSED: J TIMMS

SECONDED: H PERRY

CARRIED

3. Any Other Business

3.1 AAC Standing Committee Terms of Reference and Standard Operating Procedures

The Terms of Reference and SOP for the two AAC Standing Committees were discussed by members. These were approved by Academic Committee at its meeting of 6 May 2026.

RESOLVED: *That Academic Approvals Committee receives the AAC Standing Committee TOR and Standing Operating Procedures approved by Academic Committee on 6 May 2026.*

PROPOSED: C PARK

SECONDED: J TIMMS

CARRIED

3.2 Draft Programme Approval Document (PAD)

The draft PAD template was reviewed by members. The AAC approved the PAD subject to minor additions discussed:

- Leading to the award of
- Adding Disabled Learners to the priority group list (in place of Under 25s)
- Minor changes to the shading to make it clear which boxes need to be completed and which are headings.

The Committee discussed the release the PAD to the schools and will require the use of the new PAD with applications for Approval and Accreditation of new programmes. Type 1 changes to Course Descriptors (CD) will be required to move to the CD template from the new PAD.

RESOLVED: *That Academic Approvals Committee approves the draft Programme Approval*

Document for use in new Programme development (Approval and Accreditations).

PROPOSED: H PERRY

SECONDED: J WILLIAMS

CARRIED

3.3 Attendance of Observers from Academic Centre/Te Puna Ako staff at AAC

The Committee discussed the academic partners/programme development staff attending the observers and agreed that this would be appropriate.

ACTION: The Head of Academic Quality and Manager, Te Puna Ako will call in staff to the meeting as appropriate.

3.4 Upcoming programmes – meeting 20 May

The New Zealand Certificate in Health and Wellbeing (Level 4) [NZ2992] [Unitec site] is coming to the meeting of 20 May 2026, but there is no tracked-changes PAD so the Committee can't review it. There is also a question about what was taught in courses delivered so far and whether it complies with the PAD that was approved by AAC at its meeting of 20 February 2026.

ACTION: The Chair will write to the school advising that the programme will be moved to 27 May to allow additional time to receive the tracked changes PAD, she will also ask for clarification about what has been taught and whether this aligns with the last approved version of the PAD.

ACTION: The Secretary will move NZ2992 [Unitec site] from the meeting of 20 May to the meeting of 27 May and replace it with the MIT site BN suite from the 27 May meeting to the 20 May meeting.

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 2.48pm.

Confirmed as a true and correct record:

Chair: 

Date: 20/05/2026



**Academic Approvals Committee | MIT and Unitec
AGENDA**

Date: 20 May 2026

Time: 1.00 pm

Venue: 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 to the meeting.

1.1 Attendance and Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Chris Park	Chair	Y			
Helen Perry	Member	Y	Y		
Simon Tries	Member				Jackie Tims
Jocelyn Williams	Member	Y			
Sandi Eickhoff	Member	Y			

RESOLVED: That the apology for leaving early be received from Helen Perry.

PROPOSED: H PERRY

SECONDED: J TIMMS

CARRIED

1.2 Confirmation of Previous Minutes

The minutes of the meeting held on 13 May 2026 were approved.

RESOLVED: That Academic Approvals Committee confirms the minutes of the previous meeting held on 13 May as a true and accurate record.

PROPOSED: S EICKHOFF

SECONDED: J WILLIAMS

CARRIED

1.3 Matters Arising

All matters completed.

1.4 Correspondence

Verbal report from H Perry: the NZQA has approved the type 1 changes approved at AAC on 13 May. S Eickhoff noted that the Level 4 NZCEL programme has come back from the TEC.

2. Items to Approve / Endorse / Note / Discuss

2.1 New Zealand Certificate in Skills for Learning and Working (Level 1) [NZ4373]

Programme Approval and Accreditation (PAA) application for a new programme to replace the existing NZCSLW. The committee discussed the following:

- Last date of proposed intake – should be June 2028
- Graduate Stakeholder Feedback – this programme is due for its 5-year review in 2027.
- Correct the programme hours table and hours on the course descriptors to align with each other
- RO482 – should write in here: part-time total weeks and teaching weeks
- Correct Hours in *Table 7* belongs in *My Learning and Work Journey Te Haeranga* which is where they sit in the Course Descriptor
- Missing Appendix 1 Consultation Log for submission to NZQA

RESOLVED: *That Academic Approvals Committee approves the Programme Approval and Accreditation application for the New Zealand Certificate in Skills for Learning and Working (Level 1) [NZ4373], pending final amendments.*

PROPOSED: J WILLIAMS

SECONDED: J TIMMS

CARRIED

2.2 Certificate of Attendance in Intensive Literacy and Numeracy (ESOL) [MN1013]

This Type 1 change includes:

- A reduction in teaching time from 18 weeks to 16 weeks to align with teaching cycle in the school
- Updated staff list

RESOLVED: *That Academic Approvals Committee approves the type 1 change to the Certificate of Attendance in Intensive Literacy and Numeracy (ESOL) [MN1013].*

PROPOSED: J TIMMS

SECONDED: H PERRY

CARRIED

2.3 Bachelor of Nursing (Level 7) MN4457

This Type 1 change proposes to:

- Align the required completion time for the degree to the Nursing Council settings (6 years).

RESOLVED: *That Academic Approvals Committee approves the type 1 change to the Bachelor of Nursing (Level 7) [MN4457].*

PROPOSED: H PERRY

SECONDED: J WILLIAMS

CARRIED

2.4 Bachelor of Nursing Pacific (Level 7) [MN4512]

This Type 1 change proposes to:

- Align the required completion time for the degree to the Nursing Council settings (6 years).

RESOLVED: *That Academic Approvals Committee approves the type 1 change to the Bachelor of Nursing Pacific (Level 7) [MN4512].*

PROPOSED: J WILLIAMS

SECONDED: H PERRY

CARRIED

2.5 Te Tohu Paetahi Tikanga Rangatira aa-Tapuhi, Bachelor of Nursing Māori (Level 7) [MN4066]

This Type 1 change proposal (in two parts) proposes to:

- Align the required completion time for the degree to the Nursing Council settings (6 years)
- Amend the 80% attendance at wānanga to share the 80% across both the wānanga and te Reo me ona Tikanga courses, which are:
 - 722.547 Ko Wai Ahau Identity Language and Culture (Level 5, 30 credits)
 - 722.554 Tuapapa Tikanga Rangatira aa-Tapuhi Intro to Foundational Maaori Nursing Practice (Level 5, 30 credits)
 - 722.669 Tikanga aa-Tapuhi Awhi Kaumaatua/Kuia, Supportive Maaori Nursing Practice as it relates to Kaumaatua and Kuia (Level 6, 15 credits)
 - 722.667 Tikanga aa-Tapuhi Awhi Whaanau, Hapuu and Iwi, Supportive Maaori Nursing Practice as it relates to Whaanau, Hapuu and Iwi (Level 6, 15 credits)
 - 723.704 Tikanga aa-Tapuhi Awhi Oranga Rangatahi, Supportive Maaori Nursing Practice as it relates to Rangatahi (Level 7, 15 credits)

The committee discussed the proposed change and have reservations about the intention of the changing the attendance requirements. Feedback will be provided to the school.

3. Any Other Business

3.1 Instructions to Schools

Committee discussed the need to provide some clarity to schools about the standard of documents to submit including that they must submit track changes documents and advice concerning naming conventions.

ACTION: H Perry will draft for the Chair.

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 2.48pm.

Confirmed as a true and correct record:

Chair:

Date:

DRAFT

Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: 20 May Minutes of the Academic Quality Committee

Classification: In-Confidence

Date: 26 May 2026

Recommendation

That the Academic Committee:

- receive the minutes of the Academic Quality Committee hui on 20 May 2026.

Commentary

Matters from the hui considered to be of particular interest to Academic Committee include:

Programme Committees

Feedback from multiple programme committees advise significant challenges in achieving the requirements of [MITU Interim Standing Orders](#):

22.2 Within five (5) working days of a subcommittee meeting being held, a copy of draft minutes with cover report will be available to the parent Committee or Council. Subcommittee reports will be tabled at the next meeting of the parent Committee or Council.

