

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: 3 June 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	✓			
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	✓	Arrived 1.30pm		
Rosanne Ellis	Member	✓	Late arrival (2.59pm)		
Simon Nash	Member	✓			
Simon Tries	Member	✓	Late arrival (1.18pm)		
Viv Merito	Member	✓	Late arrival (2.15pm)		
Wiremu Manaia	Member	✓			
Terina Haimona	Student Representative	✓			
Thao (Tiffany) Nguyen	Student Representative		✓		

In attendance:

Juee Jin (Secretary)

Deborah Rowe

Sharon Brownie

Amy Waters

James Oldfield

The Chair opened the meeting and welcomed members and attendees.

On behalf of the Committee, the Chair extended congratulations to Professor Sharon Brownie, current Council member of MIT and Unitec, on her appointment as a Member of the New Zealand Order of Merit (MNZM) in the King's Birthday Honours, in recognition of her services to health and nursing education.

RESOLVED:

That the apologies from Jeff Howe, Julie Prentice, Peter McPherson and Thao (Tiffany) Nguyen be accepted and the late arrivals of Rosanne Ellis, Simon Tries and Viv Merito be noted.

Moved: Martin Carroll

Seconded: Chris Park

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 July 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;
- the Research Annual Report would be presented to the July meeting to align with the Research Committee reporting cycle;
- approval of Academic Calendar (2027) would be deferred to the July meeting;
- Digital Learning Standards Annual Report (via LTC) would be deferred to the July meeting;
- Professional Development Annual Report (via LTC) would be deferred to the July meeting.

1.3 Previous Minutes

Academic Committee_Minutes_Draft_2026-05-06

RESOLVED:

That the Academic Committee confirm the Minutes of the meeting held on 6 May 2026 as a true and correct record.

Moved: Kylie Smith

Seconded: Chris Park

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.

Discussion on 2026-06-03:

A draft KPI framework for Student Concerns, Complaints and Appeals was presented to the Committee. The Committee generally supported the proposed approach and provided feedback, including consideration of measures relating to external escalations and opportunities for targeted feedback from participants in the process.

Further consultation with Student Council and other relevant stakeholders would be undertaken, and a revised KPI framework would be presented to a future meeting for consideration.

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.

“External Moderation Costs” were considered under Item 5.4. The matter was concluded.

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 July meeting.

d. 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.

Discussion on 2026-06-03:

Ownership and allocation arrangements for legacy NZIST micro-credentials have been clarified. One outstanding matter relating to accreditation for the micro-credential was identified as an administrative oversight and is being addressed with NZQA.

The Committee agreed that no further action is required through the action register and that any subsequent update may be reported through the Academic Approvals Committee.

The matter was concluded.

e. Follow-up review of Building Construction moderation outcomes

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.

In progress – NZQA monitoring and moderation report received via Closed Correspondence for the 6 May meeting. Further confirmation of corrective actions undertaken and any implications for programme quality assurance oversight is pending.

f. Proposal for Shared and Multiple MAAC Representation Arrangements Across Subcommittees

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.

The report was considered under Item 2.10. The matter was concluded.

g. Academic Misconduct Report

ACTION:

1. 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 was considered under Item 2.04. The matter was concluded.

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

The matter was considered under Item 2.0. The matter was concluded.

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

The matter is in progress. An update will be provided at a future meeting.

h. 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.

A consistent annual process for programme closures was presented and noted by Academic Committee. *The action is complete and future programme closures will proceed through the agreed annual process.*

i. 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.

Discussion on 2026-06-03:

Analysis is currently being prepared for consideration by IAAC at its June meeting. Subject to IAAC consideration, findings will be reported to Academic Committee in July 2026.

j. Establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme

Julie Prentice to progress establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme area as part of continuing programme redevelopment activity.

The matter is in progress. An update will be provided at a future meeting.

2 General Business

2.0 Review of Assessment Scheduling Practices – School of Nursing

Presenter: Deborah Rowe, Amy Waters

The Committee received a report on assessment scheduling practices and academic misconduct trends within the School of Nursing, following earlier discussion regarding the relationship between assessment timing and academic misconduct outcomes.

The School outlined its assessment scheduling approach, including the use of a centralised assessment planning process to coordinate assessment timing across programmes and minimise assessment clustering. It was noted that assessments are scheduled to avoid clinical placement periods where possible, allowing students to focus on competency requirements associated with clinical practice.

The School also provided an overview of measures implemented in response to academic misconduct concerns, particularly those relating to misuse of AI. These included the introduction of an AI review checklist, strengthened staff review processes, professional conversations with students where concerns arise, and additional oversight prior to progression to formal misconduct processes.

It was noted that the School had recorded a reduction in academic misconduct cases compared with the same period in the previous year and discussed factors that may have contributed to this improvement.

Discussion considered the relationship between assessment scheduling, assessment volume, student workload, and opportunities for learners to receive feedback before undertaking subsequent assessments. The School advised that programme assessment reviews had resulted in a reduction in the number of assessments across programmes and that revised assessment documentation and planning processes were expected to provide improved spacing between assessments.

The Committee also discussed broader institutional approaches to AI, including authorship verification, assessment design, consistency of practice across Schools, and opportunities to align School-based initiatives with institution-wide guidance and professional development activities.

The Committee welcomed the School's proactive approach and noted that the AI review checklist may provide a useful resource for wider institutional consideration. The Chair advised that the AI review checklist would be referred to the AI committee and the two professional development teams for consideration as part of ongoing institutional work relating to academic integrity and AI.

2.1 Academic Risk Register

Presenter: Martin Carroll

The Committee considered the Academic Risk Register and discussed the role of Academic Committee and its subcommittees in identifying, escalating, and monitoring academic risks across the institution.

The Chair noted that the institutional risk framework remains under development and advised that subcommittees are responsible for identifying risks within their respective areas of responsibility and escalating significant risks to Academic Committee for consideration and potential inclusion on the institutional risk register.

Discussion focused on the distinction between academic risks and operational issues, the relationship between subcommittee oversight and institutional risk reporting, and the need for a consistent approach to risk identification, assessment, escalation, and monitoring across the academic governance framework. The Committee also discussed the relationship between academic risks, academic quality assurance processes, and the forthcoming Academic Quality Improvement Plan, noting that quality improvement activities may provide a useful mechanism for identifying risks requiring institutional oversight.

The Committee agreed that recurring themes relating to assessment design, assessment implementation, marking practice, and moderation processes represent a significant academic risk requiring institutional oversight. The Committee also noted the need for greater clarity regarding risk classification, escalation thresholds, and the management of risks arising through Academic Committee subcommittees.

The Committee supported further engagement with the Risk and Assurance Manager to refine the academic risk framework and ensure a consistent approach to academic risk reporting and oversight.

ACTIONS:

1: To include a new Academic Risk Register entry relating to assessment design, assessment implementation, marking, and moderation practices, reflecting systemic themes identified through recent quality assurance activities.

2: Simon Tries, Chris King, Chris Park, Simon Nash and the Chair to work with Ernest Bernard to further refine the academic risk framework, including guidance on risk identification, escalation pathways, and the distinction between risks and operational issues, and report back to the Academic Committee.

2.2 Chairperson's Report

No Chair's update was provided, as relevant updates were addressed through agenda items.

2.3 Correspondence

The Committee received the following correspondence:

INWARDS:

a. To: Academic Committee

From: NZQA

Date: 14 May 2026

Subject: Guidance on Awarding credits (Pg.2-10)

The Committee noted the recent release of NZQA guidance on Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT).

It was advised that a detailed analysis against existing institutional policies and practices had

not yet been completed, although an initial review indicated broad alignment with current requirements. The Committee noted that the guidelines should be considered as part of forthcoming policy review activities, including the ongoing development of RPKS procedures.

Discussion considered the extent to which the guidelines may have implications for institutional practice, including evidence requirements supporting credit recognition decisions.

ACTION:

Simon Tries and Chris Park review the NZQA Credit Recognition and Transfer Guidelines and advise whether any immediate action is required, and to ensure the guidelines are considered as part of upcoming policy review activities.

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)

RESOLVED:

That the Academic Committee receive the Correspondence.

Moved: Simon Tries

Seconded: Kylie Smith

CARRIED

2.4 Academic Misconduct Report – School of Health and Counselling

Presenter: Pip Schollum-Manase

The Committee received an update on academic misconduct trends within the School of Health and Counselling and noted the work undertaken to strengthen consistency of practice in the identification and management of misconduct, particularly in relation to AI use.

It was noted that revised processes had only recently been implemented and that while early indications suggested a reduction in misconduct activity, additional monitoring would be required to assess the effectiveness of the changes over time.

Discussion considered the relationship between School-based initiatives and broader institutional approaches to managing academic misconduct associated with AI use. The Committee noted the value of sharing emerging practices across Schools while recognising the need for approaches appropriate to different disciplinary contexts.

The Chair noted that, while current interventions appeared promising, they were resource-

intensive and that longer-term solutions may require further consideration of assessment design alongside misconduct management processes.

It was agreed to refer the report to the AI Committee for consideration as part of ongoing institutional work relating to academic integrity and AI.

ACTION:

Pip Schollum-Manase to work with the School to determine an appropriate reporting schedule for ongoing monitoring of academic misconduct trends and to report back to Academic Committee.

RESOLVED

That the Academic Committee receive the Academic Misconduct Report.

Moved: Pip Schollum-Manase

Seconded: Wiremu Manaia

CARRIED

2.5 MITU QAF and NZQA iQAF

Presenter: Simon Tries

The Committee received an update on the implementation of NZQA's Integrated Quality Assurance Framework (iQAF).

The Committee noted the requirements of the emerging framework, including institutional self-review, quality assurance evaluation, reporting obligations, and engagement with NZQA. It was further noted that the first institutional submission under the new framework is scheduled for 22 March 2027.

Discussion highlighted the relationship between the iQAF requirements and the ongoing development of MITU's quality assurance framework, academic policies, procedures, quality improvement planning, and risk management processes. It was noted that further guidance from NZQA was still emerging and that opportunities would be taken to learn from organisations participating in the framework ahead of MITU's first submission.

The Chair acknowledged the significant programme of work required to support implementation of the framework and noted the importance of Academic Committee's oversight role. Members were encouraged to familiarise themselves with the iQAF requirements and supporting documentation to support future discussion and decision-making.

RESOLVED:

- 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.

Moved: Simon Tries

Seconded: Chris Park

CARRIED

2.6 2025 EPI Summary

Presenter: Simon Tries

The Committee received the 2025 Educational Performance Indicator (EPI) Summary Report and noted the strong overall performance reflected across a range of student success measures.

It was noted that the report represented the first substantive EPI dataset covering both MIT and Unitec, with results reported separately for 2025. The Committee noted that performance had generally improved across key indicators, including successful course completion, first-year retention, qualification completion, and progression and that many results compared favourably against available national benchmarks.

The Committee welcomed the positive outcomes and acknowledged the contribution of staff in supporting learner success. Discussion noted that, while the overall results were encouraging, opportunities remained to further improve learner outcomes, particularly in areas where parity gaps persisted for Māori and Pacific learners.

The Committee discussed the importance of undertaking more detailed analysis of the data to better understand performance trends, including variations across priority groups, programmes, Schools, and qualification levels. It was noted that first-year retention may warrant further consideration as a potential lead indicator for future qualification completion outcomes.

It was noted that further reporting and data analysis tools were being developed to support deeper interrogation of institutional performance data and to inform future quality improvement activities.

It was further noted that the report will be presented at the next SLT meeting.

The Chair acknowledged the work undertaken by Jeff Honey for preparation of the report and noted its value in supporting institutional performance monitoring and future quality assurance activities.

ACTIONS:

1. Chairs of the Priority Group Advisory Committees to undertake further analysis of outcomes relating to their respective priority groups and report back to Academic Committee with any recommended actions by July 2026 where practicable, and no later than August 2026.
2. Pip Schollum-Manase and Chris King to facilitate distribution of the EPI data to Heads of School to support further programme- and School-level analysis.

RESOLVED:

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

Moved: Simon Tries

Seconded: Christina Hong

CARRIED

2.7 Unitec Complaints and Appeals Report (Jan-Mar 2026)

Presenter: Annette Pitovao

The Committee received the Unitec Complaints and Appeals Report for the period January–March 2026.

The report identified increases in both informal and formal complaints compared with the corresponding period in 2025. Overall complaint volumes remained low and no significant issues or emerging themes requiring escalation were identified.

Discussion considered factors contributing to the reported increase in complaints and noted the value of further analysis of complaint categories and trends in future reporting. The Committee also discussed opportunities to enhance contextual reporting, including the inclusion of student population data to support interpretation of complaint volumes across campuses and other reporting categories.

The Chair acknowledged the work undertaken by the student support team in preparing the report.

RESOLVED:

That the Academic Committee receive Unitec Complaints and Appeals Report (Jan-Mar 2026)

Moved: Annette Pitovao

Seconded: Pip Schollum-Manase

CARRIED

2.8 Proposed changes to the Academic Approvals Committee Terms of Reference

Presenter: Chris Park

The Committee considered proposed amendments to the Academic Approvals Committee Terms of Reference to formalise previously agreed delegation arrangements.

It was noted that the amendments reflected changes discussed and endorsed during the earlier review of the Academic Approvals Committee's Terms of Reference and supported a pragmatic approach to managing workload across the academic approvals function.

RESOLVED:

That the Academic Committee approve the proposed changes to the Academic Approvals Committee Terms of Reference.

Moved: Chris Park

Seconded: Simon Nash

CARRIED

2.9 Interim ex officio PAAC Chair arrangement

Presenter: Simon Nash

The Committee considered a proposal for an interim Chair arrangement for the Pacific Academic Advisory Committee (PAAC).

It was noted that the interim appointment would support the continued operation of the

committee while longer-term arrangements are progressed.

The Chair thanked Simon Nash for undertaking the role on an interim basis.

RESOLVED:

That Academic Committee note the interim ex officio PAAC Chair arrangement pending completion of the PAAC establishment process and appointment to the Director Pacific Success role.