The committee discussed its concerns regarding lack of receipt of minutes from programme committees and is looking into the reasons. A hui with all programme committee Chairs is planned to address this and other matters.

Quality Assurance systems

Consideration was given to how we gain assurance of the robustness of approaches to confirming compliance, particularly through the programme evaluation process and associated compliance questionnaires.

The committee agreed to a *Targeted Review of Degree Embedded Programmes* to review assessment design for select courses, considering recent NZQA monitoring outcomes.

A review of moderation planning was received with some concerns identified. These are being investigated and, if necessary, will be addressed.

Attachments

MITU AQC Minutes 20260520_draft



Academic Quality Committee | MIT and Unitec MINUTES

Date: Wednesday 20 May 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	✓	Arrived 1:15pm		
Sue Emerson	Member	✓	Arrived 1:47pm		
Craig Lucas	Member	✓	Left 3pm		
Helen Perry	Member	Arrived 14:05pm left 14:35pm			

In attendance:

Fiona Riches	Observer				
Qimin Xu	Secretary				

The Chair welcomed Fiona Riches in her capacity as an observer and welcomed her to participate in the discussions for the open session.

Helen Perry was invited to attend this hui to present and discuss agenda item 3.2b.

RESOLVED:

That the Academic Quality Committee receive the apologies for late arrival from Abha Chitalia and Sue Emerson, and early departure from Craig Lucas.

Moved: Steve Marshall
Seconded: Craig Lucas
CARRIED

1.2 Confirmation of Previous Minutes

[22 April 2026](#)

RESOLVED:

That the Academic Quality Committee confirm the minutes of the meeting held on 22 April 2026 as a true and correct record.

Moved: Monique Brik
Seconded: Steve Marshall
CARRIED

1.3 Matters Arising - Nil

1.4 [Action Register](#)

a. AQC03/10.2 - 2025 Annual Literacy and Numeracy Report

1. 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.

Discussions were held with the Chair of Learning and Teaching Committee, and it was agreed that a single report in future to be submitted to both committees, with each committee taking a particular focus. AQC's focus would be on compliance with L&N requirements.

It was noted that the LNAAT tool now sits with TEC. Concerns were raised that some programmes are using alternative approaches rather than the LNAAT tool, and it is unclear whether these are acceptable from a TEC perspective.

It was suggested that a procedure be developed under the assessment policy, to be consulted on, including through both Academic Quality Committee and the Learning and Teaching Committee, before being submitted to Academic Committee for approval.

2. Following the above discussion, Chair to provide feedback to the report author, recommending incorporation of outcomes and planned programme-level actions into the existing report before submission to the Learning and Teaching Committee.

It was agreed not to proceed with this at this stage. Expectations are to be confirmed in line with the related procedure work.

The above action items are now closed.

<p>ACTION: Steve Marshall and Alanah Malkani to review the current literacy and numeracy process, with the intention of developing a procedure under the assessment policy outlining the requirements, roles, responsibilities, etc, and in line with the TEC L&N compliance requirements.</p>

b. AQC04/5.2f - Unitec site 2025 Annual Course Evaluation Report

Steve Marshall to engage with the relevant schools to understand why the three courses have never submitted a CEP.

The matter remains in progress.

1.5 [2026 AQC Workplan](#)

The workplan was updated to include the AQC Terms of Reference for each item. Members discussed the workplan and agreed to revisit it at the next hui.

ACTION: Members to review the workplan prior to next hui, particularly how each item aligns with the terms of reference. The workplan will be revisited at the next hui.

2. General Business

2.1 Chairperson's Report

Presenter: Simon Tries

The Chair shared updates from the Academic Committee, noting the approval of the Teaching Excellence Framework Policy and the Moderation Policy and Procedure, as well as the review of the MIT and Unitec annual QA reports. It was also noted that the PCs/PAQCs membership had been approved by the Academic Committee as presented. Any changes will need to be provided to Academic Committee for approval.

RESOLVED:

That the Academic Quality Committee receive the Chairperson's Report.

Moved: Craig Lucas

Seconded: Monique Brik

Carried

2.2 Correspondence

2.2.1 Inwards Correspondence

a. [IQAF information 2026 May](#)

This IQAF information was received following the April hui and was discussed under agenda item 3.2c.

b. [MITU Moderation policy and procedure 20260429](#)

The Moderation Plan was approved by the Academic Committee on 5 May 2026 and will be published in due course. Pre-work is currently underway, and implementation will be iterative. Existing moderation approaches will continue to apply until communication of the new Moderation Policy and Procedure is released. Any updates will be communicated to Heads of School.

Members shared their views on what the Academic Quality Committee expects from the moderation system in order to gain assurance that moderation is functioning effectively:

- one area of interest highlighted was the rate of agreement between internal and external course moderation, in relation to both assessment materials and assessment

decisions. Further consideration to be given to the reporting aspects once implementation plans are further progressed.

- A concern was raised regarding how the authenticity of moderation reports can be verified, particularly whether moderator agreement is sufficiently robust. It was noted that this may involve a “blind” re-check of moderation decisions, typically undertaken through external moderation.
- Concerns were also raised that some staff may not be fully engaged or aware of evolving expectations. It was suggested that mandatory professional development may be required to ensure a consistent understanding of moderation requirements. It was noted that the new moderation policy and procedures allows AQC to recommend professional development requirements.
- It was also noted that AI tools could potentially be used to support the review and analysis of moderation reports.

2.2.2 Outwards Correspondence

- [Programme Committee chairpersonship](#)
- [AQC to PC memo - Programme Committee Update 20260511](#)

It was noted that feedback from the programme committees (inclusive PCs and PAQCs) highlighted the 5-working-day timeframe for submission of minutes and the Chair’s memo is challenging given competing priorities, and a 10-working-day turnaround was suggested for consideration by the relevant delegated authority.

It was noted that the programme committee structures and practices differ across campuses, and caution is required when making changes. In this context, communication and opportunities for Programme Committee Chairs to contribute collectively were considered important at this stage.

It was also highlighted that there is significant variation in time allocation for Programme Committee Chairs, with some being resourced while others undertake the role alongside heavy teaching workloads. It was suggested that this inconsistency may warrant further consideration of expectations and support for the role.

A hui with Programme Committee Chairs is planned for the following month to discuss key matters and ensure alignment. Members were encouraged to consider potential agenda items and key areas of focus.

RESOLVED:

That the Academic Quality Committee receive the correspondence.

Moved: Abha Chitalia

Seconded: Monique Brik

CARRIED

3. Standing Items

3.1 Academic Risk

A concern raised that while PCs and PAQCs identify risk elements, it is currently unclear whether these risks are being appropriately escalated to the correct channels, and how they are subsequently managed and addressed, etc.

It was noted that the Academic Quality Committee's role in relation to risk is focus on institute-level academic quality and compliance rather than programme-level risks which sit with Programme Committees.

Key risks currently identified included capability in assessment design and moderation, and ensuring programmes are reviewed and aligned with current internal and external expectations. It was further noted that moderation reporting, and any programme, discipline, and school level data could help identify assessment risks, e.g., assessor-moderator agreement rates, etc.

3.2 Academic Quality System

a. [APER process and timeframe for summary reports](#)

Discussion outlined the reporting and review process for PER and PEP at Unitec and MIT campuses, noting that timelines are already established and will proceed as planned. It was suggested that AQC consider different review approaches for these reports, given that the document types differ across institutes in 2025.

Some review practices at MIT and Unitec were noted, including previous approaches, along with the need to reconsider the feasibility of current review arrangements due to capacity constraints. It was proposed that a working group may be required to review the reports.

Concerns were raised regarding KEQ6 and broader compliance requirements under the new IQAF framework. It was suggested that spot audits, along with recommendations on key questions for AQC focus, could support assurance process and help verify that reported statements are supported by evidence.

It was noted that the annual self-review will draw on these reports, and that AQC members need to engage in reviewing the reports to gain a better understanding of the operation, strengths and weaknesses, and system implications. Good practice and areas of concern are expected to inform future improvements and the development of revised approaches.

<p>ACTION: Steve Marshall to review the KEQ6 survey responses and provide recommendations on which questions AQC is to focus on.</p>

RESOLVED:

That the Academic Quality Committee accept the report.

Moved: Steve Marshall

Seconded: Sue Emerson

CARRIED

b. [Targeted Review of Degree-Embedded Programmes](#)

Presenter: Helen Perry

Both MIT and Unitec have been subject to NZQA unscheduled monitoring in recent years across a range of disciplines. The purpose of the targeted review is to take a proactive approach by reviewing programmes internally, particularly those embedded within degree structures, in anticipation of potential NZQA focus areas, for institutional risk identification and mitigation.

It was proposed that an internal review of assessment and moderation practices be undertaken by Academic Centre/Te Korowai Kahurangi (TKK)/Te Puna Ako (TPA), applying an NZQA lens to identify potential areas for improvement prior to external review. It was noted that some issues can be identified through this process even without subject matter expertise. Reviewing a sample of courses would also help build a clearer understanding of identified issues, enabling staff across schools to share findings and support ongoing improvement.

A question was raised regarding the timeline for the proposed review work. It was noted that the review work could commence promptly, subject to staff capacity and availability. Priority would be given to addressing any significant issues identified for the next semester, while other improvements may be progressed in due course.

Discussions were held regarding whether this internal review work would add sufficient value for some programmes, given the upcoming qualification review and proposals from some programmes to engage external expertise to review the validity of assessment tasks and learning outcomes. Concerns were also raised regarding staff capacity and capability to undertake this mahi.

Following discussion, it was noted that a distinction should be maintained between internal review work and externally engaged expertise, with concerns raised regarding the capability and consistency of external reviewers in applying NZQA expectations. It was further noted that once the courses to be reviewed are confirmed, schools will be informed and may choose to either engage external expertise or undertake internal mitigation activities.

It was suggested that the review will also include a check of guidance on the use of AI, in line with the TEO self-review theme.

The initial review was suggested to focus on the programmes outlined in the paper, followed by consideration of key risk factors and indicators to determine whether further review is required across broader programmes. A collaborative approach across Academic Centre /TKK/TPA is required, supported by a reporting tool to capture and report findings.

Helen Perry volunteered to lead this work for Academic Quality Office and to provide a preliminary progress report to the committee at the next hui, with updates to be provided at subsequent hui.

RESOLVED:

That the Academic Quality Committee support and endorse the recommendations as outlined in the Memo.

Moved: Simon Tries

Seconded: Abha Chitalia

CARRIED

c. [IQAF and MITU QA Framework](#)

The paper outlines NZQA's approach to the Integrated Quality Assurance Framework (IQAF), particularly the self-review component. NZQA has recently released further guidance on the requirements and expectations for annual self-review.

It was noted that the thematic focus for 2026 is the use of generative AI in delivery and assessments. The first annual self-review report is due on 22 March 2027. Further discussion will be held with ALT regarding possible changes to the due date.

Another point in the memo indicates the initiation of the final phase of the MITU 'back-end' QA framework (evaluation, review, monitoring, etc.), including the development of policies and procedures. It was therefore noted that member engagement is required, and that discussions are needed prior to progressing with the development of policies and procedures.

RESOLVED:

That the Academic Quality Committee receive the update on implementation of the NZQA Integrated Quality Assurance Framework and note the intent to continue the development of the MITU Quality Assurance Framework.

Moved: Steve Marshall

Seconded: Sue Emerson

CARRIED

4. Programme Committee Oversight

4.1 Programme Committee [reporting](#)

Members reviewed programme committees (inclusive of PCs and PAQCs) submission rates to date and noted the low number of reports received from MIT PCs, which presents a risk due to limited oversight.

Matters raised from programme committees were reviewed and discussed. The key issues arising will be further considered and brought back to the Programme Committees.

It was noted that there is a need to reconsider the current PC reporting mechanism, including whether it is achieving its intended purpose, and whether an initial review and summary process should be introduced to help guide key matters requiring AQC focus, given that the matters currently being raised are broad and varied.

It was discussed that some matters raised relate more to operational matters rather than governance or academic risk issues. However, it was acknowledged that there appears to be a lack of clarity regarding the appropriate channels for the reporting of operational issues. Clearer guidance is therefore required to provide to programme committees regarding the types of matters to be escalated for AQC attention and the associated recommendations, as current reporting was considered inconsistent and at times unfocused.

A concern was also raised regarding the submission of unfinished minutes prior to confirmation by Committee Chairs in order to meet the five-day timeframe. It was agreed

that expectations and requirements be further clarified to Programme Committees.

It was noted that the five-working-day turnaround timeframe remains challenging for some programme committees, and that this matter will be escalated to Academic Committee for further consideration.

It was suggested that the reporting could be enhanced by including simple “tick-box” indicators for PC secretaries to highlight the main themes covered in meetings. This would support AQC in quickly identifying areas requiring closer attention and enable more targeted review and oversight. It was further recommended that AQC to identify the key areas of interest.

ACTION: The Chair, Steve Marshall and Craig Lucas work together to rethink the PC reporting and reviewing mechanism to streamline the process, and discuss the feedback and any points requiring clarification to be provided to PCs.

RESOLVED:

That the Academic Quality Committee receive the PCs/PAQCs hui minutes.

Moved: Steve Marshall

Seconded: Abha Chitalia

CARRIED

4.2 Programme Committee Oversight

- a. [MIT - Education Programme Committee hui 20260311](#) (pending receipt)
- b. [Unitec - Bridgepoint and Community Studies PAQC hui 20260506](#) (pending receipt)

This oversight could not be completed as initially planned. It was noted that the agreed approach to analysing meeting minutes was based on the MIT template. However, due to significant differences between the structure of PCs and PAQCs, this approach did not prove suitable. A more aligned approach is therefore required, with key areas of focus/themes identified to enable meaningful review, rather than attempting to assess full decision-making processes.

During discussion, an idea was put forward that Academic Quality Committee and Programme Committee work plans identify key activities across the academic year, with different focus areas occurring at different points in time. It was hence suggested that the review activity could be aligned to these timing points, enabling a view of how programme committees are dealing with these key activities, and providing assurance that a robust and considered approach is being taken by them, as well as identifying where recommendations or guidance may be needed.

It was raised that meaningful review is currently limited by the inconsistent level of detail recorded in the PC minutes. Until there is a shared understanding to minute-taking, including the expected level of discussion to be recorded, it would be difficult to undertake the oversight in a systematic manner.

A concern was further raised that certain activities, such as moderation and degree monitoring reports, are required to be discussed at programme committee level during the year. However, the ad hoc nature of these items makes it difficult for AQC to consistently

track and confirm that they have been appropriately discussed and addressed, unless a review of programme committee minutes over a defined period (e.g. three to four months) is undertaken.

It was suggested that, in future, programme committee discussions could be reviewed across the board to better understand what is being prioritised, how frequently key activities are discussed, and what this may indicate about institutional focus and potential areas for change.

4.3 Moderation Planning

Review of Moderation Planning

Members reviewed the approval status of the moderation plans and noted that some programme committees have not yet submitted any minutes, resulting in a lack of oversight regarding whether moderation plans have been approved. Given the existing risks associated with moderation area across MIT and Unitec, this was identified as a major concern.

It was also noted that there is currently no defined timeframe in MIT moderation policy for the approval of moderation plans, which may result in inconsistency in practice and differing interpretations. This is expected to be resolved in the new MITU moderation policy and procedure.

ACTION:

1. The Secretary to confirm with the relevant PC secretaries whether the moderation plans have been approved.
2. The Chair to write to all programme committee Chairs who do not have a confirmed moderation plan, and to confirm when the moderation plan was last approved by the PCs/PAQCs.

5. Items to Discuss

No Items

6. Resolution to exclude the public

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This RESOLVED 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 RESOLVED in relation to each matter are as follows:

Closed	Session Item:	
Item	General subject of each matter	Section(s) relied upon
7	Confirmation of Previous Minutes	s9(2)(b)(ii), s9(2)(i) OIA
8	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
9	Items to approve	s9(2)(b)(ii), s9(2)(i) OIA

Interests Protected

Section	Interest
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.

7. CLOSED SESSION

The Meeting moved into Closed Session at 15:20

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!