Moved: Pip Schollum-Manase

Seconded: Simon Nash

CARRIED

2.10 Proposal for Shared and Multiple MAAC Representation Arrangements Across Subcommittees

Presenter: Wiremu Manaia

The Committee considered the Māori Academic Advisory Committee (MAAC) Shared Representation Proposal (item 2.10) together with the accompanying MAAC Representation Arrangements - Terms of Reference Alignment and Membership Nominations paper (item 2.11), noting that the latter sought to operationalise the principles outlined in the former.

The proposal was presented as a means of supporting workload sustainability, cultural safety, succession planning, and the quality and continuity of MAAC participation across Academic Committee subcommittees.

The Committee expressed support for the intent of the proposal and discussed a range of implementation considerations, including continuity of membership, capability development, delegated decision-making responsibilities, voting arrangements, quorum implications, and the use of existing mechanisms such as participating observers and proxy arrangements.

Discussion also considered how representation arrangements may operate differently across subcommittees, recognising the differing roles, responsibilities, and decision-making requirements of individual committees.

The Chair noted broad support for the underlying objectives of the proposal and suggested that existing provisions relating to participating observers and proxy arrangements could be utilised in the interim to support broader participation while the proposed arrangements are further considered.

It was agreed that further consultation with relevant subcommittee chairs and refinement of the proposal was required before any consequential changes to representation arrangements, nominations, or Terms of Reference were progressed. The matter was deferred and will return to a future meeting with updated recommendations and confirmed nomination arrangements.

2.11 MAAC Representation Arrangements - ToR Alignment and Membership Nominations

Presenter: Wiremu Manaia

The Committee noted that the proposed Terms of Reference alignment and membership

nomination arrangements were intended to give effect to the representation model outlined in Item 2.10.

As further work was requested in relation to the proposed representation arrangements, consideration of this item was deferred and will return to a future meeting alongside any revised recommendations arising from that work.

2.12 Updated Student Representative Nomination – MAAC

Presenter: Martin Carroll

The Committee considered a proposal to update the student representative membership of the Māori Academic Advisory Committee (MAAC). It was noted that Terina Haimona had requested to step down from the role and that Kianu Toia-Tawhai had been nominated as the replacement student representative.

RESOLUTION:

That the 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.

Moved: Terina Haimona

Seconded: Simon Nash

CARRIED

2.13 Subcommittee Membership Nominations

Presenter: Martin Carroll

The Committee considered a nomination from the Postgraduate Research and Scholarship Committee to appoint Mel Wong as a member.

In supporting the nomination, it was noted that Mel Wong brings significant research and supervision experience and would contribute valuable expertise and diversity of perspective to the Committee's work.

RESOLUTION:

That the Academic Committee approve the appointment of Mel Wong as a member of the Postgraduate Research and Scholarship Committee.

Moved: Rosanne Ellis

Seconded: Pip Schollum-Manase

CARRIED

3 Standing Items

3.1 Academic Approvals Committee (AAC)

Presenter: Chris Park

The Committee received the Academic Approvals Committee reports and minutes from

meetings held on 15 April, 13 May and 20 May 2026.

It was noted that a number of membership positions remained vacant and that the limited membership was placing additional workload on existing members and affecting Academic Approvals Committee 's ability to distribute review responsibilities.

To support timely appointment of outstanding members, the Committee delegated authority to the Chair to confirm appointments between meetings, provided nominations were consistent with the Academic Approvals Committee Terms of Reference. Any appointments made under this delegation will be reported to the next meeting of Academic Committee.

RESOLVED:

That the Academic Committee receive Academic Approval Committee Report.

Moved: Chris Park

Seconded: Kylie Smith

CARRIED

3.2 Academic Quality Committee (AQC)

Presenter: Simon Tries

The Committee received the Academic Quality Committee report.

Ongoing challenges relating to the timeliness of Programme Committee reporting and the submission of minutes to Academic Quality Committee were noted. Concerns were raised regarding compliance with current reporting timeframes and the impact this may have on effective oversight and follow-up of programme matters.

The Committee discussed potential contributing factors, including administrative workloads, meeting support capacity, and committee processes. Members also discussed whether existing Teams transcription functionality could assist in supporting more timely preparation of meeting minutes.

Following discussion, the Committee agreed that no changes would be made to the current application of Standing Orders at this time. Instead, further work would be undertaken to identify practical measures to improve the timeliness of Programme Committee reporting.

ACTION:

Simon Tries to review options to support the timely preparation and circulation of Programme Committee minutes and provide an update to Academic Committee.

RESOLVED:

That the Academic Committee receive Academic Quality Committee Report.

Moved: Simon Tries

Seconded: Chris King

CARRIED

3.3 Disability Academic Advisory Committee

No report.

3.4 International Academic Advisory Committee (IAAC)

No report.

3.5 Learning and Teaching Committee (LTC)

No report.

3.6 Māori Academic Advisory Committee (MAAC)

- a. Proposed MAAC Agenda Template 2026
- b. Proposed changes to MAAC ToR

Presenter: Wiremu Manaia

The Committee received the Māori Academic Advisory Committee report.

The Committee considered the proposed MAAC agenda template and associated amendments to the MAAC Terms of Reference. It was noted that the proposed changes sought to strengthen Māori Academic Advisory Committee 's strategic focus and better align its work with its advisory role in relation to Māori learner success, mātauranga Māori, academic matters, and institutional priorities.

Discussion acknowledged the intent of the proposal and the value of ensuring appropriate Māori leadership, guidance, and assurance across academic activities. The Committee also discussed the relationship between the proposed changes and the wider academic governance framework, including the respective roles of advisory committees, standing committees, delegated authorities, and existing academic approval and assurance processes.

The Committee noted that further consideration was required to clarify the proposed terminology, scope, and governance implications of the amendments, including how they would interact with other Academic Committee subcommittees and broader institutional work relating to mātauranga Māori and Te Mana Akoranga.

It was agreed that further consultation and development of the proposal would be undertaken before any amendments to the MAAC Terms of Reference were progressed. A revised proposal will be brought back to August Academic Committee meeting for further consideration.

ACTION:

Wiremu Manaia and Viv Merito to undertake further consultation with relevant Academic Committee subcommittee chairs regarding the proposed MAAC Terms of Reference amendments, and report back to Academic Committee with revised recommendations.

RESOLVED:

That the Academic Committee receive Māori Academic Advisory Committee report.

Moved: Wiremu Manaia

Seconded: Viv Merito

CARRIED

3.7 Postgraduate Research and Scholarships Committee (PRSC)

Presenter: Rosanne Ellis

The Committee received the Postgraduate Research and Scholarship Committee report.

It was noted that Postgraduate Research and Scholarship Committee had met for the first time and was continuing to establish its membership and work programme. Discussion focused on postgraduate research supervision capability and capacity across MIT and Unitec, with further work planned as the Committee becomes fully constituted.

RESOLVED:

That the Academic Committee receive Postgraduate Research and Scholarships Committee Report.

Moved: Rosanne Ellis

Seconded: Eric Boamah

CARRIED

3.8 Research Committee (RC)

Presenter: Rosanne Ellis

The Committee received the Research Committee report.

It was noted that the Research Committee had reviewed annual reports from three active research institutes and considered the Unitec Annual Research Plan. The Research Committee requested further development of the report, including enhanced data visualisation and more detailed analysis of research outputs and outcomes, particularly in relation to Māori and Pacific research activity, prior to its submission to Academic Committee.

RESOLVED:

That the Academic Committee receive Research Committee Report.

Moved: Rosanne Ellis

Seconded: Chris Park

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	Correspondence	s9(2)(b)(ii), s9(2)(i) OIA
5.2	Granting of Awards	s9(2)(a)
5.3	Approval of Graduand Lists	s9(2)(a)
5.4	Memo - External Moderation Costs	s9(2)(b)(ii), s9(2)(i) OIA
5.5	Research Ethics Committee Report	s9(2)(a), 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 4:17pm.

The Committee completed consideration of the remaining closed session items and the meeting concluded at 5.41pm.

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.

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, 03 Jun 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.</p> <p><i>In Progress - further consultation with Student Council and other relevant stakeholders would be undertaken, and a revised KPI framework would be presented to a future meeting for consideration.</i></p>	Martin Carroll Simon Nash Christine Hutton	Jul 2026
23 Jan 2026, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4c	<p>PAC design and implementation</p> <p>Julie Prentice, Pip Schollum-Manase, and Chris King to jointly lead a project to: develop a schedule mapping programmes to Programme Committees and Programme Advisory Committees; recommend a phased implementation approach; and socialise the new arrangements with Schools and existing advisory groups, with a report back to the Academic Committee.</p> <p>Deliverable B – Phased Implementation Proposal: Present a recommendation outlining the proposed phased approach to implementation and engagement with Schools and existing advisory groups, with report back to Academic Committee for consideration.</p> <p><i>Implementation proposal is presented under agenda item 7.5</i></p>	Julie Prentice, Pip Schollum-Manase, Chris King	Jul 2026
04 Mar 2026, 02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4g	<p>Academic Misconduct Report</p> <p>1. Remind all Schools to consistently report misconduct cases in accordance with policy.</p> <p><i>Communication issued to all Schools reinforcing expectations for the consistent reporting of academic misconduct cases in accordance with institutional policy. Action completed.</i></p>	Pip Schollum-Manase	Jul 2026

		2. Pip Schollum-Manase to work with the School to determine an appropriate reporting schedule for ongoing monitoring of academic misconduct trends and to report back to Academic Committee.	Pip Schollum-Manase	Jul 2026
02 Apr 2026, 06 May 2026, 03 Jun 2026	1.4h	Student Complaints and Appeals Further analysis of international student complaints be referred to the International Academic Advisory Committee (IAAC), with findings to be reported back to the Academic Committee.	Jeff Howe	Jul 2026
06 May 2026, 03 June 2026	1.4j	Establishment of appropriate Programme Advisory Committee support for the Health and Wellbeing programme 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.	Julie Prentice	Jul 2026
03 June 2026	1.4k	Academic Risk Register ACTIONS: 1: Include a new Academic Risk Register entry relating to assessment design, assessment implementation, marking, and moderation practices, reflecting systemic themes identified through recent quality assurance activities. 2: Simon Tries, Chris King, Chris Park, Simon Nash and the Chair to work with Ernest Bernard to further refine the academic risk framework, including guidance on risk identification, escalation pathways, and the distinction between risks and operational issues, and report back to the Academic Committee.	Martin Carroll Simon Tries, Chris King, Chris Park, Simon Nash, Martin Carroll	Jul 2026 Jul 2026
03 June 2026	1.4l	NZQA Credit Recognition and Transfer Guidelines Simon Tries and Chris Park to review the NZQA Credit Recognition and Transfer Guidelines and advise whether any immediate action is required, and to ensure the guidelines are considered as part of upcoming policy review activities.	Simon Tries Chris Park	Jul 2026

03 June 2026	1.4m	<p>2025 EPI Analysis</p> <p>1. Chairs of the Priority Group Advisory Committees to undertake further analysis of outcomes relating to their respective priority groups and report back to Academic Committee with any recommended actions by July 2026 where practicable, and no later than August 2026.</p> <p>2. Pip Schollum-Manase and Chris King to facilitate distribution of the EPI data to Heads of School to support further programme and School-level analysis.</p>	<p>Simon Nash Wiremu Manaia Annette Pitovao Jeff Howe</p> <p>Pip Schollum-Manase Chris King</p>	<p>Aug 2026</p> <p>Jul 2026</p>
03 June 2026	1.4n	<p>AAC membership nominations</p> <p>The Chair to coordinate outstanding AAC membership nominations and, where nominations are consistent with the Terms of Reference, confirm appointments under delegated authority and report back to the next Academic Committee meeting.</p>	Martin Carroll	Jul 2026
03 June 2026	1.4o	<p>Programme Committee Reporting Timeframes</p> <p>Simon Tries to review options to support the timely preparation and circulation of Programme Committee minutes and provide an update to Academic Committee.</p>	Simon Tries	Jul 2026
03 June 2026	1.4p	<p>MAAC Terms of Reference Development</p> <p>Wiremu Manaia and Viv Merito to undertake further consultation with relevant Academic Committee subcommittee chairs regarding the proposed MAAC Terms of Reference amendments, and report back to Academic Committee with revised recommendations.</p> <p><i>Proposed changes to MAAC ToR is presented under item 7.6</i></p>	Wiremu Manaia Viv Merito	Aug 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 revised policy to be presented to the Academic Committee for approval at May meeting.</p>	Simon Tries	May 2026

		<i>The report is presented under agenda item 2.5.</i>		
02 Apr 2026	2.11	AI Policy and Procedures <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	AAC Standing Subcommittees Chris Park and the Chair in consultation with Pip Schollum-Manase and Chris King, to: <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. <i>The report is presented under agenda item 2.8</i>	Chris Park	May 2026
01 Oct 2025, 19 Nov 2025, 03 Dec 2025, 03 Feb 2026, 04 Mar 2026, 02 Apr 2026, 06 May 2026	1.4b	External Moderation Costing and Paid Moderation Framework ACTIONS: <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. <i>The report is presented under CLOSED agenda item 5.4</i>	Simon Tries	June 2026
06 May 2026	1.3.f	Micro-credential Ownership and Record Allocation Clarification 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.	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, 03 Jun 2026	2.3	<p>Academic Misconduct Report</p> <ol style="list-style-type: none"> 1. Undertake further investigation into repeat misconduct patterns in the School of Health and Counselling, with consideration of targeted interventions. 2. 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>	Pip Schollum-Manase Deborah Rowe	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

Memo to: Academic Committee
From: NZQA Admin
Subject: Correspondence
Classification: Unclassified
Date: 2026-07-01

Recommendations

That the Academic Committee receive the correspondence.