Unitec

Māori Academic Advisory Committee | MIT and

MINUTES

Date: 5 May 2026

Time: 8:31 am

Venue: 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 to the meeting.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Wiremu Manaia (Ex Officio)	Pou Whakarewa	✓			
Vivienne Merito (Ex Officio)	Taharangi	✓			
Vince Hapi (Ex Officio)	MIT Kaumatua	✓			
Hohepa Renata (Ex Officio)	Unitec Kaumatua			✓	

In attendance:

[Full Name]					
Hana Hohapata	Kaiārahi Ako				
Ange Sagapolutele	Te Ara Oranga Programme Manager,				
Veraneeca Taiepa	Kaihautū Maturanga Māori Lead, Unitec				
Ngaire Molyneux	Relationships Manager,				
Hinewaimarama Reihana-White	Senior Lecturer/Kaitiaki Taiao, Unitec				
Terina Haimona	Student Council Māori Rep				
Deborah Heke	Ngā Wai o Te Tui				

	Manager				
Mikaere Berryman-Kemp	Hauora Navigator				
Mere Tupaea	Pasifika Success Navigator				
Jennifer Haraki	Senior Lecturer				
Sailuama Cheryl Talamaivao	Senior Lecturer				
Mahuta Amoamo	Secretary				

RESOLVED: That apologies be received from Terina Haimona.

RESOLVED: That the absence of Deborah Heke be received.

Moved: Jennifer Haraki

Seconded Kayne Haira

CARRIED

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 14 April 2026 (as amended) be confirmed as a true and correct record.

Moved: Vince Hapi

Seconded: Hana Hohapata

CARRIED

1.4 Action Register

- Submit committee name to Academic Committee for endorsement
- Submitting subcommittee nominations to the Academic Committee
- Notify the Academic Committee (Chris Park) of MAAC membership and representatives
- Circulating Terms of Reference for feedback
- Prepare Te Manu Akoranga one-page report
- Establish regular reporting from Te Ara Oranga
- Arrange site visits between MAAC and partner programmes

2 General Business

2.1 Chairperson's Report

NA

2.2 Correspondence

Academic Committee, 4 May 2026

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

RECOMMENDATION

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

- Beyonce Kahui
- Terina Haimona

RESOLVED: That the MAAC receives correspondence from the Academic Committee.

Moved: Hohepa Renata

Seconded: Jennifer Haraki

CARRIED

Standing Items

2.3 Reports

Te Ara Oranga Report

Presenter: Ange Sagapolutele

RESOLVED: That the MAAC receives the Te Ara Oranga Report.

Moved: Hohepa Renata

Seconded: Jennifer Haraki

CARRUED

2.4 Te Mana Akoranga / PER (Mātauranga Māori Monitoring)

Presenter: Hana Hohapata

Key points:

- PERs due at the end of May
- Schools required to demonstrate Māori outcomes (KEQ requirements)
- Alignment required across MIT and Unitec frameworks

Resolution:

That MAAC commission a one-page report on Te Manu Akoranga:

- Prepared by Hana Hohapata, Veraneeca Taiepa, and Kayne Haira
- Submitted to MAAC
- **Outcome:** Agreed and recorded as a formal action

Academic Committee Link:

The report contributes to institution-wide academic quality and Māori achievement reporting

RESOLVED: That the MAAC receives the Te Mana Akoranga Report.

Moved: Hohepa Renata

Seconded: Jennifer Haraki

CARRIED

Terms of Reference (ToR) – Governance Process

- Draft Terms of Reference discussed
- Feedback to be incorporated

Resolution/Action:

- ToR to be circulated for further feedback
- Revised ToR to be presented at next MAAC hui

Academic Committee Action:

- Final ToR to be **submitted to Academic Committee for approval**

AI Committee

- Importance of Māori input into AI governance noted
- Ongoing feedback to be brought back to MAAC

2.5 Committee Name

- Discussion confirmed the adoption of a formal committee name grounded in kaupapa Māori leadership principles.

RESOLVED: That the committee be formally named: “Manukura Academic Advisory Committee (MAAC)”

Moved: Matua Vince Hapi

Seconded: Hana Hohapata

CARRIED

2.6 Subcommittee Memberships (Governance Resolution – AAC Escalation)

The committee confirmed membership across subcommittees to ensure Māori representation in academic governance. [*Refer to Appendix A attached*].

RESOLVED: That the subcommittee memberships be accepted and endorsed.

Moved: Jennifer Haraki

Seconded: Hana Hohapata

CARRIED

3 Resolution to exclude the public (if required)

N/A

4 CLOSED Session (if required)

NA

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 9:34 am

Confirmed as a true and correct record:

Chair: Wiremu Manaia

Date: 29 May 2026

APPENDIX A

MAAC REPS TO THE MITU SUB-COMMITTEES

FOREWORD

The MAAC acknowledges that representation on MITU Academic Sub-Committees is an important leadership and governance role. Members serving on these committees play a critical role in supporting and enhancing the academic quality and performance of the organisation. The following are the nominations for MAAC representatives to the MITU sub-committees:

ABBREV	COMMITTEE NAME	CHAIR & SECRETARY	MAAC REPRESENTATIVE
AAC	Academic Approvals Committee	Chris Park (Chair) Glenda Plaisted (Secretary) aac@manukau.ac.nz	Jennifer Hiraka Vivienne Merito Vince Hapi
AQC	Academic Quality Committee	Simon Tries (Chair) Qimin Xu (Secretary) aqc@unitec.ac.nz	Sailuama Cheryl Talamaivao (pending confirmation)
LTC	Learning & Teaching Committee	Simon Nash (Chair) Riza Aguilar (Secretary) raguilar@unitec.ac.nz	Kayne Haira (One more to be added)
PRSC	Postgraduate Research and Scholarships Committee	Rosanne Ellis (Chair) Cynthia Natalia Almeida (Secretary) calmeida@unitec.ac.nz	Hinewaimarama Reihana-White Ngaire Molyneux
PAOC	Programme Advisory Oversight Committee	Julie Prentice (Chair) julie.prentice@manukau.ac.nz	Hana Hohapata Veraneeca Taiepa
RC	Research Committee	Rosanne Ellis (Chair) Brenda Massey (Secretary) bmassey@unitec.ac.nz	Deb Heke (to be confirmed) David Jones (pending confirmation)
REC	Research Ethics Committee	Eric Boamah (Chair) Evangelia Papoutsaki (Secretary) eric.boamah@openpolytechnic.ac.nz epapoutsaki@unitec.ac.nz	Hinewaimarama Reihana-White; Diane Tamati

TERM

Appointments are for a term of two years, with the possibility of renewal for a further consecutive two-year term. I want to acknowledge and thank those who have volunteered their energy and time to fulfil these roles on behalf of the MAAC.

To: Academic Committee
From: Wiremu Manaia, Chair of the MAAC
Date: 3rd June 2026
Subject: MAAC Agenda

Outline

Following review of the Maori Academic Advisory Committee (MAAC) Terms of Reference and discussion at recent meetings, I would like to propose a revised agenda structure for future MAAC meetings.

Purpose

The purpose behind these changes is to better align the meeting format with the strategic purpose and responsibilities outlined within the Terms of Reference. While the current agenda structure has worked well operationally, it is increasingly apparent that MAAC has a much broader strategic role relating to Māori academic leadership, Māori learner success, Te Tiriti implementation, academic quality assurance, and the protection and integrity of Mātauranga Māori within the academic system.

Structure

The proposed structure is intended to shift the focus of meetings from primarily receiving updates and reports toward providing:

- stronger strategic discussion,
- academic assurance,
- risk oversight, and
- formal recommendations to Academic Committee.

In particular, the revised structure introduces dedicated sections relating to strategic Māori academic leadership, Māori learner success and equity oversight, Māori academic risk and assurance, Te Tiriti and cultural integrity matters, and formal recommendations and escalations to Academic Committee.

Conclusion

The intent of introducing this new template is not to create additional workload, but rather to ensure the Committee is operating at the strategic level envisaged within the Terms of Reference and that meeting time is focused on the areas of highest institutional value and influence.

Recommendations

NOTE: the proposal to change the MAAC agenda template (Refer to Appendix 1)

APPROVE: the use of the new agenda template for the MAAC meetings.

Appendix 1. MAAC Agenda Template



MAAC Committee | MIT and Unitec

AGENDA

Date:

Time:

Venue:

Manukura Academic Advisory Committee (MAAC) Meeting Agenda Template

1. Whakatuwheratanga | Opening

Karakia / 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!

2. Governance & Committee Administration

2.1 Welcome and Apologies

2.2 Confirmation of Previous Minutes

2.3 Action Register

** Update on outstanding actions and progress against previous recommendations.*

3. Strategic Māori Academic Leadership

3.1 Chairperson's Strategic Report

** Discussion regarding emerging strategic issues, Māori academic priorities, Te Tiriti implementation matters, and other developments.*

3.2 Māori Learner Success & Equity Overview

** Discussion regarding Māori learner participation, retention, completion, equity indicators, and emerging learner success risks.*

4. Reports & Feedback

4.1 MITU Subcommittee's.

** Reports & feedback from MAAC reps on AC sub-committees & discussion regarding emerging academic risks, curriculum integrity concerns, and risks relating to Mātauranga Māori.*

4.2 MITU Maori Divisions

** Reports & feedback from Maori divisions, courses and programmes regarding akonga & Mātauranga Māori outcomes.*

- Te Ara Oranga
- Bachelor of Nursing Maori

4.3 Te Tiriti & Cultural Integrity Oversight

** Discussion regarding cultural capability, tikanga considerations and stakeholder concerns.*

5. Programme, Research & Curriculum Matters

5.1 Programme and Curriculum Proposals

** Discussion regarding programme approvals, curriculum development, Mātauranga Māori integration, and academic innovation initiatives.*

5.2 Research & Postgraduate Matters

** Discussion regarding Kaupapa Māori research, research ethics, Māori research capability, and postgraduate supervision matters.*

6. Recommendations & Escalations to Academic Committee

** Discussion and confirmation of recommendations, strategic concerns, escalations, and requests for Academic Committee consideration.*

7. General Business

** Other matters for discussion.*

8. Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie

Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

MEMO

To: Academic Committee

From: Wiremu Manaia (Chair MAAC)

Date: 2nd June 2026

Subject: PROPOSED CHANGES TO THE MAAC TERMS OF REFERENCE

Purpose

The purpose of this MEMO is to ensure new amendments to the MAAC Terms of Reference are tabled with the Academic Committee (AC).

Terms of Reference

The MAAC Terms of Reference have already been tabled with AC but in the last month we have received extra suggested amendments. These have been compiled into the amended MAAC ToR with tracked changes and are submitted here for AC approval (Refer to Appendix 1).

Changes

These amendments give strength to the strategic authority, accountability, and academic assurance role of the MAAC while reinforcing its position as a kaitiaki of Mātauranga Māori within MITU.

The MAAC will be the primary Māori academic assurance and advisory body for MITU in matters relating to Māori learner success, Mātauranga Māori integrity, Te Tiriti-informed academic practice, and Māori academic quality.

Recommendations

It is recommended that the Academic Committee:

- **NOTE:** the suggested amendments to the MAAC Terms of Reference,
- **NOTE:** the benefits these changes will make towards the strategic functioning for the MAAC,
- **APPROVE:** the Final Terms of Reference for the MITU MAAC.



Manukau Institute of Technology and Unitec
**Māori-Manukura Academic Advisory
Committee**

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	
Issue date	
Approval authority	Academic Committee
Date of approval	
Document owner	Deputy Chief Executive Academic
Contact person	Deputy Chief Executive Academic
Date of next review	September 2026

Version control

Version	Summary of changes	Approved by	Date of Approval
0.1	New draft version (last updated 2026-01-16)	DCEA	

1 Background

The [Māori-Manukura Academic Advisory Committee \(MAAC\)](#) is established by the Academic Committee as an Advisory Subcommittee of the Academic Committee. [The primary purpose of the Committee is to provide expert Māori leadership and guidance regarding the academic activities of the Institute in fulfilment of its commitments to Māori learner access, participation, success, and Te Tiriti o Waitangi obligations.](#)

Advisory Committees do not hold formal delegations, but the Academic Committee and subcommittees that do hold formal delegations are expected to make good use of Advisory Committees' expertise. Advisory Committees are expected to contribute through the policies and procedures established by the Academic Committee rather than establish additional policies and procedures. Where an Advisory Committee considers the policies and procedures of the Institute to be inadequate for this purpose, then it is expected to make recommendations to the Academic Committee on the amendment to those policies and procedures.

Commented [WM1]: In relation to programme advice, we should consider adding language that confirms the Committee's role in advising on tikanga-appropriate design and delivery where Mātauranga Māori is embedded, including cultural and intellectual boundaries.



The primary reason for the Māori Academic Advisory Committee is to provide expert Māori leadership and guidance to the academic activities of the Institute in fulfilment of its commitments to the access, participation and learner outcomes of Māori people and to Te Tiriti o Waitangi.

The committee has a role on tikanga appropriate design and delivery where mātauranga Maori is embedded including cultural and intellectual boundaries. The committee recognises Mātauranga Maori as a distinct knowledge system with its own epistemologies, values, and tikanga Maori protocols.

2 Responsibilities

~~Māori-Manukura~~ Academic Advisory Committee is charged by the Academic Committee to provide advice ensuring academic policies, procedures, programme design, curriculum, assessment, and delivery are responsive to Māori aspirations and uphold the integrity of Mātauranga Māori within the academic system. The MAAC will:

- Function as the primary Māori academic assurance and advisory body for MITU in matters relating to Māori learner success, Mātauranga Māori integrity, Te Tiriti-informed academic practice, and Māori academic quality.
- Provide advice to the Academic Committee ensuring that academic policies and procedures are fit for Māori needs and aspirations;
- Provide advice to Programme Committees and the Academic Approvals Committee on the need, design, content, delivery and evaluation of programme proposals in relation to the needs and aspirations of Māori people;
- Provide strategic oversight of emerging risks relating to Mātauranga Māori, academic equity, cultural capability, and institutional implementation of Māori strategic priorities.
- Ensure that advice relating to Mātauranga Māori carries appropriate weight, including clear expectations about how the MITU Academic Committee responds to such advice. ;
- Provide advice on learning and teaching that includes Māori epistemological approaches and pedagogical strategies that strengthen academic depth. Provide advice to the Academic Committee on trends and risks in relation to the performance of Māori students;
- Provide advice and leadership to the Research Committee and the Postgraduate Research Committee on rangahau and kaupapa Maori rangahau principles;
- Provide post graduate research to Mātauranga Maori through Maori research leadership and supervision capability;
- Draw to the attention of the Academic Committee any identified risks to the attainment of the Institute's commitments to the access, participation and success of Māori learners;
- To identify risks to the integrity, misuse, or dilution of Mātauranga Māori within academic activity.
- Provide strategic oversight of emerging risks relating to Mātauranga Māori, academic equity, cultural capability, and institutional implementation of Māori strategic priorities.
- Provide oversight of Mātauranga Maori in programme and course curriculum, assessment and innovation and

Commented [WM2]: This section clearly references Te Tiriti o Waitangi but we should also recognise Mātauranga Māori as a distinct knowledge system with its own epistemologies, values, and tikanga, rather than only as a learner or pedagogical consideration.

Commented [WM3]: While the Advisory Committees do not hold formal delegations, I think additional language is needed to ensure that advice relating to Mātauranga Māori carries appropriate weight, including clear expectations about how the MITU Academic Committee responds to such advice.

Commented [WM4]: When advising on rangahau, we need to explicitly reference Kaupapa Māori research principles to distinguish Māori research leadership from general academic research oversight.

Commented [WM5]: Given the importance of postgraduate research to Mātauranga Māori, we need to explicitly include supporting Māori research leadership and supervision capability.

Commented [WM6]: We should consider broadening this to include risks to the integrity, misuse, or dilution of Mātauranga Māori within academic activity.