INWARDS:

Attachments:

- a. To: Academic Committee
From: NZQA
Date: 18 June 2026
Subject: 2026 Micro-credentials and former Training schemes Reviews Notification (Pg.2)
- b. To: Academic Committee
From: NZQA
Date: 22 June 2026
Subject: NZQA outcome letter - Master of Professional Accounting (Pg.3-11)
- c. To: Academic Committee
From: NZQA
Date: 23 June 2026
Subject: Draft degree guidelines version 3 (Pg.12-68)
- d. To: Academic Committee
From: NZQA
Date: 24 June 2026
Subject: NZQA - C69306 - New Zealand Certificate in English Language (Applied) (Level 3) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.69-73)
- e. To: Academic Committee
From: NZQA
Date: 24 June 2026
Subject: NZQA - C69304 - New Zealand Certificate in English Language (Academic) (Level 4) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.74-78)
- f. To: Academic Committee
From: NZQA
Date: 24 June 2026
Subject: NZQA - C69301 - New Zealand Certificate in English Language (General) (Level 3) - Manukau Institute of Technology and Unitec - Unitec (6004) (Pg.79-83)

From: Micro-Credentials <micro-credentials@nzqa.govt.nz>

Sent: Thursday, 18 June 2026 11:00 am

To: Simon Tries <stries@unitec.ac.nz>

Subject: 2026 Micro-credentials and former Training schemes Reviews Notification – 6683

Kia ora

Following amendments to the Education and Training Act in August 2022, NZQA updated its rules in January 2023. Micro-credentials and training schemes approved under the previous framework must now be reviewed and changed for compliance with current standards. Those approved after January 2023 also require a routine review.

Action Required:

Please review micro-credentials or training schemes listed below:

?

Course Type	Course No.	Reporting Code	Title	Review Date
Micro-credential	126711-2	4369-2	AWS re/Start (Micro-credential)	6/08/2026

Submission Instructions:

Please submit the completed review form by the review date.

[Micro-credential \(including Training Schemes\) review report :: NZQA](#)

Please note that above review report is different from a change application form. You need to submit review report first to trigger the review process. Then you will have six months to apply for an MC change if necessary.

Further Information:

[Review of micro-credentials and training schemes](#)

If your organisation needs more information or time to prepare your review, please contact micro-credentials@nzqa.govt.nz

Please disregard this reminder if your approved extension date is later than the review date noted above.

Ngā mihi nui

Cindy Qin

Senior Analyst – System Support and Improvement

Service Support

Quality Assurance Division | Te Wāhanga Whakaū Kōunga

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

22 June 2026

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

Tēnā koe Christina

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

NZQA reference: (C68407)

Degree change application

The New Zealand Qualifications Authority (NZQA) has evaluated Manukau Institute of Technology and Unitec trading as Unitec's application for approval of changes to the degree programme, referred to below, in accordance with sections 439 and 441 of the Education and Training Act 2020 and the Programme Approval, Recognition and Accreditation Rules 2026, and is pleased to advise you that your application has been approved.

The approved programme title is:

Master of Professional Accounting (126056-3)

The approved changes to the programme include:

- Updating the programme to offer two pathways (Project Pathway and Course Pathway)
- Addition of five new components
- Move to a trimester model to deliver the programme over a twelve month period

The programme leads to the following qualification:

Master of Professional Accountancy [Ref: 4287-3]

Please find an Approval Summary and Change Evaluation Report attached. The Approval Summary provides a high-level overview of the approved programme and its accreditation. The Change Evaluation Report summarises the findings of the evaluation and includes any recommendations.

Other matters

To discuss funding options for this changed programme, if applicable, please contact your TEC Relationship Manager or contact TEC by phone on 0800 601 301 or email customerservice@tec.govt.nz.

Maintaining your new degree approval and accreditation

Please refer to the NZQA website and the relevant rules and guidelines to see what Manukau Institute of Technology and Unitec trading as Unitec needs to do to maintain its programme approval and accreditation.

If you have any questions, please contact Barbara Lofgren - Approvals and Accreditation, (04) 463 3250 or email Barbara.Lofgren@nzqa.govt.nz.

Nāku noa, nā

Emily Fabling

Deputy Chief Executive, Quality Assurance Division
Pou Whakahaere Tuarua Whakaū Kounga

cc Tertiary Education Commission customerservice@tec.govt.nz

cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz

cc Simon Tries stries@unitec.ac.nz

cc Immigration New Zealand ieengagement@mbie.govt.nz, tapalmerstonnorth@mbie.govt.nz
verificationnetwork@mbie.govt.nz

DEGREE CHANGE EVALUATION REPORT

Tertiary Education Organisation (TEO)	Manukau Institute of Technology and Unitec
MOE number	6004
Case number	C68407
Programme title	Master of Professional Accounting (126056-3)
Qualification title	Master of Professional Accounting [Ref: 4287]
Credits	180
Level	9
Evaluator	Barbara Löfgren
Evaluation Type	Desk
Report date	07 May 2026

Introduction

The Master of Professional Accounting (MPA) was first approved in 2020 (C42655). The degree is designed to produce highly skilled graduates who can practice as accountants in a range of industries and communities within Aotearoa and overseas. As a conversion Masters, the qualification is aimed at graduates and professionals from diverse disciplines who desire to pursue a career in accounting and provides a pathway to membership with professional accounting bodies. The qualification seeks to meet the needs of small to medium enterprises along with those of larger organisations.

The current structure of the MPA is comprised of nine level 8, 15-credit components including an internship and a level 9, 45-credit Research Project component. The programme duration is 1.5-years (3 semesters) full-time.

The current application proposes to offer learners two distinct pathways: a Project Pathway which would include a 30-credit research project focused on an accounting topic; or a Course Pathway which would offer advanced courses in contemporary accounting topics including *ACTY9010 Applied AI in Accounting Practice* and *ACTY9020 Contemporary Issues in Accounting*. The revised structure is designed to provide more flexibility and choice for students, recognising that not all students want to undertake research but desire to deepen their knowledge in other areas of accounting.

Both of these pathways would offer an alternative to the current internship component in the form of *BSN8006 The Professional Edge* (level 8, 15 credits) which is designed to develop career readiness in learners. In addition, a new compulsory component *ACTY9030 Business Analytics & Insights* (level 9, 15 credits) has been written to equip learners with skills in data analytics, data visualisation and storytelling techniques to address complex business problems and communicate insights for strategic decisions. Both pathways will cover the technical and professional competencies required by CPA Australia and Chartered Accountants Australia and New Zealand (CAANZ) accreditation criteria.

The introduction of these two pathways has resulted in the addition of new compulsory components (*ACTY9010 Applied AI in Accounting Practice*, *ACTY9020 Contemporary Issues in Accounting* and *BSN8006 The Professional Edge*, all of 15 credits at level 8) and the replacement of the 45-credit Research Project with a 30-credit component *ACTY9000 Research Project* (level 9) in the Project Pathway.

There are also Type 1 changes to assessments of the existing courses following the monitor's recommendation for a maximum of three assessment per course with group assessments used selectively.

The other key change being proposed is a trimester model so that the programme can be completed in one calendar year instead of 1.5 years as currently approved. The introduction of the trimester structure is a strategic initiative designed to enhance the competitiveness and attractiveness of Manukau Institute of Technology and Unitec's MPA. By enabling students to complete their studies within a shorter timeframe, three trimesters within a 12-month cycle allows for faster degree completion, reduces students' overall cost of living, and increases the programme's overall affordability. The model addresses rising market

competition, with other institutions that intend to offer more attractive and affordable MPA programme. It is planned to have two intakes per year in February and June.

Academic Board approval was given on 10 December 2025.

Given the scope and nature of the proposed changes, the application has been evaluated against Approval Criteria 2, 4, and 5 and Accreditation Criterion 2 of the *Programme Approval, Recognition, and Accreditation Rules 2026*. With the proposed changes implemented, the programme continues to meet the approval and accreditation criteria.

Evaluation

Criteria for approval of programmes for institutions under section 439 of the Act

Criterion 2: Title, aims, learning outcomes and coherence

The title, aims, stated learning outcomes and coherence of the whole programme are suitable for the qualification it relates to.

As stated above, the current structure of the MPA is comprised of nine level 8, 15-credit components including an internship and a level 9, 45-credit Research Project component. The programme duration is 1.5-years (3 semesters) full-time. It is proposed to offer two new pathways: a Project Pathway which would include a 30-credit research project focused on an accounting topic; or a Course Pathway which would offer advanced courses in contemporary accounting topics. Both pathways will cover the technical and professional competencies required by CPA Australia and Chartered Accountants Australia and New Zealand (CAANZ) accreditation criteria.

Instead of the internship, two new components have been written. *BSN8006 The Professional Edge* (level 8, 15 credits) is designed to develop career readiness and preparation. *ACTY9030 Business Analytics & Insights* (level 9, 15 credits), designed to equip learners with skills in data analytics, data visualisation and storytelling techniques.

The introduction of the two pathways has resulted in the addition of new elective components (*ACTY9010 Applied AI in Accounting Practice*, *ACTY9020 Contemporary Issues in Accounting* and *BSN8006 The Professional Edge*, all of 15 credits at level 8) and the replacement of the 45-credit Research Project with a 30-credit component *ACTY9000 Research Project* (level 9) in the Project Pathway.

The new structures are coherent with Project Pathway being composed of nine level 8 components of 15 credits each, a Business Analytics & Insights courses at Level 9, and a 30-credit (300 student learning hours) Research Project at Level 9, focused on an accounting topic. The Course Pathway is also composed of eight compulsory 15-credit components at level 8, either *ACTY8109 Internship* or *BSN8006 Professional Edge* at level 8 and three 15-credit components at level 9.

The learning outcomes are appropriate to the levels of the new components. An updated mapping document was supplied with the application and was deemed to be sufficient and showed the new components mapped to the graduate profile outcomes.

Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must articulate the need for and acceptability of the programme to the relevant communities (including ākonga, whānau, hapū, iwi and where appropriate, hāpori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies). Any required endorsement by an ISB under section 367(1)(f) of the Act must

have been obtained, and if it has been obtained, information need not be provided by the applicant institution and NZQA will not consider this criterion in assessing the application.

A consultation log was attached to the application which was comprehensive and included a wide range of stakeholders from current learners, graduates, academics from other institutions and relevant professional groups including Māori and Pacific professionals and communities. The consultation process was carried out over a period of six months and employed several methods including face-to-face interviews and group sessions, online surveys, group discussions, documentary analysis and telephone conversations.

The internal consultation process was conducted in large and small group discussion sessions facilitated by the programme development team, using programme documentation and presentations. Breakout groups were used to ensure participant views were recorded and analysed. Unitec staff were also invited to take part in the online survey. Consultation with current and past learners included a face-to-face group session that commenced with an outlined of the proposed MPA programme, followed by a written survey to record feedback on specific questions.

In addition, to ensure the MPA programme structure and content is consistent with CPA and CAANZ requirements, the graduate profile and course content was initially mapped to the criteria. Both professional bodies were consulted during the developmental process and given Unitec's history of successful delivery of programmes in this field, no accreditation visit was required and a paper evaluation was considered sufficient. The final programme documentation will be sent to the professional bodies to complete the accreditation process.

The degree monitor also supports the proposals.

Academic Board approval was given on 10 December 2025.

Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- *admission*
- *credit recognition and transfer*
- *recognition of prior learning*
- *programme length and structure*
- *integration of practical and work-based components*
- *assessment procedures, including authenticity of student work*
- *normal progression within the programme, and completion.*

The application includes a proposal to move to a trimester model so that the programme can be completed in one calendar year instead of 1.5 years as currently approved.

The average directed teaching week hours of 42.9 is to be delivered over 14 weeks compared with the original 16 weeks. It is not expected that the additional 1.4 hours per week is going to have a significant impact on student workloads. Nevertheless, students will

be advised and supported to mitigate the negative impact of the increased commitment by appropriate support and academic staff. Additional student support will be provided through ensuring that the enrolment process states clearly that the study will be intense, along with a clear communication of study expectations. An extended orientation programme will be put together which will align with the International Orientation. Enhanced academic support services will be supplied through targeted academic learning support workshops and additional drop-in sessions during the first three weeks of study. In addition there will be dedicated pastoral care and well being initiatives such as check-ins with new students in the first three weeks by the International Support Advisor and School Support Champion.

Learners enrolled in the course will normally be full-time students wanting to complete the qualification over a 12-month period.

Criterion 7: Programme review

The institution:

- *assesses the currency and content of the programme*
- *has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification*
- *has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content*
- *updates the programme accordingly.*

The institution has in place policies and processes for programme review. This includes course evaluation and planning, programme evaluation plans and review. The MPA has been submitted for accreditation to the professional bodies, and re-accreditation will be sought with these on a five-yearly cycle.

original qualification review date of 2027 remains the same.

Criteria for accreditation of institutions to provide approved programmes or parts of approved programmes under section 441 of the Act

Criterion 2: Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

CVs of academic staff and support staff were included with the application and deemed appropriate. The research plan for the School of Applied Business, within which the MPA is located, was also provided.

In terms of staff workload management for the condensed programme, academic staff will typically deliver two of the three trimesters each calendar year, with opportunities for

research to be taken in the non-teaching trimester. Programme leadership will review staff workload at regular intervals to ensure it remains reasonable and sustainable.

Learners entering the programme will be advised of the expected workload so they can appropriately rank their priorities. New entrants may opt to complete the qualification over a longer period as a part-time student, if work and family commitments are prioritised. Communication with students regarding workload expectations, time management strategies, and available support will be ongoing. Orientation and ongoing guidance will emphasize planning and pacing to help students integrate study with personal and professional responsibilities.

It is intended to monitor learner's attendance, engagement, and Moodle activity will be closely tracked during the first three weeks of each trimester. Following the first assessment, students who are unsuccessful will be identified early, interviewed, and provided with tailored academic and well-being support. There will also be ongoing checkpoints such as mid-trimester reviews will highlight risks such as non-attendance, repeated non-submission of work, or declining engagement. Dedicated support roles are in place who will provide continuous monitoring of learners.

Academic staff will provide asynchronous resources such as pre-recorded videos, podcasts covering core course concepts, and recorded classes to support learning. Materials will be accessible on demand, enabling students to revisit and reflect on the content at their own pace and reinforce their understanding. This flexibility supports deeper engagement with critical and analytical thinking, while allowing students to adapt study schedules around family and work commitments.

The evaluator deems that all criteria for the approval of programmes have been met.

The evaluator deems that all criteria for accreditation of institutions to provide approved programmes continue to be met.

Evaluator's recommendation to NZQA

The evaluator recommends that the degree changes as listed above to the Master of Professional Accounting degree programme delivered by Manukau Institute of Technology and Unitec be approved.