- Undertake an annual self-review (using a process prepared by the Institute) of its effectiveness.
- [Maintain visibility of recommendations made to Academic Committee and monitor institutional responses and actions relating to Māori academic matters.](#)

Commented [WM7]: The responsibilities are comprehensive, however Mātauranga Māori is not explicitly named. We need to add a responsibility that clearly references oversight of Mātauranga Māori in curriculum, assessment, research, and innovation.

Commented [WM8]: Do we need to consider stating whether matters directly affecting Mātauranga Māori should require appropriate Māori expertise to be present, to avoid decisions being made without the necessary cultural and knowledge authority.

3 Membership

3.1 Members

[While membership should reflect a broad range of academic and professional expertise, the Committee will maintain sufficient Mātauranga Māori capability and cultural expertise to uphold its responsibilities as kaitiaki of Māori knowledge systems.](#) Members will be approved by the Academic Committee and will comprise the following:

- Pou Whakarewa Mātauranga Māori - Director, Māori Education, *ex officio*;
- Taharangi – Director, Māori Success, *ex officio*;
- Kaumatua, MIT, *ex officio*;
- Kaumatua, Unitec, *ex officio*;
- One (1) Member nominated by the Chair, Pacific Academic Advisory Committee, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the academic staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Heads of School, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
- At least two (2) but no more than four (4) Members from among the support staff and leaders, nominated by the Deputy Chief Executive Academic on advice from Pou Whakarewa Mātauranga Māori and Taharangi, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only; and
- Two (2) enrolled learners from Manukau Institute of Technology and Unitec, nominated by the Student Council, for a period of one (1) year with the possibility of renewal for a second one (1) year term only.

3.2 Chair and Deputy Chair

The Chair will be the Pou Whakarewa Mātauranga Māori.

The Chair may appoint a Deputy Chair, who will deputise in the Chair's absence.

3.3 Co-opted members

At the discretion of the Māori Academic Advisory Committee, and with the approval of Academic Committee, up to three (3) further members from among the staff of the Institute may be co-opted or seconded to the Māori Academic Advisory Committee.

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 Māori Academic Advisory Committee, other than those *ex officio*, may revoke their membership at any time by giving four weeks' written notice in writing to the Chair.

Any and all Members of the Māori Academic Advisory Committee 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 expertise in tikanga (Māori culture) and te Reo Māori (the Māori language);
- Demonstrated expertise in Mātauranga Māori (Māori knowledges) and ako (Māori pedagogies);
- Preparedness to commit to the reading and depth of analysis, thought and contribution required for the task;
- A broad range of disciplinary and industry perspectives (Academic Committee may decline a nomination in order to achieve this balance across the committee); and
- A commitment to actively participate in the work of the Māori Academic Advisory ~~Committee, and~~ [Committee and](#) work collegially and in accordance with Institutional values;
- Mātauranga Māori expertise is not a core membership requirement but may be helpful for matters that directly involve Māori knowledge systems.

Commented [WM9]: The membership composition needs to clarify that Mātauranga Māori expertise is not necessarily a core capability requirement, but may be helpful for matters that directly involve Māori knowledge systems.

4 Modus Operandi

4.1 Standing Orders

The Māori Academic Advisory Committee is bound by the *Standing Orders* of Manukau Institute of Technology and Unitec.

4.2 Secretarial Support

The Māori Academic Advisory Committee shall be supported by a designated, trained staff member appointed by the Chair to act as the Secretary to the Committee.

The Committee Secretary is not a member of the Academic Approvals ~~Committee, and~~ [Committee and](#) shall not act as a proxy in the absence of an appointed member.

4.3 Meetings

Māori Academic Advisory Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with an expectation of four meetings per academic year and additional meetings if required.

4.4 Reporting

[The Māori Academic Advisory Committee will provide strategic advice, recommendations, and assurance reporting to Academic Committee. The Committee will also contribute to](#)



[institutional oversight regarding Māori learner success, academic quality, Te Tiriti implementation, and the protection and integrity of Mātauranga Māori.](#)

~~The Māori Academic Advisory Committee will submit its written Minutes to Academic Committee. These may be submitted in draft form upon the approval of the Chair. If amendments are made at a subsequent meeting of the Māori Academic Advisory Committee, then the amended Minutes will also be reported to the Academic Committee.~~

The Chair will accompany the written Minutes with a summary memo, including recommendations from the Māori Academic Advisory Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.

The Committee's advice interfaces with other academic committees where Mātauranga Māori is relevant in order to ensure coherence of Māori academic leadership and avoid duplication or dilution of Mātauranga Māori knowledge.

The Committee so it is positioned not only as advisory on Māori participation and success, but also as a **kaitiaki of Mātauranga Māori within the academic system**. This would clarify the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

The Committee will act as the 'kaitiaki' (guardian) of Mātauranga Māori within the organisation as well as an advisor on Māori participation and success in order to uphold the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

[The Academic Committee will provide visibility regarding actions, responses, or decisions arising from recommendations made by the Māori Academic Advisory Committee to support institutional accountability and continuous improvement.](#)

4.5 Conclusion

[These Terms of Reference give strength to the strategic authority, accountability, and academic assurance role of the MAAC while reinforcing its position as a kaitiaki of Mātauranga Māori within MITU.](#)

[The MAAC is the primary Māori academic assurance and advisory body for MITU in matters relating to Māori learner success, Mātauranga Māori integrity, Te Tiriti-informed academic practice, and Māori academic quality.](#)

Commented [WM10]: It may be useful to clarify how this Committee's advice interfaces with other academic committees where Mātauranga Māori is relevant, to ensure coherence rather than duplication or dilution of Māori academic leadership.

Commented [WM11]: I think we need to consider strengthening the framing of this Committee so it is positioned not only as advisory on Māori participation and success, but also as a **kaitiaki of Mātauranga Māori within the academic system**. This would clarify the Committee's role in protecting the integrity, ethics, and appropriate use of Māori knowledge.

Commented [WM12]: Overall, this is a strong and well-structured Terms of Reference. With modest refinements, it has the potential to move from being a committee that advises *about Māori* to one that actively **upholds Māori knowledge authority within the academic system**.

Commented [WM13]: We should consider a section on conducting an Annual Self-review, reflecting on how effectively the Committee has upheld its role as **kaitiaki of Mātauranga Māori**, not only its procedural effectiveness.

Memo to: Academic Committee

From: Rosanne Ellis,
Chair, PGRSC
Director, Research and Enterprise

Subject: Postgraduate Research and Scholarships Committee Minutes

Classification: In-Confidence

Date: 18 May 2026

Recommendation

That the Academic Committee receive the minutes of the Postgraduate Research and Scholarships Committee hui on 12 May 2026.

Commentary

This is the Committee's first hui, all members and guests were introduced and welcomed.

Matters from the hui considered to be of particular interest to Academic Committee include:

Membership of PGRSC

- i. To fill the academic vacancies
- ii. the nomination of two Māori Academic Advisory Committee representatives to the PGRS Committee, utilising the provision for co-opted members where required

PG Supervision Capability and Capacity Development across MITU 2026

- i. support to enable growth in postgraduate research and supervision capacity, which is a key strategic focus.



**Postgraduate Research and Scholarships
Committee | MIT and Unitec
MINUTES**

Date: 12 May 2026

Time: 1400 hrs.

Venue: MS Teams

1 Whakatuwheratanga | Opening

1.1 The Chair welcomed all the Committee members and Secretary to the meeting.

The Chair extended a welcome to Ngaire Molyneux and Hinewaimarama Reihana-White, noting that they would attend as nominees pending formal approval of their membership by the Academic Committee.

It was noted that, following discussions at the Māori Academic Advisory Committee, nominations for Māori representation on subcommittees (including PGRS) are under consideration. Further discussion is ongoing between the relevant parties and the Chair of the Academic Committee regarding membership numbers. The Terms of Reference allow for nomination of one member from Māori and Pacific Advisory Committees respectively, with provision to co-opt additional members if required. A final decision on membership will be confirmed in due course.

The Committee noted the resignation of Luka Crosbie, who had initially been approved as a member. Simon Nash, Interim Director of Pacific Success, will attend the Committee in this capacity until a formal Pacific representative is nominated.

1.2 Attendance & Apologies

Members	Role	Present	Apologies	Absent	Proxy
Dr Rosanne Ellis	Chair	√			
Hinewaimarama Reihana-White	Nominee, Māori Academic Advisory Committee	√			
Ngaire Molyneux	Nominee, Māori Academic Advisory Committee	√			
Mithila Mahanama	Student Representative (Unitec)			√	

In attendance:

Cynthia Almeida	Secretary	√			
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There were no apologies.

Quorate Status

As per Standing Orders the quorum for a meeting is the majority of the current members, therefore the meeting was quorate.

The Chair reported that the Committee does not yet have its full membership. The process to fill the academic vacancies across the Academic Committee (AC) subcommittees is currently underway. The Secretariat Administrator, Academic Committee, advised that in the meantime the Postgraduate Research and Scholarships Committee may proceed with meetings with the current confirmed membership. Meetings will be considered quorate where a majority of the confirmed members are present.

1.3 Declaration of Interest *(if applicable)*

Nil

1.4 Confirmation of Previous Minutes

The minutes of the previous Postgraduate Research and Scholarships Committee were presented. The Chair, spoke to the minutes and noted that these minutes reflect the prior committee.

RESOLVED: That the minutes of the meeting held on 21 October 2025 be confirmed as a true and correct record.

Moved: Hinewaimarama Reihana-White

Seconded: Rosanne Ellis

CARRIED

1.5 Action Register

The Chair updated the Committee on the actions from previous meetings.

Action items:

SUMMARY OF ACTIONS (2025-10-21)

1.	Change in regulations/contingency plan if the external examiner does not turn up for oral exam	Annabel Pretty/ Becca Wood	Work in progress in 2026	
2.	To meet with Hinewaimarama and Deb to seek clarity on how graduate research activities can be tracked for Maori students.	Rosanne Ellis/ Cynthia Almeida	Work in progress in 2026	Done
3.	Scholarships Allocations – i) 2023 funding allocation data for the MAS programme to be verified	Cynthia Almeida	2/12/2025	Done

	ii) liaise with Asma and the Communications team to coordinate the promotion of scholarship opportunities.			
4.	Gen AI – to confirm with James Oldfield all relevant links share them, along with the meeting discussion notes, with the Committee and postgraduate supervisors.	Cynthia Almeida	2/12/2025	Done
5	A report to be presented to the committee in October on the audit of 60 credits or fewer research	Cynthia Almeida	2/12/2025	Done
6	Take the Committee’s feedback regarding postgraduate alumni engagement and survey development to the upcoming Academic Leadership Team hui for further discussion and coordination.	Rosanne Ellis	2/12/2025	Done

The Chair requested that a new Action Register for 2026 be established, ensuring that the first action item is rolled onto the 2026 register.

2 General Business

The Chair provided an overview of MIT and Unitec Academic Committee governance and structure, including the roles of subcommittees and advisory committees associated with the Academic Committee. The Chair also briefly outlined the Committee’s formal obligations, including public notification of meetings and the structured establishment of subcommittees, their memberships, and terms of reference.

The Committee noted the distinction between open and closed sessions, with sensitive matters to be considered in closed session where appropriate.

A query regarding the presentation of research grades was raised; the Chair will confirm requirements with the Chair of the Academic Committee.

3 Items to Approve

Nil

4 Items to Receive

4.1 2026 PGRSC Terms of Reference and Meeting Dates

The Terms of Reference for the PGRS Committee were presented, with the option for members to review them in detail either during the meeting or at a subsequent meeting when full membership is present. It was noted that there are minimal changes from previous postgraduate committees, with updates primarily providing greater clarity around

responsibilities and delegated authority from the Academic Committee.

The committee's responsibilities include oversight of the awarding and administration of postgraduate scholarships, approval of Level 9 and Level 10 proposals, and delegated authority for the appointment of supervisors. In addition, the committee has a key role in supporting the development of postgraduate supervision.

The committee discussed membership considerations, particularly the limited pool of Māori kaimahi available to support multiple subcommittees.

An observation was shared that representation from the Māori Academic Advisory Committee would be more effective with two members rather than one, enabling shared responsibility, better workload balance, and appropriate representation across Unitec and MIT as a joint institution.

It was noted that co-opting additional members is an available mechanism under the Terms of Reference for further consideration. It was proposed that a recommendation be made to the Academic Committee to support the nomination of two Māori Academic Advisory Committee representatives to the PGRS Committee, utilising the provision for co-opted members where required.

The committee noted the importance of establishing a full membership to support the next phase of work, including updating the dynamic research proposal tracker. This work will align with earlier discussion on enhancing dashboard reporting and improving how information is shared across the organisation.

4.2 Standing Orders for MIT and Unitec Academic Committee

The Academic Committee Standing Orders were presented. Members were reminded that that all activities are bound by these guidelines and are required to adhere to these.

4.3 MIT and Unitec Academic Committee Workplan

The MITU Academic Committee workplan was presented.

SECTION 5 WHAKAWHITI KŌRERO | ITEMS FOR DISCUSSION

5.1 PG Supervision Capability and Capacity Development across MIT and Unitec 2026

The Chair reported that plans are underway to introduce a supervisor training workshop series, expected to run over six weeks in Semester 2 on an annual basis. This initiative will be led by Evangelia Papoutsaki, with support from Cynthia Almeida. In addition, it was noted that an updated supervisor register will be developed to improve visibility of postgraduate supervision capability across both organisations, in response to feedback from Heads of School regarding limited awareness of available supervisors and potential collaboration opportunities.

Opportunities will be identified to strengthen mentoring arrangements, pairing experienced

supervisors with those new to supervision. Further, a series of short online workshops (one to two hours in duration) is being explored to support both staff interested in becoming supervisors and current postgraduate students.

An update to be provided by Valia and Cynthia at the next meeting.

The Chair outlined the criteria for postgraduate supervision, including requirements for principal and associate supervisors. It was noted that both roles require specific qualifications, prior supervision experience (for Principal Supervisor), and evidence of quality assured verified research outputs in the last two years.

It was queried how consideration could be given to how individuals with significant expertise, but who may not meet formal criteria, could be involved in supporting postgraduate students. The concept of recognising such contributors as postgraduate advisors was noted, although these roles are not formally reflected in thesis records.

As a result, it was acknowledged that that the criteria for supervision, including recognition of equivalent knowledge and experience, requires further discussion. This will be considered at a future meeting once full committee membership is in place, with any proposed changes to follow formal approval processes through the Academic Committee.

The committee noted the need to extend support to MIT kaimahi, particularly in building postgraduate supervision capability. It was highlighted that some schools, such as the School of Digital Technologies, are keen to develop their staff as supervisors.

This reinforces the importance of clarifying the process, pathways, and support available for staff to become qualified supervisors, which will be addressed as part of ongoing work in supervision development.

5.2 MIT and Unitec PGRSC Workplan – 2026 (Draft)

The draft Postgraduate Research and Scholarships Committee Workplan for 2026 was presented.

SECTION 6 CLOSING

6.1 Any Other Business

N/A

6.2 Committee 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.

6.3 Whakamutunga | Closing

The meeting concluded at 1500 hrs.

Confirmed as a true and correct record:

Chair: Rosanne Ellis

Date: 12 May 2026

ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
1.5.1	Change in regulations/contingency plan if the external examiner does not turn up for oral exam	Annabel Pretty/ Becca Wood	On-going
5.1	Update on upcoming Supervisory workshops	Evangelia Papoutsaki/ Cynthia Almeida	



Memo to: Academic Committee

From: Dr Rosanne Ellis, Chair MIT and Unitec Research Committee

Contributors: Brenda Massey, Secretary MIT and Unitec Research Committee

Subject: Subcommittee Chair Report – MIT and Unitec Research Committee

Classification: In Confidence

Date: 14 May 2026

For Information

- The MoE, alongside MBIE, is undertaking a review of the Centres of Research Excellence (CoREs). A Ministry delegation will visit MIT and Unitec for consultation discussions. Research directors from other ITPs are being encouraged to participate in the review process. Tūāpapa Rangahau will seek input from research leads and the professoriate across MIT and Unitec once further details on the consultation structure and key questions are available.
- The appointment of an Honorary Research Fellow within the School of Environmental and Animal Sciences was approved, subject to the nominator detailing the specific activities that the nominee will undertake during the term of the appointment. The Honorary Research Fellowship policy and procedures is in the process of being reviewed alongside MIT and Unitec's other research-related policies, procedures, and guidelines.
- The committee reviewed the first draft of a scaled back Unitec Annual Research Report prepared for Academic Committee. The committee asked that the report include additional data visualisations and dashboards, rather than expanded narrative content. Academic Committee will receive the final Unitec Annual Research Report at its June meeting.
- Annual Research Centre Reports were received from the institute's three active research centres: the Digital Heritage Research Centre (School of Architecture), Ngā Wai a Te Tūi Māori & Indigenous Research Centre and the Applied Molecular Solutions Research Centre (School of Environmental and Animal Sciences). The reports demonstrate the breadth and diversity of the types of activity that will grow our reputation as a credible research provider.