Barbara Löfgren
Senior Evaluator
ITP and Degrees Team

From: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Sent: Tuesday, 23 June 2026 2:30 pm
To: Nuzhat Sohail <Nuzhat.Sohail@nzqa.govt.nz>
Cc: Nicola Bermingham <Nicola.Bermingham@nzqa.govt.nz>; Xitao Fu <Xitao.Fu@nzqa.govt.nz>; Barbara Lofgren <Barbara.Lofgren@nzqa.govt.nz>; Sarah Cozens <Sarah.Cozens@nzqa.govt.nz>; Said Zohairy <Said.Zohairy@nzqa.govt.nz>
Subject: draft degree guidelines version 3

Kia ora

I may have shared the attached draft guidelines individually with some, but I am sharing again with everyone to get feedback on the highlighted changes in yellow.

The changes include update to the

- references to the revised 2026 rules
 - references to the types of tertiary education providers
 - reference to the NZQCF Level descriptors
 - guidance relating to majors, minor and endorsement
 - monitoring
 - research definition and expectations
 - qualification review
 - subcontracting rules
- NZQA does not expect these changes to impact applications that are currently in progress or have already been submitted. The revisions are primarily intended to clarify areas where there may have previously been ambiguity or where guidance had been provided informally.

However, if you consider that these changes may affect an application you are preparing to submit, or one already submitted, please let us know. We will take this into account and discuss the implications with you as appropriate.

Subcontracting:

We have included the current Rules for reference. As you are aware, NZQA is currently approving some full delivery arrangements through an exemption process. This approach has not been detailed in the Guidelines, as it is considered on a case-by-case basis.

For any questions, please feel to ask. If you have any feedback, please provide by 15 July 2026.

Ngā mihi

Nuzhat Sohail (she/her)

Team Leader | 04 463 3176 | 027 242 7883

Approvals and Accreditation | Te Whakaaetanga, Whakamanatanga Akoranga

Quality Assurance Division | Te Wāhanga Whakaū Kounga

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa

Mā pango, mā whero, ka oti ai te māhi – Many hands make light work



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Guidelines for listing, approval and maintaining degree and related qualifications



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



June 2026

Version 3

Date	Changes
June 2026	Updates include <ul style="list-style-type: none">- references to the revised 2026 rules- references to the types of tertiary education providers- reference to the NZQCF Level descriptors- guidance relating to majors, minor and endorsement- research definition and expectations- subcontracting rules- qualification review

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1. Introduction

These guidelines explain the processes that tertiary education organisations (TEOs), other than universities, need to follow to:

- *list a qualification* on the New Zealand Qualification and Credentials Framework (NZQCF) at Levels 7-10
- *apply for approval of programme* leading to a qualification at Levels 7–10
- *apply for accreditation to deliver an approved programme* leading to a qualification at Levels 7-10
- maintain approval and accreditation to provide a programme leading to a listed qualification on the NZQCF

The process of listing a degree or related qualification and approving a programme is undertaken simultaneously.

The degrees and related qualifications at Levels 7 to 10 are:

- bachelor's degrees
- graduate certificates and diplomas
- bachelor honours degrees
- postgraduate certificates and diplomas
- master's degrees
- doctoral degrees

CONTEXT

Section 452 of the Education and Training Act 2020 (The Act) gives the New Zealand Qualifications Authority (NZQA) the authority to make rules for the quality assurance processes for which it is responsible.

Section 454 of the Act states that NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—

- (a) is taught mainly by people engaged in research; and
- (b) emphasises general principles and basic knowledge as the basis for self-directed work and learning.

Under section 436 of the Act, qualifications must be listed on the New Zealand Qualifications and Credentials Framework (NZQCF) register. The Qualification and Micro-credential Listing and Operational Rules 2026 govern this listing.

Programme approval and accreditation is required under sections 439 and 441 of the Act. The Programme Approval, Recognition, and Accreditation Rules 2026 govern the requirements to maintain programme approval and accreditation and participation and cooperation for the purposes of carrying out reviews, where requested.

The Offshore Programme Delivery Rules 2026 govern programme approval and accreditation requirements for offshore programme delivery.

Quality Assurance of Tertiary Education Providers Rules 2026 govern requirements of subcontracting and to participate and cooperate in monitoring.

QUALITY ASSURANCE

The decision to list the qualifications, approve, and accredit the programme is based on the quality and sufficiency of evidence provided against the criteria in the qualification listing, programme approval, and accreditation rules.

In the evaluation process, NZQA will be clear about the information and evidence on which decisions have been made. The overall quality of the application will determine whether it is approved or not. Before an evaluation decision is made, NZQA may issue a *request for information (RFI)* to address minor gaps in the evidence provided.

The degree and related qualifications will be evaluated through a panel evaluation and a site visit following the NZQA preliminary evaluation and the RFI. The panel findings will be the basis for the final evaluation decision.

See Section – **Process for granting approval and accreditation**

TE HONO O TE KAHURANGI QUALITY ASSURANCE

Rule 12. Requests for Te Hono o Te Kahurangi quality assurance

1. When applying for programme approval, New Zealand programme recognition or accreditation, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.
2. An applicant making a request under rule 12.1, in addition to providing the relevant information required under rules 4 to 7, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.
3. NZQA will evaluate a request made under rule 12.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

Educational organisations must indicate whether they want the application evaluated using the general quality assurance method or through Te Hono O Te Kahurangi.

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākonga Māori choosing to achieve educational success through Mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi. The

kaupapa act as a common point of reference for educators and evaluators to guide evaluative conversations and decisions about:

- what quality looks like in the educational context of the organisation
- how the organisation knows they are meeting the needs of ākonga, whānau, hapū, iwi and other accountabilities
- whether the organisation has sufficient capacity and capability to deliver and sustain educational outcomes
- how well the organisation reflects upon its delivery to improve its overall educational performance.

Each education organisation is expected to demonstrate how its priorities relate to each application or review type through expressions of ngā kaupapa of Te Hono o Te Kahurangi.

The six kaupapa are:

- Rangatiratanga

Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākonga, whānau, hapū, and where relevant, the Māori community and sector stakeholders.

- Whanaungatanga

Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.

- Manaakitanga

Manaakitanga realised by mana-enhancing behaviour and practices for the care of ākonga, whānau, hapū, iwi, and community.

- Pūkengatanga

Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.

- Kaitiakitanga

Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.

- Te Reo Māori

The Māori language is alive, vibrant, and flourishing.

For more information, please refer to the NZQA website: [Guidelines for Te Hono o Te Kahurangi evaluative quality assurance](#).

WHO CAN APPLY?

NZQA will accept applications from:



- Polytechnics
- Wānanga
- NZQA-registered private training establishments

NAVIGATING THESE GUIDELINES

Different box colours are used to visually distinguish the various rule sets, making them easier to read and follow.

The Qualification and Micro-credential Listing and Operational Rules 2026
The Programme Approval, Recognition, and Accreditation Rules 2026
The Quality Assurance of Tertiary Education Providers Rules 2026

Icons used throughout the document:

-  'Folder icon' signals suggestions for documents to provide evidence
-  'Arrow icon' draws attention to website resources

2. Using the evaluative approach

NZQA evaluates the qualification set out in Rule 4 and 7 of the Qualification and Micro-credential Listing and Operational Rules 2026, alignment with NZQCF Level descriptors and programme against parts 1, 2, and 3 of the Programme Approval, Recognition, and Accreditation Rules 2026.

The decision to approve a degree or related qualification for listing on the NZQCF register and approve the programme leading to the qualification is made simultaneously by meeting the criteria and answering the evaluative questions.

Decision to list a qualification and approve the programme

How well does the qualification meet the overall requirements for listing on the NZQCF register?	
How well does the programme design match the qualification outcomes and strategic purpose?	
Listing and programme approved.	<p>ALL of the following</p> <p>Good evidence shows a distinct need for the qualification and that the qualification outcomes meet the evidenced need.</p> <p>The programme matches the strategic purpose and requirements of the qualification.</p> <p>The programme consists of components (also referred to as courses, modules, and papers) structured coherently to achieve the qualification outcomes.</p> <p>Good evidence shows the programme is acceptable to the relevant communities and key stakeholders.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Listing and programme not approved	When ANY of the above is not evident.

Decision to accredit an education organisation

To what extent does the education provider have the ongoing capability and resources to support sustained delivery of the approved programme?	
Education organisation accredited	<p>ALL of the following</p> <p>Good evidence the education organisation has the capability and resources to provide the programme.</p> <p>Good evidence the education organisation has suitable subject matter and educational expertise to monitor and moderate delivery and assessment of the programme.</p> <p>Formal arrangements with the programme approval holder where required.</p> <p>Good evidence of satisfactory and appropriate research that is adequately resourced.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Education organisation not accredited.	When ANY of the above are not evident.

3. Qualification Listing

PRINCIPLES UNDERPINNING THE DESIGN OF QUALIFICATIONS ON THE [NZQCF](#)

Needs-based

The usefulness, relevance and value of qualifications and credentials is based on their relevance to industry, Māori and iwi, the community, and the skill needs and aspirations of individuals and groups of learners. Qualification and credential pathways show how continued learning has been designed to contribute to growing and developing people's capabilities.

Qualifications may explicitly acknowledge the environmental, cultural, and social aspirations of Māori, Pacific people, disabled people and other communities.

Focused on outcomes

Clearly specifying the outcomes of a qualification or credential enables comparisons with other qualifications and credentials (both nationally and internationally) and assists portability. Outcomes describe what people know, can do, and the context in which they can operate on completion of their qualification or credential. They include transferable skills. They also indicate pathways to further education, employment and/or contribution to the community.

Flexibility

Qualifications and credentials can be achieved through a range of pathways and learning modes. Learning can be delivered and assessed in ways that meet the cultural and learning needs of learners and take place in a wide variety of locations. These include on-campus, online, in workplaces, marae, events, churches, sports clubs and organisations, community settings, sites of cultural significance and the kāinga (home).

Learning acquired both formally and informally – such as through recognition of prior learning – may be credentialed.

Trust and accountability

Qualifications and credentials are developed collaboratively with a wide range of relevant stakeholders in an environment of mutual trust, benefit, and accountability. The relationships between these parties are based on whanaungatanga (relationship), manaakitanga (support) and mahi tahi (cooperation), and reflect respect, understanding, communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

Listing

Title

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (a), 7.1 and 7.3 - 7.4

4.1 The title for the qualification properly reflects the qualification:

7.1 A qualification may be listed in te reo Māori instead of or in addition to English, and in place of the words "New Zealand" a reo Māori translation for "New Zealand" may be used for the purposes of rule 5.2(a).

7.3 The use of te reo Māori in all listed qualifications and micro-credentials must be consistent with aspirations for Mātauranga Māori.

7.4 Where qualifications or micro-credentials are listed in te reo Māori, the listing details in rule 4.1(c) and (d)(i) for qualifications, or in rule 6.1(d)(iii) for micro-credentials, will contain an English description.

The title of the qualification should provide an accurate indication of its general subject area and be consistent with the requirements on the nomenclature of the NZQCF. It must not include the name of a person, organisation, or product unless the applicant satisfies the quality assurance body that there is a sound educational justification for the inclusion.

When finalising the title of the qualification, remember that the title listed on the NZQCF will appear on the learner's New Zealand Record of Achievement (NZRoA) and will be used for certification purposes.

Type of qualification, level and credits

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (b) and 4.1 (e)

List a suitable qualification type and level that recognises the achievement of a set of graduate outcomes for a particular purpose through formal certification.

List the credit value.

Each qualification type is defined by an agreed set of criteria, including the level at which the qualification is listed and the number of credits required at each level.

Section 4 of the [NZQCF booklet](#) provides the full definitions of qualification types, levels, and credit requirements according to each qualification type.

The level assigned must provide the best match between the level descriptors and the outcomes of the qualification. In cases where a qualification includes strands/specialisations, each must be at the same level as the qualification.

The qualification must be assigned a credit value that reflects the notional learning time for the learner to meet all the qualification outcomes. One credit represents a notional 10 hours of learning time. Notional learning includes all directed, self-directed and assessment time.

Purpose

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (c) (ii)

A statement of the purpose of the qualification which clearly states:

(ii) [...], the use of the qualification in New Zealand, or the use of the qualification in one or more other countries, and its relevance to students, industry, employers, professions whānau, hapū, iwi, hapori Māori or community groups:

A strategic purpose statement clarifies why the qualification should be listed on the NZQCF. The qualification should explicitly acknowledge the cultural and social aspirations of Māori, Pasifika and/or other identified communities, including those with non-physical barriers to learning, where appropriate.

The strategic purpose statement is usually structured as 2-3 statements that identify the following:

- nature of the qualification
- target group of learners, industry and/or community that will benefit from the qualification
- standard level of responsibility and/or autonomy at which the graduate will operate or a definition of the scope of practice. This refers to any relevant industry or professional registration requirements.

Outcome statement

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (d)

a suitable outcome statement that:

- (i) includes a graduate profile which describes the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification
- (ii) identifies the education pathways to other qualifications if any
- (iii) identifies
 - (B) [...], either or both of the employment pathways or any contribution to the community whānau, hapū, iwi, or hapori Māori

GRADUATE PROFILE

Graduate profile outcome statements describe what a person awarded the qualification or credential knows, is able to do, and the context in which they can operate.

Knowledge

Knowledge is defined as what a graduate knows and understands within a body of knowledge. The knowledge domain includes facts, information, concepts and principles relating to a discipline, field of work or study, or professional practice, and may include Mātauranga Māori.

It is described as a progression from 'basic or factual' knowledge through to 'operational', 'theoretical', 'technical', 'specialised' and 'frontier' knowledge. Complexity of knowledge is described together with breadth and/or depth of understanding in the field of study or work.

Skills

Skills are the ability to complete an action well through deliberate and sustained training or practice. This domain has four sub-domains:

- Practice and performance refer to completing, adapting, researching or creating activities, practices, systems and processes.
- Critical thinking refers to examining, questioning, evaluating and challenging assumptions to address problems, issues or challenges, or achieve a goal.
- Collaboration refers to working with others towards a common goal.
- Communication refers to giving information for a range of purposes to a variety of audiences and receiving information to gain understanding.

Context

The context domain describes levels of autonomy and responsibility, and the environment in which graduates are able to apply their knowledge and skills. The levels progress from operating in structured, more predictable environments to more dynamic, increasingly complex and ambiguous environments.

The context also includes expectations for:

- learning or working with or without supervision
- being responsible for self and others
- understanding the scope and limitations of the person’s practice.

Ensure each graduate profile outcome statement aligns with the Qualification-type outcomes:

Level	Qualification type	Outcomes
7	Bachelor degree	A graduate of a Bachelor’s Degree is able to: <ul style="list-style-type: none"> • demonstrate intellectual independence, critical thinking and analytic rigour; • engage in self-directed learning; • demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject; • demonstrate the skills needed to acquire, understand and assess information from a range of sources; demonstrate communication and collaborative skills.
	Graduate Certificate	In addition to the Bachelor’s Degree outcomes, a person with a Graduate Certificate is able to <ul style="list-style-type: none"> • demonstrate some outcomes of a Bachelor’s Degree in a new area of study.
	Graduate Diploma	In addition to the Bachelor’s Degree outcomes, a person with a Graduate Diploma is able to <ul style="list-style-type: none"> • demonstrate some outcomes of a Bachelor’s Degree in a new area of study
Level 8	Bachelor honours	A graduate of a Bachelor Honours Degree is able to: <ul style="list-style-type: none"> • engage in self-directed learning and advanced study;

		<ul style="list-style-type: none"> • demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas; • demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts.
	Postgraduate Certificate	<p>A graduate of a Postgraduate Certificate is able to</p> <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice.
	Postgraduate Diploma	<p>A graduate of a Postgraduate Diploma is able to show</p> <ul style="list-style-type: none"> • evidence of advanced knowledge about a specialist field of enquiry or professional practice.
Level 9	Master's degree	<p>A graduate of a Master's Degree is able to:</p> <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice; • demonstrate mastery of sophisticated theoretical subject matter; • evaluate critically the findings and discussions in the literature; • research, analyse and argue from evidence; • work independently and apply knowledge to new situations; engage in rigorous intellectual analysis, criticism and problem-solving. <p>If a Master's Degree includes a component of supervised research of not fewer than 40 credits at level 9, the graduate is also able to:</p> <ul style="list-style-type: none"> • demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work; • apply such skills learned during the study programme to new situations.
Level 10	Doctoral degree	<p>A graduate of a doctoral degree is able to:</p> <ul style="list-style-type: none"> • design and conduct or supervise research or projects for the generation of new knowledge or innovation in a specialist field; • make informed judgements on complex issues; contribute the advancement of learning and/or professional practice.

Table 1: Qualification type descriptors

The graduate profile should start with the stem, "Graduates will be able to"

Each graduate profile outcome must be written in the form of:

- active verb which illustrates the use of the outcome, e.g. analyse, apply, examine
- subject/content which describes what the graduate will be doing
- context that reflects the conditions under which the graduate will perform.

Each graduate profile outcome statement should be broad enough to summarise a range of outcomes, as these are unpacked through the component learning outcomes. In this way, graduate profile outcomes

are indirectly achieved with evidence gathered in the assessment of component learning outcomes in a programme.

Each outcome statement contributes to meeting the needs identified in the strategic purpose. Where the qualification includes strands, the graduate profile must clearly identify specific outcomes for each strand.

↩ [Writing Learning Outcomes: Structure and Considerations](#)

MAJORS, MINORS AND ENDORSEMENT

The graduate profile should be separated to clearly identify specific outcomes for each major or endorsement. Depending on the complexity of the major or endorsement, there may be one to three graduate profile outcomes specific to each.

Majors:

A major is a formal subject specialisation or core pathway that constitutes a substantial and compulsory component of a degree programme. It is normally the principal area of study selected by the learner in accordance with the programme regulations and typically represents at least one-third of the total credit value of the qualification, often within a single discipline. Where two majors are completed within the same qualification, this is referred to as a double major.

Majors are usually offered at undergraduate or postgraduate level. The credit value, level, and depth of study must be clearly specified and demonstrate appropriate progression and coherence. The major must support achievement of the qualification's graduate profile outcomes and be consistent with the level of the qualification on the NZQCF.

For example, a qualification title with different majors

Bachelor of Business Administration (Marketing, Human Resource, Finance)

Learner's certificate should clearly state the major

Bachelor of Business Administration (Marketing)

Minor or minor subject

A minor (or minor subject) is a formally recognised component of an undergraduate degree that acknowledges a secondary area of study. It is selected by the learner in accordance with the programme regulations and normally comprises at least 60 credits in a defined subject area.

A minor is not required to be a compulsory component of the programme. Where offered, the structure, credit value, and level of the minor must be clearly specified and demonstrate coherence and appropriate depth, consistent with the level of the qualification on the NZQCF.

Endorsement:

An endorsement is a specific sub-specialisation or focused pathway within a broader qualification. It provides a defined area of specialised study without duplicating the overall credit value of the primary qualification. Endorsements are most commonly offered at graduate and postgraduate level.

The structure, credit value, and depth of the endorsement must be clearly articulated in the programme regulations and must support achievement of the qualification's graduate profile outcomes and be consistent with the level of the qualification on the NZQCF.

For example, a qualification title with different endorsements

Master of Education (Primary or Secondary)

Learner's certificate should clearly state the endorsement

Master of Education (Primary) or Master of Education (Secondary)

EDUCATION PATHWAY TO OTHER QUALIFICATIONS

An education pathway outlines the further learning a graduate of the qualification can undertake. This should be specific to the proposed qualification in the application.

Where a qualification includes majors or endorsements, the programme documentation must clearly specify the corresponding further education pathways associated with each major or endorsement.

EMPLOYMENT, CULTURAL, AND COMMUNITY PATHWAYS

The employment pathway identifies the areas in which a graduate may be qualified to work or the contribution they may make to their community. This should be specific and aligned with the proposed qualification in the application.

Where a qualification includes majors or endorsements, the programme documentation must clearly specify the corresponding employment pathways associated with each major or endorsement.

Classification

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (f)
The assigned six-digit code from the New Zealand Standard of Classification of Education (NZSCED) system.

NZSCED is a subject-based classification system for qualifications and programmes, consisting of three levels of detail (broad, narrow, and detailed fields) that define each subject or field of study. Each qualification listed on the NZQCF requires an NZSCED code at the detailed field level. The application should specify the relevant NZSCED code, and education organisations may consider discussing the correct NZSCED prior with TEC if seeking funding.

↩ [New Zealand Standard Classification of Education \(NZSCED\)](#)

Review period

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (i) the intended period for ongoing review, being a period acceptable to NZQA (or Universities New Zealand in relation to university qualifications).

Every qualification must have a review date. The qualification developer must initiate a formal review process before this date.

Qualification developers are encouraged to set a reasonable review date, depending on the discipline and duration of the qualification. A review of the qualification will include a review of the programme. See **Approval Criterion 7: Programme review, Accreditation Criterion 4: Programme review and Qualification Review.**

The application should specify a review date. At the time of approval, NZQA will discuss the date with the applicant in consultation.

4. Programme approval

Part 1 of Programme Approval, Recognition and Accreditation Rules 2026 requires:

4. Applications by institutions (other than universities) for approval of programmes leading to degree, graduate and postgraduate qualifications at levels 7 to 10 must contain the following:
 - a. programme documentation that includes:
 - i. a clear statement of title and aims of the programme;
 - ii. a clear articulation of the structure, components and length of the programme;
 - iii. clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes
 - iv. specified learning outcomes for each component of the programme; and
 - v. allocation of appropriate levels and credits for each component:
 - b. information that demonstrates the programme meets the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval of the programme by the institution.

NZQA evaluates applications using Rule 4.1 Criteria for the approval of programmes for institutions under Section 439 of the Act, as explained below.

Approval Criterion 1: Qualification to which the programme leads

The programme meets both the listing details for the qualification it relates to and the qualification-type description.

The purpose, outcomes, level, and credits of the programme must align with its NZQCF qualification type definition. The programme's overall level and credit value must be the same as the qualification (or qualifications) it leads to.

See **Qualification Listing (Table 1)**

↩ [NZQCF brochure](#)

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

The title, aims, stated learning outcomes and coherence of the whole programme are suitable for the qualification it relates to.

The title of the programme should match the title of the qualification.

The aim of the programme can be the same as the strategic purpose of the qualification.

If the intention is to include a separate aim of the programme, then consider, for example:

- the programme's use and relevance to learners, industry and communities

- the programme's aim in terms of the cultural and social aspirations of Māori, Pasifika and other communities
- information relevant to the programme's key stakeholders
- information that is aligned with the strategic purpose statement of the qualification
- teaching and learning philosophy, strand, context, site of learning (e.g. workplace)

The programme must illustrate a clear structure of its components. Each component descriptor needs to specify the:

- title
- level
- credit value
- learning hours (distribution of the learning hours directed/self-directed)
- aim statement
- learning outcomes
- indicative content
- assessment methodologies and weightings and
- compulsory or recommended resources (if applicable)

See Appendix 1: Component Descriptor

Programmes may contain components that are lower than the level of the qualification (e.g. some Level 5 components in a Level 7 qualification). However, overall, the graduate profile outcomes must be met at the level of the qualification.

Similarly, the programme may contain components that are higher than the level of the qualification; however, learners should be given appropriate support to enable them to succeed and to ensure consistency of outcomes.

↩ [NZQCF brochure](#)

COMPONENT LEARNING OUTCOMES:

A component learning outcome statement (LO) describes the specific knowledge, skills, understanding and application a learner will achieve through each programme component.

Constructive alignment of the learning outcomes with the teaching and learning activities and assessments in each component will help ensure students achieve the learning outcomes and, therefore, meet the graduate profile outcome.

↩ [Writing Learning Outcomes: Structure and Considerations](#)

The application must include mapping of the component learning outcomes to the qualification's graduate profile outcomes (GPOs) with an explanatory matrix (see Appendix 2: GPO mapping matrix).

STACKING MICRO-CREDENTIALS INTO PROGRAMMES

Although micro-credentials are developed and delivered as standalone products, they can also build upon or complement one another.

Programmes may include micro-credentials as components, provided the programme's overall design is coherent and meets the qualification outcomes and strategic purpose.

Micro-credentials stacked towards a degree or postgraduate qualification must be designed to be taught primarily by individuals engaged in research.

Approval of a micro-credential does not guarantee that a programme composed of the same micro-credential will be approved.

The application must clearly state which components are standalone micro-credentials.

Stacking micro-credentials

COHERENCE

Coherence is demonstrated when the qualification's strategic purpose (programme aim statement) is clearly aligned with the graduate profile outcomes. This alignment is reflected in the learning outcomes of each component and is evident in the proposed delivery modes and assessment methods.

Coherence within each component is essential, as the learning outcomes should align with the respective component's aim and content. The assessments within a component should also align with the learning outcomes.

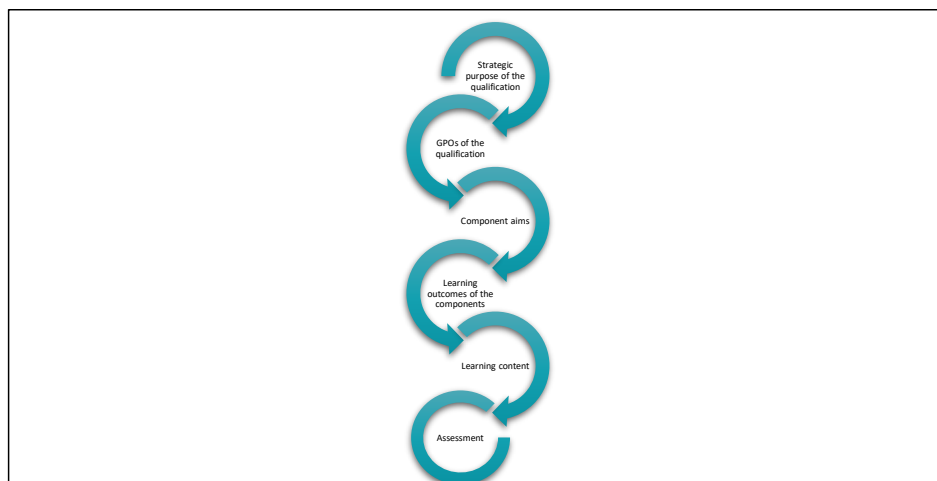




Figure 1: Programme coherence

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Graduate profile and component learning outcome mapping matrix

Approval Criterion 3: Delivery methods

The delivery methods are adequate and appropriate given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided those resources are clearly outlined.

Delivery methods are specific techniques or approaches used to deliver educational content to learners, such as lectures, discussions, case studies, group projects, simulations, and other forms of active learning.

When selecting delivery methods, consider:

- how each delivery method will assist the target learner group in achieving the learning outcomes of the programme
- the educational rationale for any practical, work-integrated learning
- the clear relationship between learning hours and credit value.
- the supply of, and learner access to, educational support, resources, or equipment
- ways of informing learners of the activities that will be expected of them.
- these do not place learners, stakeholders or the public at risk. The application must identify any potential risks and demonstrate how they will be addressed.

Delivery methods should be suitable for the delivery mode.

DELIVERY MODE

A programme can include a combination of delivery modes. NZQA currently records delivery mode for programmes as follows¹:

- a) Face to face – most of the study or training is proximate, in-person, either in provider-based or work-based settings.
- b) Distance – most delivery is distant from the provider-based or work-based settings, commonly in an online setting. This may be asynchronous learning, working through online activities, or synchronous online interaction attended by a facilitator and a number of participants.
- c) Blended delivery includes time attending in-person classes or work and learning at a distance from the educator or trainer.

¹ NZQA is reviewing delivery mode 'types' as part of updating its internal systems and will update programme and micro-credentials guidance in due course

NZQA uses these modes to distinguish between learning and training that relies entirely on distance (usually online) and learning and training that occur in the same physical space, at least some of the time, and are part of teaching and learning. Although remote videoconferencing involves face-to-face interaction, it is considered 'distance' in these definitions. Also, note that 'blended' learning is sometimes used to describe delivery that uses multiple learning contexts, such as offshore and onshore. In the NZQA definitions, 'blended' only refers to the blend of in-person and at a distance.