For Action

- Approve the final nominees to the Research Committee:
 - Vacant, Nominee of Chair Pacific Advisory Committee
 - Vacant, Research Group Leader

- Vacant, Professoriate or Principal Lecturer
- Vacant, Early Career Researcher
- Vacant, enrolled learner from Manukau Institute of Technology



**Research Committee | MIT and Unitec
MINUTES**

Date: 14 May 2026

Time: 1pm

Venue: MS Teams

SECTION 1 – WHAKATUWHERATANA | OPENING

Item 1.1 Welcome and Apologies

The process to fill the vacancies on the committee is still underway. Luka Crosbie has resigned from the committee as he is now Associate Director International; a replacement representative will be sought via Simon Nash, Interim Chair Pacific Advisory Committee.

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		√		A/P Leon Tan
Anna Wheeler	Co-opted Member		√		Iva Matagi
A/P Deb Heke	Nominee, Māori Academic Advisory Committee	√			

In attendance:

Brenda Massey	Secretary				
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RESOLUTION: That the apologies be received from Vanessa Byrnes, Anna Wheeler and Hadley Brown.

Moved: Deb Heke

Seconded: Leon Tan

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 1.2 Declaration of Interest (if applicable)

Nil

Item 1.3 Confirmation of Previous Minutes

RESOLUTION: That the minutes of the meeting held on 17 April 2026 be confirmed as a true and correct record.

Moved: Natara Lata Pimoe

Seconded: Rosanne Ellis

CARRIED

Item 1.4 Action Register

The Chair updated the Committee on the open action from the previous meeting: Tūāpapa Rangahau will liaise 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 MIT and Unitec, and the Applied Research Rangahau Strategic Plan once it has been approved.

SECTION 2 – GENERAL BUSINESS

The committee was informed that the Ministry of Education (MoE), alongside MBIE, is undertaking a review of the Centres of Research Excellence (CoREs). This review is part of the normal review cycle ahead of the next CoRE bidding round, which is expected to commence in mid-2027.

It was noted that the review is being conducted within the context of wider changes to the science and innovation system, including government reforms and updated national research priorities and funding directions.

MoE representatives will be undertaking a nationwide roadshow to meet with CoREs and key stakeholders. As part of this process, a Ministry delegation will visit MIT and Unitec for consultation discussions. Coordination is underway with research directors from other ITPs to also participate in the review process.

Once further details on the consultation structure and key questions are available, Tūāpapa Rangahau will seek input from research leads and the professoriate across MIT and Unitec.

SECTION 3 – ITEMS TO APPROVE

Section 3.1 Nomination of Honorary Research Fellow – Andrew Marshall, EAS

The committee considered a recommendation from the School of Environmental and Animal Sciences to appoint Andrew Marshall as an Honorary Research Fellow.

It was noted that the policy and procedures around the appointment of Honorary Research Fellows were due to be reviewed in 2022, but that this has not yet occurred. This review will now occur as part of the broader review of MIT and Unitec research-related policies, procedures, and guidelines that is currently underway.

The committee also noted the potential value of recognising individuals from the private sector and other non-academic contexts through honorary or adjunct research appointments. Appointments could support partnerships with industry, community organisations, and external collaborators who provide complementary expertise and opportunities beyond the traditional academic environment.

The committee requested more detail about the activities that the nominee will undertake during the appointment term, e.g. engaging students in research, guest lecturing and collaborating with other staff on research projects.

RESOLUTION: That the appointment of Andrew Marshall as an Honorary Research Fellow within Environmental and Animal Sciences for a term of three years is approved, subject to the nominator detailing the specific activities that the nominee will undertake during the term of the appointment.

Moved: Deb Heke

Seconded: Leon Tan

CARRIED

SECTION 4 - ITEMS FOR DISCUSSION

Section 4.1 2025 Annual Research Report – Compact Version

The committee reviewed the first draft of a scaled back Unitec Annual Research Report that has been prepared for Academic Committee. The report was scaled back due to reporting timelines being brought forward by Academic Committee. The report will be the final standalone Unitec Research Report; future reports will cover both MIT and Unitec and will be brought into alignment with new institutional strategy and the new Applied Research – Rangahau Strategic Plan 2026-2029.

A summary of the committee's discussion of the report is as follows:

- It is valuable to include statistics that highlight the contribution of specific research centres within the broader research landscape.
- The report could be strengthened through the inclusion of additional data visualisations and dashboards, rather than expanding narrative content.
- It would be ideal if the report could provide:
 - ERI totals by research area or theme;
 - External partnership data (where possible);
 - More granularity around RPTL (Research Productivity Traffic Light) reporting;
 - Internal research investment outcomes data;
 - Scholarship outcomes data;
 - Ethics-related activity;
 - An expansion of the postgraduate student research section into a standalone component of the report to provide a clearer snapshot of:
 - Postgraduate research activity by school and discipline;
 - Māori and Pacific student representation and completions;
 - Student research participation and completions.
 - Comparative data by school, perhaps as an appendix, to provide additional institutional context.

It was noted that enhanced reporting will assist the new CEO and Council in understanding the current state of research performance and key performance indicators across MIT and Unitec.

Tūāpapa Rangahau will lead the collation and inclusion of additional data and commentary in the final Unitec Annual Research Report.

SECTION 5 - ITEMS TO RECEIVE

The institution currently has three active research centres and those centres are required to report annually to the Research Committee on their activities, ERI, partnerships and any changes to their leadership and/or strategic direction. This evidences how the centres' work links back into MIT and Unitec, and how the centres are supporting other staff and our students.

Section 5.1 **2025 Annual Research Centre Report – Digital Heritage Research Centre (DHRC)**

The report from the DHRC, based out of the School of Architecture, was received. The committee noted it was positive to see that the team is actively pursuing external funding, and in particular are trying to leverage the opportunity that Horizon Europe funding could afford. European researchers are keen to collaborate with New Zealand researchers, so we can't underestimate the opportunities that Horizon Europe funding could present.

Section 5.2 **2025 Annual Research Centre Report – Ngā Wai a Te Tūi, Māori & Indigenous Research Centre (NwaTT)**

NWaTT operates solely as a research centre. While their kaimahi don't do any teaching, they provide excellent support for our Māori post-graduate research students. NwaTT has been very successful in securing external funding from agencies including the Royal Society and MBIE and have strong collaborations with the Ngā Pae o te Māramatanga Centre of Research Excellence. They also have multiple national and international research partners.

Section 5.3 **2025 Annual Research Centre Report – Applied Molecular Solutions Research Centre (AMS)**

AMS, based in the School of Environmental and Animal Sciences, is quite a different research centre. Its main focus is undertaking environmental testing and analysis. They do a lot of molecular testing work, such as HPLC (High-Performance Liquid Chromatography), RT-PCR (Reverse Transcription Polymerase Chain Reaction), DNA, RNA, biochemical analysis work etc, for environmental conservation purposes, and this is reflected in the types of external partners they work with.

SECTION 6

CLOSING

Section 6.1 **Any Other Business**

N/A

Section 6.2 **Committee 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 **Closing Karakia**

MEETING CLOSED: 1300 h

ACTION REGISTER

Agenda Item(s)	Action	Responsible	Outcome
1.4	Liase 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 MIT & Unitec, and the Applied Research Rangahau Strategic Plan once it has been approved.	Rosanne Ellis	In progress