The application should indicate the programme's delivery mode and clarify the alignment of the delivery methods and modes.

ONLINE DELIVERY

Support and advice where the mode of delivery is distance learning online is available here:

↩ [Distance online delivery](#)

The guidance covers delivery through an online learning management system [LMS], which may include webinars / recorded or live lectures, online tutorials and discussions (synchronous or asynchronous), and individual and group work (synchronous or otherwise via online forums and chats).

Applications for degree programmes offered online to offshore students must include additional information addressing time-zone differences and providing support tailored to learners' cultural settings.

↩ [The Tertiary and International Learners Code of Practice](#)

PRACTICAL, WORK-BASED

The application must identify any practical, field-based or work-based components in the programme that are undertaken away from the stated delivery site.

The application must describe:

- how this is delivered – the hours and duration, and who delivers it
- how the delivery is quality assured through providing relevant evidence, such as a tripartite agreement specifying the roles and responsibilities of each party
- indication of a staff member whose role is to liaise with off-site providers,
- the health and safety policies and procedures, and any non-disclosure agreement in place
- how the learner's progress is monitored
- how the learners are supported

SELF-DIRECTED LEARNING

The programme learning hours are generally distributed to include directed and self-directed learning hours.






The percentage of independent, self-directed learning activities, such as reading and research, will be determined by the level of qualification, graduate profile outcomes, and component learning outcomes.

The application should indicate the self-directed learning hours and provide a general outline of the activities that the learner will undertake to meet those hours.

SPECIFIC RESOURCES

The application must outline all specific resources required for the delivery of the programme or its components and demonstrate that those resources are in place or provide a detailed schedule for their acquisition. Refer to **Accreditation Criterion 2: Resources**.

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Delivery Schedule / Timetable
-  A tripartite agreement for practical or work-based components, including non-disclosure agreement
-  Relevant policies related to work placements
-  Student Handbook

Approval Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must articulate the need for and acceptability of the programme to the relevant communities (including ākonga, whānau, hapū, iwi and where appropriate, hapori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies). Any required endorsement by an ISB under section 367(1)(f) of the Act must have been obtained, and if it has been obtained, information need not be provided by the applicant institution and NZQA will not consider this criterion in assessing the application.

NZQA requires evidence of engagement and consultation that considers stakeholders' needs, including the relevant Industry Skills Board (ISB), where appropriate. Although ISB endorsement is not required for programmes leading to degrees and postgraduate qualifications, the ISB may be a key stakeholder and can be considered.

For education organisations engaged only in the international market, consultation with communities, industry or employers is still required even though graduates may only remain in New Zealand for a short time.

MEANINGFUL ENGAGEMENT

The stakeholder consultation process requires that relevant, well-informed stakeholders are represented and involved, and to inform their contribution, they should be provided with information such as:

- The details of the qualification awarded on successful completion of the programme (particularly the strategic purpose statement and the graduate profile outcomes),
- an outline of the programme, including the aim, component structure and content, component description, graduate profile, delivery methods, and assessments; and
- the target learner groups.

Effective stakeholder consultation processes commence during the qualification and programme development stage at the start of the development cycle. It should be the catalyst that informs the need, aim, content, delivery methods and assessment.

NEED FOR THE PROGRAMME

The application must include evidence of the need for the programme, providing a needs analysis (or market analysis), as well as its acceptability to the relevant communities and stakeholders.

The need for the programme is linked to the need for the qualification, as outlined in the **Qualification Listing**.

Consultation on the need for the programme should be informed by engagement with each of the following, as appropriate.

Māori and Pasifika communities

Educational organisations with multiple delivery sites should consult with the local iwi or hapū associated with the catchment area of each site where the programme is to be delivered.

Educational organisations must maintain working partnerships with the Māori and Pasifika communities most relevant to them and their operations to seek feedback on the knowledge, skills, and other benefits the programme will bring to the communities.

Academic Bodies or Boards

Academic bodies are usually groups responsible for academic-related matters within an institution or who share academic connections in a particular area in different institutions or organisations. The rationale for including academic bodies as part of the stakeholder consultation, both within and beyond the institution, is to build up solid academic grounds for developing the proposed programme, including the programme structure and components, entry requirements, arrangements for assessment and moderation, and to foster consistency of graduates.

Industry and Employers

Industry includes advocacy groups, trade associations, associations of industries or groups with allied interests, and other non-profit organisations in general. Examples include chambers of commerce or business networks that aim to influence public policy, tertiary education, and resource allocation decisions. Consultation with industry may relate to the programme's design, appropriate learner projects,

internships, or work placements. Ultimately, the industry must be asked to identify the relevant skills, knowledge, and attributes that ensure graduates meet the industry's needs.

Employers, as distinct to industry, have more specific and immediate requirements. They will employ graduates of the programmes and focus on graduates' work-ready skills, knowledge, and attributes. Improving graduate employability skills contributes to the long-term sustainability of the programme. Consultation with employers should also inform the development of authentic assessment requirements for the programme.

Professional Bodies

Professional bodies are usually non-profit membership organisations in a learned occupation that specify the requirements for entry to the profession or professional body, identify requirements for continued membership, and set out the code of conduct for the profession, as well as complaints and disciplinary procedures. For example, Engineering New Zealand, Human Resource Institute of New Zealand Management (HRINZ), NZ Institute of Safety Management (NZISM), Physiotherapy New Zealand, and The Property Institute of New Zealand (PINZ).

The rationale for consulting professional bodies is to ensure that the voice of the profession is heard and acted upon, so that the proposed programme is developed to meet the professional needs and standards.

Regulatory Bodies

Unlike professional bodies and non-profit membership organisations, regulatory bodies are public organisations or authorities established by the government on a statutory mandate to exercise a regulatory function, such as imposing requirements, restrictions, and conditions, setting standards, and enforcing compliance. For example, the Nursing Council of New Zealand (NCNZ), the Occupational Therapy Board of New Zealand (OTBNZ), the Medical Council of New Zealand (MCNZ), or the Social Workers Registration Board (SWRB).

Some professional bodies also have statutory and disciplinary responsibilities; for example, the Teaching Council of New Zealand is a professional body with statutory powers.

The rationale for including regulatory bodies is to ensure that the programme has considered the views and feedback of all relevant stakeholders and, if applicable, that the programme meets relevant regulatory requirements and conditions.

Advisory Group

Evidence of engagement and consultation must demonstrate that the educational organisation has/will appoint a designated advisory group within the specified subject area before or during the development of the programme and that this group has/will contribute to and support the development of the programme.

The advisory group should be composed primarily of external industry representatives, employers, academics in relevant disciplines, Māori, Pasifika and other relevant communities.

SUMMARY OF CONSULTATION

The application should include a summary of the consultation that evidences the extent to which the consultation was undertaken. It should:

- identify the stakeholders involved (e.g. academic, employer, industry, professional and other bodies)
- clarify the aspects of the programme that were consulted and commented on
- views expressed by the stakeholders on the need and acceptability of the programme, its content, structure, delivery, assessment and any other aspect which is considered to be necessary
- Consider the views in the programme (e.g., where and how stakeholders' views have been incorporated, and if not, why)

See Appendix 3: Consultation Log Example.

Suggestions for supporting documents:

- 📁 Summary of consultation
- 📁 Needs analysis
- 📁 Evidence of support from relevant academics, employers, industry, professionals, and other bodies
- 📁 Evidence of support from relevant Māori and Pasifika communities

Approval Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme, and completion.

ADMISSION REQUIREMENTS

The application must specify the requirements for admission, including requirements for:

- academic levels/qualifications
- proficiency in English/ te reo Māori or other languages if applicable
- related work or professional experience and
- equivalent qualifications and/or relevant work experience

🔗 [English language requirements for international students are set out in Rule 22 of the Programme Approval, Recognition, and Accreditation Rules 2026. Refer to the Appendix.](#)

Where equivalent qualifications and/or work experience are considered for entry, the educational organisation must clarify how equivalent qualifications and/or relevant work experience are assessed and verified and justify such requirements and procedures.

CREDIT RECOGNITION AND TRANSFER (CRT) AND RECOGNITION OF PRIOR LEARNING (RPL)

The application must demonstrate clear, relevant, and appropriate regulations that specify the process and requirements for Credit Transfer (CRT) and Recognition of Prior Learning (RPL), including clarification of the credit value and the level that can be granted through the CRT and RPL process.

[Recognition of learning for credit](#)

PROGRAMME LENGTH, STRUCTURE, AND NORMAL PROGRESSION WITHIN THE PROGRAMME

The application must specify clear programme regulations. The programme regulations should:

- clarify the duration of both full-time and part-time study
- demonstrate the full structure of the programme by the year and/or semester
- illustrate the normal progression within the programme for different cohorts and intakes
- specify any pre-and co-requisite, compulsory and elective components
- specify the maximum duration for completion of the programme

INTEGRATION OF PRACTICAL AND WORK-BASED COMPONENTS

The application must clarify any practical and work-based components in the programme and specify how these components are delivered and assessed with relevant evidence, e.g.:

- a tripartite agreement for the practical and work-based components specifying the roles and responsibilities of each party
- non-disclosure agreement
- relevant evidence of support from a third party for such arrangements

Refer to the section under **Approval Criterion 3: Delivery Methods**.

ASSESSMENT PROCEDURES

The application must clarify how the programme is assessed and specify the procedures for

- equitable chance and access to assessment activities
- regular feedback on progress
- conducting assessment activities
- reassessment and appeals
- standards/criteria for assessment and/or requirements for achievement
- reporting on final achievement
- provisions for dealing with instances of impaired performance (e.g. aegrotat passes) and the circumstances in which they are permitted
- provisions for assessment in te reo Māori

ACADEMIC INTEGRITY

The application must outline the process and procedure to ensure that the authenticity of student work is upheld, and that academic misconduct is detected, prevented, and responded to accordingly.

↩ [Guidance and resources on Academic Integrity and Artificial Intelligence \(AI\)](#)

↩ [A Guide that addresses the prevention and detection of cheating through documented and systematised practices](#)

Suggestions for supporting documents:

- 📁 A complete set of the relevant regulations, e.g. separately referenced section of a Quality Management System (QMS)
- 📁 Admission requirements and procedures; English language proficiency requirements, enrolment procedures
- 📁 A tripartite agreement for practical or work-based components, including a non-disclosure agreement
- 📁 Student or programme handbook
- 📁 Practical, work placement or research handbooks
- 📁 Assessment procedures and relevant supporting documents, e.g., requirements for academic integrity, procedures for the authenticity of student work, criteria/standards for assessment, requirements for achievement, assessment processes, appeals, and resubmissions
- 📁 A code of conduct for researchers and a research supervisor's handbook

Approval Criterion 6: Assessment and moderation

The assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

ASSESSMENT METHODOLOGY AND STANDARDS

The application must clarify the assessment rationale and methodology to explain how:

- the learning outcomes are assessed
- the assessment methodology is appropriate
- all the learning outcomes are achieved through the assessments

↩ [Online assessment: guidance for providers](#)

↩ [Aromatawai and the Principles of Assessment](#)

ASSESSMENT OF RESEARCH

The application must include evidence of the level and scale of research involved in the programme, taking into account the level of the programme and the type of qualification. The application should include details relating to:

- the type of research activities learners are expected to undertake
- the research project approval, including the ethical approval process, where appropriate

- the requirements for submission (length, format, authenticity, presentation of evidence in a form other than written)

A PROGRAMME MAY INCLUDE:

Research portfolio

A research portfolio typically consists of two to four research projects or essays, rather than a single project. The different projects form a coherent package organised around a central theme.

Research project

An individual or collaborative enterprise carefully plans to achieve a particular research aim.

Supervision and External Assessment

Research components exceeding 60 credits should be assessed by at least one external assessor who is suitably qualified and who undertakes research in the discipline. Typically, the assessors will be academics engaged in a similar field of research and employed by a university, polytechnic, wānanga, or private training establishment that delivers in that discipline. The supervisor cannot undertake marking of the assessments.

Where the research component involves supervision, the application must include evidence of:

- policies and procedures for supervisor selection, management, reporting responsibilities and resolving differences of opinions (e.g. that may occur when awarding a thesis grade)
- intellectual property ownership rights
- a code of conduct for researchers and research supervisors
- mechanism for ethical approval of research projects

Suggestions for supporting documents:

- 📁 Assessment policies related to research, ethics, internships, and work placements
- 📁 Research supervision policies

MODERATION

The educational organisation must demonstrate that it has appropriate policies and procedures and internal and external pre- and post-moderation plans for moderation of assessment to ensure:

- summative assessment materials and tasks are fair, valid and aligned to the learning outcomes
- assessment decisions are fair and consistent
- any assessment issues are addressed promptly, e.g. student appeals, differences of opinion between the moderator and assessors.

The moderation procedures should outline the roles and responsibilities of the moderators, the frequency of moderation, and the percentage of the programme that is moderated annually, both internally and externally.

Internal moderation

An effective internal moderation system:

- ensures that all assessment materials are moderated and approved before being used with learners (pre-assessment moderation)
- verifies the fairness, validity, and consistency of assessor decisions before results are reported (post-assessment moderation)
- provides feedback to assessors, assessment writers, and programme developers on the quality and effectiveness of assessment
- accommodates a variety of learning outcomes and assessment contexts (for example, onsite moderation for practical outcomes)
- informs about training and ongoing professional development opportunities
- provides participants with enough time to complete their moderation activities
- is viewed by participants as a value-added activity
- results in regular reviews, assessment updates, and improved assessment practices contribute to the programme's continuous improvement for stakeholders

External moderation

External moderation provides an assurance that assessment decisions are consistent when moderated outside the applicant's organisation.

The application must outline who the potential external moderation partners could be.

Suggestions for supporting documents:

- 📁 A summary document clarifying the assessment rationale and methodology, covering assessments, marking/grading rubric
- 📁 Assessment policies and procedures covering equitable chance and access to assessment activities, regular feedback and reporting, assessment appeal, assessment in te reo Māori, assessment process including for research components
- 📁 Moderation policies and procedures covering pre-assessment moderation of summative assessment tasks, external post-assessment moderation
- 📁 Internal and external moderation plans and arrangements

Approval Criterion 7: Programme review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly.

The programme approval holder is responsible for the periodic review of the programme. Programmes at Level 7 and above, such as the bachelor's degree or Postgraduate Certificate, are also Qualifications;

therefore, educational organisations should undertake ongoing programme reviews that feed into the qualification review. See the **Qualification Review process**.

The application must clarify how reviews will be conducted for the programme in terms of:

- how the quality of outcomes for learners and other stakeholders are monitored
- how the advisory committee is involved
- the procedures that are in place or are planned to update the programme accordingly

Suggestions for supporting documents:

- 📁 A statement clarifying the approaches and the procedures for ongoing review of the programme and the mechanism for addressing feedback from programme reviews
- 📁 A statement specifying the processes and procedures for monitoring the quality of outcomes for learners and other stakeholders, and updating the programme accordingly
- 📁 Policies and procedures for programme review and monitoring

Approval Criterion 8: Research required for degrees and postgraduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

This criterion relates to the research that underpins the curriculum and any research undertaken by learners in research-specific components of the programme.

Refer to **Accreditation Criterion 5** for guidance on staff active research and the research that underpins teaching.

Research is a creative, systematic, and intellectually controlled process of inquiry that leads to the generation of new knowledge, reinterpretation of existing knowledge, or innovative application of knowledge. It is conducted by individuals or groups with expertise in relevant disciplines and is characterised by methodological rigour, critical thinking, and effective dissemination through scholarly outputs, presentations, or other recognised formats.

MĀORI RESEARCH

Includes tikanga Māori, kaupapa Māori and mātauranga Māori. These approaches are grounded in *Te Ao Māori* and reflect relational ethics, community relevance, and intergenerational knowledge. *Rangahau—Māori-led research*—is recognised as rigorous and valid, particularly when it serves the aspirations of iwi, hapū, marae, and Māori communities. Mātauranga Māori is acknowledged as a taonga under Te Tiriti o Waitangi, and its inclusion ensures that Māori knowledge systems are respected and embedded.

PACIFIC RESEARCH

Includes Pacific ways of knowing and conducting inquiry, which draw on diverse cultural frameworks and methodologies. Pacific research is characterised by collective inquiry, cultural integrity, and responsiveness to Pacific communities. These approaches contribute meaningfully to knowledge creation and are increasingly reflected in degree-level programmes and institutional strategies.

Research Characteristics

- Experimental, critical, or practice-led, driven by hypotheses or intellectual positions.
- Individual or collaborative, and may result in scholarly publications, artistic works, performances, designs, policies, or processes.
- Community-informed, involving stakeholders and producing insights of direct relevance to local and national contexts.

RESEARCH- CURRICULUM LINKS

The application must clarify how research informs the development of the curriculum and how this has been structurally integrated into the programme design, as well as how learner research is linked to the curriculum.

RESEARCH COMPONENT

The application must indicate the research-based components along with the level and scale of the research involved. Refer to **Approval Criterion 6: Assessment and moderation**.







The level of learner research will vary according to the level of the qualification.

Research expectations for students:

Qualification	Level	Research Expectations
Bachelor's Degree	Level 7	Students are expected to engage with research-informed teaching. While original research is not a requirement, students should demonstrate understanding of research principles and apply critical thinking and inquiry-based learning.
Graduate Certificate / Diploma	Level 7	These qualifications build on prior learning and may include research-informed content. They do not typically require students to undertake original research but should develop analytical and evaluative skills.
Bachelor Honours Degree	Level 8	Includes a significant research component, often involving a supervised research project or dissertation. This serves as a pathway to further research training (e.g., Master's or PhD). Students are expected to demonstrate advanced understanding of research methods and contribute to knowledge in their field.
Postgraduate Certificate / Diploma	Level 8	These qualifications may include research-based learning and critical engagement with research literature. While not always requiring original research, they should develop students' capacity to understand and apply research in professional or academic contexts.

Master's Degree (Coursework)	Level 9	Coursework-based Master's programmes include research-informed content and may involve smaller research projects. Students are expected to critically engage with research and demonstrate advanced analytical skills.
Master's Degree (Research)	Level 9	Requires a 90-credit independent research project (e.g., thesis). Students must demonstrate mastery of research methods, contribute new knowledge or understanding, produce outputs that are at international standards and show the graduate's capacity for independent thinking.
Doctoral Degree (PhD)	Level 10	Involves original, significant, and sustained research that contributes to the advancement of knowledge. Students must demonstrate independence, critical reflection, and mastery of research in their discipline. Outputs are expected to be of publishable quality and subject to rigorous external examination.

Suggestions for supporting documents:

-  Relevant policies related to research, ethics, approval and publication
-  Student Handbook
-  Conduct of research handbook
-  Non-disclosure agreement for intellectual property rights
-  Sample component reading list
-  Policies and procedures relating to managing the student research component

5. Programme Accreditation

Applications for accreditation

3. For programmes leading to a degree or to graduate or postgraduate qualifications at levels 7 to 10, applications must contain the following information:
 - a. information that demonstrates the institution meets the criteria specified in rule 7.1:
 - b. evidence of internal quality assurance approval by the institution.

NZQA evaluates applications for programme accreditation using the criteria in Rule 7 of the NZQCF Programme Approval, Recognition and Accreditation Rules 2026.

Accreditation Criterion 1: Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

The educational organisation must demonstrate that it has effective and documented systems for assessment and moderation, including policies and procedures for internal and external pre- and post-assessment moderation, assessment appeals, and authenticity of student work.


The policies and procedures for assessment and moderation should also include provisions for learners to be assessed in te reo Māori.

All learning outcomes are important because they all contribute to the GPOs. The assessment must ensure that a 'pass' reflects the minimum acceptable level of performance for each learning outcome.

When designing assessment materials, education organisations should ensure that:

- all learning outcomes are assessed
- marking guidance includes criteria specifying the minimum acceptable level of performance required for each learning outcome

Suggestions for supporting documents:

 Policies and procedures for assessment and moderation

Accreditation Criterion 2: Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

The requirements of a programme vary depending upon whether it is at the bachelor's or postgraduate level, a general degree, or a specialised qualification. Resource requirements will vary with the mode of delivery, such as laboratory, studio, fieldwork, online, and teaching space.

The accreditation of degrees and postgraduate programmes is site-specific. Education organisations intending to deliver the degree programme on multiple sites must provide details about each proposed delivery site.

The application should detail the specific resources according to each delivery site.

ACADEMIC STAFFING

The education organisation must demonstrate the following:

- the teaching staff are appropriately qualified and experienced (typically qualified at a minimum of one NZQCF level higher than the degree they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience
- the teaching staff hold a tertiary teaching qualification or have equivalent teaching experience; where teaching staff do not hold a tertiary teaching qualification and do not have sufficient teaching experience, the education organisation must commit to enrolling teaching staff in such a programme
- the components are taught by teaching staff engaged in active research in the same discipline or a discipline that supports the delivery of the programme and underpins its theoretical framework
- the programme is staffed sufficiently to ensure effective delivery across the range of content and that programme components are delivered by those qualified in the subject area of the component(s) they will deliver
- a gap analysis to determine whether any additional staffing is required, and the application includes a detailed recruitment plan, job descriptions for intended recruits where appropriate, staff development plans, and research plans appropriate to the programme implementation timetable
- the teaching staff supervising learners' research are experienced and have expertise in research supervision at the appropriate level. Where teaching staff are developing such experience, they are expected to work in a co-supervision model with an experienced supervisor in a secondary capacity for the first supervision and a lead capacity in a subsequent supervision
- the education organisation employs a sufficient number of teaching staff capable of delivering and assessing learners' research
- evidence of how internal research supervision capacity will be developed
- the education organisation formalises roles and responsibilities of the learner, supervisory staff from the education organisation and the host and, where relevant, the registration body where the programme includes practical, field or work-based components
- internal staff experience in Māori language and culture, appropriate knowledge, skills and tikanga Māori or evidence of professional development and/or recruitment planning to address this gap, depending on the programme's discipline

TEACHING FACILITIES

All degrees are site-specific. The application should include details related to each delivery site, and that there are sufficient teaching facilities appropriate for the delivery of the programme and for the projected enrolments, including:

- teaching space, faculty offices, laboratory or studio, library facilities or access
- areas for student recreational and research activities, and
- space that is specifically designated for the programme, if applicable

Where a degree will be delivered at multiple sites, the education organisation must provide evidence that there is a consistent standard of facilities and resources at all sites and that learners have equitable access to resources, support services, and a consistent standard of teaching and delivery.

RESEARCH FACILITIES

The application should demonstrate sufficient research facilities for students, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated space or areas for research activities. Additionally, it should provide access to databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

The education organisation should include evidence of policies and procedures relating to:

- guidance, support, and management of student researchers
- the development and approval of student thesis/research projects
- mechanisms for ethical approval of student thesis/research projects
- the appointment of appropriately qualified, experienced supervisors, a code of conduct for student researchers and the supervisors
- the examination of the thesis and protection of intellectual property

EDUCATIONAL AND PHYSICAL RESOURCES

The application should include the range of resources necessary for the implementation and sustained delivery of the programme in all proposed modes of delivery, as well as a commitment to provide any additional resources and facilities required for its ongoing delivery.

This includes:

- adequate databases/e-journals, textbooks, reference materials, learning management systems (LMS), hardware and software, equipment for learning and teaching
- financial infrastructure, administrative systems, and resource management policies and practices
- development and acquisition schedules appropriate to the programme implementation timetable, if applicable

↩ [Distance online delivery](#)

SUPPORT SERVICES

The education organisation should:

- clarify how it supports its learners, academic staff, and support staff and specify the structured processes associated with supporting the delivery of the degree programme, such as an academic board or equivalent (with delegations to faculty or programme committees as appropriate)
- demonstrate that it has sufficient appropriately qualified and/or experienced support staff for learners and teaching staff. These include support systems and staffing for learner enrolment, pastoral care, learning and disability support, and support for Māori, Pasifika, and international learners
- provide evidence that it has policies and procedures to ensure learners and teaching staff are fully supported to meet the stated outcomes of the programme
- demonstrate that appropriate support services are in place or accessible to learners, including academic support, language support, library services, mental health and counselling, and other support services relevant to learners' study and life
- clarify how adequate and appropriate programme information, guidance and support systems are made accessible to learners

Suggestions for supporting documents:

- 📁 A table listing teaching staff who will deliver the degree, showing their discipline-specific qualifications, the component(s) they will deliver, their teaching qualifications, and research output specific to what they will teach
- 📁 CVs, research plans, and professional development plans of teaching staff
- 📁 Relevant documents for the selection of supervisors for research supervision, such as selection criteria for supervisors, roles and responsibilities for supervisors and researchers
- 📁 Evidence of resources or the plan to procure the resources to deliver the programme
- 📁 Evidence from the organisation's senior management about the availability of resources, including staff, finance and any special requirements for the ongoing viability/sustainability of the programme, e.g. a statement of attestation from the Chief Executive, Director, or equivalent

Accreditation Criterion 3: Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

Where an education organisation does not hold programme approval, it must demonstrate a formal agreement with the organisation that holds the programme approval.

An agreement between the parties is required and must include provisions for

- dispute resolution
- managing changes to the programme
- moderation of outcomes
- managing complaints about delivery and the quality of delivery
- involvement in programme and qualification review

Suggestions for supporting documents:

- 📁 An agreement with the programme approval holder

Accreditation Criterion 4: Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

The education organisation must demonstrate that there is an effective system for:

- the regular monitoring, ongoing evaluation and review of the programme, including structured processes associated with an academic board (or equivalent) and mechanisms for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account
- monitoring the efficacy of any improvements made to the programme as a result of any review

- making changes to the approved programme and ensuring that those changes are managed consistently with any external requirements, such as those mandated by professional registration bodies
- confirming that assessment and moderation systems support the credibility of learner outcomes
- confirming that academic staffing, support services, facilities, and educational and physical resources support sustained delivery of the programme
- determining whether the programme should continue to be delivered

Suggestions for supporting documents:

- 📁 Policies and procedures for programme evaluation, review, and monitoring

Accreditation Criterion 5: Research activity required to deliver degrees and postgraduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

The Education and Training Act 2020 Section 454(3) states:

NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—
(a) is taught mainly by people engaged in research;

Refer to **Approval Criterion 8** for the definition of research.

RESEARCH EXPECTATIONS FOR STAFF:

In the degree and postgraduate qualifications context, research

- is a planned and purposeful intellectual activity that supports advanced learning.
- is typically conducted by staff who are actively engaged in research, ensuring links between research and teaching.
- includes production of outputs that are subject to external, independent scrutiny, contributing to the academic and professional advancement.
- supports the development of inter/disciplinary depth.
- is the creation of new concepts, methodologies, inventions, or understandings, the application of existing knowledge in new and creative ways or the synthesis and analysis of prior research to generate new insights.
- can include the revitalisation of traditional knowledge, such as raranga, whakapapa, waiata, and navigational practices.

RESEARCH FACILITIES

The application should demonstrate that there are sufficient research facilities and resources for academic staff involved in delivering the programme, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated research spaces and areas, and databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

SUPPORT OF STAFF INVOLVED IN RESEARCH

The education organisation must demonstrate that organisational structures and systems provide appropriate support for teaching staff to engage in research, including access to an appropriate ethics committee.

The ethics committee should include Māori membership or, at minimum, processes to ensure that staff and learner ethics applications for research incorporating aspects of te ao Māori are considered by Māori with the appropriate research and/or subject expertise.

The allocation of research time is an essential factor in supporting research engagement. Each educational organisation will have different methods of allocating time for staff to undertake research. Commonly, the workload formula with a staff research allocation is 0.2 FTE. Several cultural and capacity factors significantly influence research productivity and engagement, and educational organisations should adopt business and operational models that best suit their needs while ensuring that research time is allocated appropriately and that staff are encouraged to undertake research consciously.

The application should include details related to a quality assurance system for managing staff research, including documenting, monitoring, and reporting on staff research.

Activities that *support the conduct of research* include:

- management of staff who are either directly engaged in the conduct of research or are providing professional, technical, administrative or clerical support or assistance to those staff
- the development of training and activities for research components
- the supervision of students enrolled and undertaking research components

STAFF RESEARCH ACTIVITY AND LINKS TO THE CURRICULUM

Teaching is primarily carried out by individuals engaged in research, whose primary concern is advancing learning and scholarship, aiming to develop intellectual independence and analytical rigour.

The applicant should demonstrate how they will ensure that more than half of the programme's teaching staff, or the number of staff who represent more than half of the teaching hours of the programme, will be engaged in research either individually or collaboratively and that institutional structures and policies are in place to support research.

A professional or applied degree may focus more on applied research, while a theory-based degree could produce more theoretical, strategic, and scholarly types of research. Educational organisations can

consider inter, multi or transdisciplinary research as long as the knowledge is connected to the praxis of the programme.

The education organisation must demonstrate that it monitors the quantity and quality of research outputs of the staff teaching on the programme.

Evidence in the application should also be supplied of forward research planning (usually for a 3-5-year period) indicatively showing how the programme's research culture will unfold, how any emergent researchers will be developed to undertake independent projects, and how programme staff research will maintain an ongoing commitment to programme currency and contribute to knowledge in the discipline of the degree.

Active Research

In higher education institutions, an "active" researcher conducts research on an ongoing basis, produces outputs, contributes to the development of the research environment by participating in research activities and conferences, and may supervise research students.

Research outputs differ according to the programme discipline. Posters and conference presentations, for example, should lead to more developed, published outputs.

A research culture should produce a balanced range of outputs appropriate to the discipline and nature of the degree. An institution's research culture should, over time, be developed to include engagement with and dissemination to broader domestic and international communities of research.

Note that staff who contribute to a programme's delivery but are not academic tutors, such as lab technicians or clinical placement assistants, are not expected to carry a research load; however, they can choose to do so.

Research activities

For further clarification, research includes:

- activity that leads to scholarly books, journal articles, and other nationally and internationally published outputs and presentations that offer new, recovered, or reinterpreted knowledge
- activity that leads to contributions to the intellectual underpinning of different ontologies and epistemologies, subjects, and disciplines (for example, dictionaries, scholarly editions, teaching materials that embody original research, or teaching practices or activities that produce original research)
- applications of existing knowledge to produce new or substantially improved materials, devices, products, designs, policies, granted patents, or creative outputs
- re-centring and revitalisation of knowledge (for example, the study of raranga, whakapapa narratives, waiata composition, navigational knowledge, translation studies, historical or literary archival studies, or ecological research) and
- the synthesis and analysis of previous research to the extent that the insights generated are new

It does not include:

- routine testing and data collection lacking analysis, interpretation and/or evaluation
- preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks where this does not embody new insights) or
- the legal and administrative aspects of intellectual property protection and commercialisation activities

Research Expectations at Master's and PhD level

For programmes at Levels 9 and 10, NZQA expects a well-established and sustainable research culture. Providers must demonstrate that staff are actively engaged in relevant research, supported by effective organisational systems, policies, and processes. These systems should enable staff to produce research outputs and ensure that students are appropriately supported to undertake independent research consistent with postgraduate expectations.

Suggestions for supporting documents:

- 📁 Evidence of how the organisation is building its research culture, what facilities and systems are in place to support academic staff and student researchers in research
- 📁 Research activities, output over the last five years (if already engaged in the delivery of a degree-level programme), research plans (indicative 3-5 years) of academic staff allocated for the delivery of the programme
- 📁 Policies and procedures for research and research management of staff and students
- 📁 Funding and support mechanisms for supporting the research of staff and students
- 📁 Evidence of how staff research is linked to the components of the programme

6. Process for granting approval and accreditation

Rule 10. Granting of programme approval and granting of accreditation to institutions (other than universities)

1. NZQA will advise applicant institutions (other than universities) if any of the details in the application require further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit for accreditation applications.
4. Where NZQA is satisfied with the details in the relevant application, NZQA will grant, and advise the applicant institution of:
 - a. approval of the programme or recognition of the New Zealand programme:
 - b. accreditation to provide the approved programme, the New Zealand programme or part of the programme.
5. Where NZQA is not satisfied with the details in the application, NZQA will not approve the application, and will advise the applicant.
6. NZQA will publish on its website up to date and appropriate details of approved programmes, recognised New Zealand programmes and details of institutions accredited to provide approved programmes, New Zealand programmes or parts of them.

The process for application and evaluation

The degree programme approval and accreditation process involve both desk and panel evaluations.

Education organisations should inform NZQA at least three months before applying.

NZQA aims to complete the programme approval and accreditation process within six months of receiving the application, but this depends on the following:

- the quality of the application
- the time the applicant takes to respond to the RFI
- joint evaluation with another professional/regulatory body
- the availability of panellists
- the timing of panel visits
- the time the applicant takes to respond and meet any panel requirements after the panel visit

A general outline of the process:

- a. The preliminary evaluation process generally takes 30-45 working days. Depending on the quality of the application, it may take more time
- b. The education organisation has 20 working days to respond to the NZQA RFI. A request for an extension to submit the RFI response can be made

- c. Once the response is received, NZQA evaluates the response within 5-10 working days. Minor clarification may be sought
- d. NZQA initiates the panel evaluation process when all the requirements have been met. For details of panel roles, please refer to [the Guidelines for Degree Panels](#)
- e. The education organisation sends the final programme documentation to the panel members. The panel requires 4-6 weeks to review the documentation
- f. The panel visit typically lasts 2 days, with a pre-panel meeting held the day before. At the end of the second day, the panel may approve the programme, accompanied by a set of requirements, recommendations, or both
- g. The education organisation has 20 working days to respond to the panel's requirements, and the panel members have 5-10 working days to evaluate the response
- h. Simultaneously, NZQA prepares the final evaluation report, which usually takes 10 working days. The panel members and the education organisation have 2-5 working days to confirm the factual accuracy of the report
- i. Internal processing and approval generally take 5-10 working days

The diagram below outlines the process.

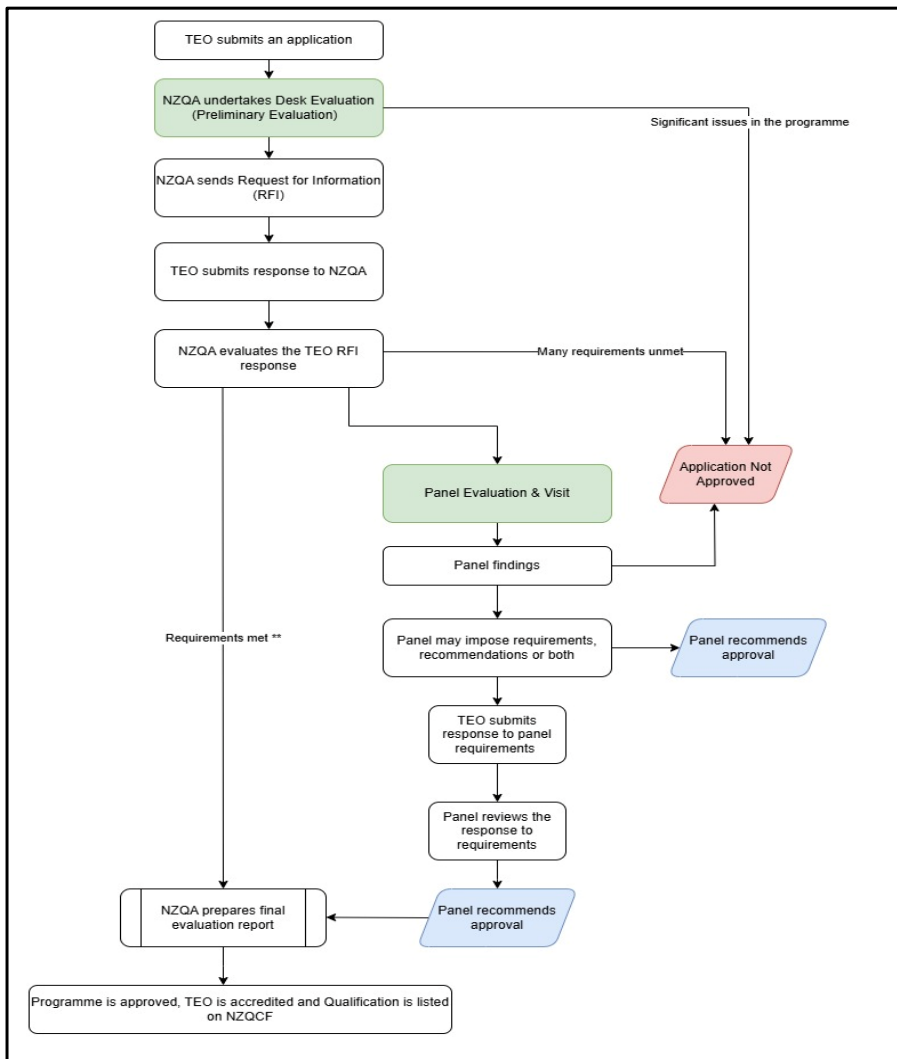


Figure 2: New application approval process

** Desk evaluation is appropriate for a new Level 7 or above programme only, where the proposed programme contains the same courses as an existing approved and accredited programme, such as

- a graduate diploma (Level 7) with the same courses and graduate profile outcome statements as part of a bachelor's degree or
- a postgraduate certificate (Level 8) with the same courses and graduate profile outcome statements as part of a (Level 9) master's programme

How to apply

↩ [Application instructions are set out in the *Online TEO applications* section of the NZQA website](#)

When the application is received, an email quoting an NZQA case number will be sent to the applicant. This number remains associated with the application throughout its outcome.

The application will be assigned to the Approvals and Accreditation or Quality Assurance Māori team. A separate email will be sent to the applicant, advising them of the Evaluator's name and contact details.

The Evaluator will commence the evaluation and contact the applicant if the submission lacks sufficient evidence.

NZQA will process applications within 130 working days, not including requests for information (RFIs). During an RFI, the application is on hold.

What will it cost?

↩ [Degree fees](#)

↩ [NZQA Fees](#)

7. Post-approval

Maintaining programme approval

13.2 To continue to maintain approval of a programme leading to a degree, graduate or post-graduate qualification at levels 7 to 10, institutions (other than universities) must:

- a. ensure the criteria specified in rule 4.1 continue to be met:
- b. ensure regular reviews of the programme are undertaken.

See **Approval Criterion 7: Programme review**.

Maintaining accreditation to provide a programme

15.2 To continue to maintain accreditation to provide an approved programme, New Zealand programme or part of them leading to a degree, graduate or postgraduate qualification at levels 7 to 10 institutions (other than universities) must:

- a. ensure the criteria specified within rule 7.1 continue to be met:
- b. provide the programme (or part) as it was approved, including adhering to the programme regulations, unless a specific change has been approved in writing by NZQA: and
- c. comply with the requirements of the Quality Assurance of Tertiary Education Providers Rules made from time to time under section 452(1)(t) of the Act (if the institution is a tertiary education provider).

Ongoing monitoring of the quality of the programme and the educational outcomes for learners. This includes reviewing data on graduate outcomes, such as employment outcomes and student engagement, with further investigation.

Lapse of Accreditation

Under Section 439(1) of the Act, an accreditation to provide an approved programme lapses when—

- (a) 12 months have passed since accreditation was granted and the institution has not during that time provided all or part of the programme to which the accreditation relates
or
- (b) 12 months have passed since the institution last provided all or part of the programme to which the accreditation relates;
or
- (c) the programme to which the accreditation relates ceases to be an approved programme;
or
- (d) the status of the qualification to which the accreditation relates is discontinued on the Qualifications and Credentials Framework. Education organisations must contact Approvals and Accreditation to request an extension to accreditation.

Please contact qaadmin@nzqa.govt.nz

MONITORING

Quality Assurance of Tertiary Education Providers Rules 2026

7. Monitoring

1. NZQA may give notice to a tertiary education provider to engage with NZQA in monitoring of particular qualifications, programmes, micro-credentials, or management of its education or training (or both) business, which may include site visits.
2. The tertiary education provider must participate and cooperate in that monitoring and in any site visit.
3. NZQA will publish processes and guidance for monitoring on its website.

Degree and related programmes will be selected for monitoring according to the published processes and guidelines.

Reviewing Qualification

Qualification and Micro-credential Listing Rules 2026

15. Responsibilities of qualification and micro-credential developers

- (i) Qualification and micro-credential developers must:
 - a. review the qualification or micro-credential within each review period specified for it, following the current guidelines published by the quality assurance body on its website:
- (ii) actively participate and cooperate in the process of NZQA initiated wider reviews of suites of qualifications or micro-credentials, and of individual qualifications or micro-credentials, and provide information requested by NZQA for the purposes of the process.

17. Unsatisfactory reviews of qualifications (other than university qualifications) or micro-credentials, and failure to award or failure to review

2. NZQA may assign expiring status to a qualification or micro-credential in the following circumstances:
 - a. in respect of qualifications:
 - i. where the qualification has not been awarded for 5 consecutive years;
 - ii. where the qualification has not been reviewed within one year following its listed review period (see rule 4(1)(i)), and is not under review at that point in time;
3. Before assigning expiring status under rule 17(2) NZQA will give reasonable notice to the relevant qualification or micro-credential developer, and opportunity to respond.

Qualification reviews are a key element of an institution's quality assurance and enhancement framework, which is based on engagement with various internal and external stakeholders, as well as self-assessment of programme delivery.

The qualification review includes a review of the programme, as both are intertwined. Refer to **Approval Criterion 7: Programme review**

Below is general guidance on conducting a review. Each educational organisation must have internal policies and procedures for qualification and programme reviews.

Stage 1 - Planning the review

The objective of the review is to determine whether the existing qualification and programme is still relevant, fit for purpose, and continue to meet the needs of the stakeholders. Additionally, an internal plan clarifies the agreed-upon approach, timelines, and respective roles and responsibilities.

The review should be conducted according to the internal processes underpinned by relevant policies and procedures in the educational organisation's quality management system (QMS).

Stage 2 - Preparing for a review

The educational organisation will need to, but not be limited to:

- a. gather data to help inform the review, for example:
 - industry, employers' community, Māori^[1], Pasifika, graduates and learners' views
 - educational organisation holding accreditation to deliver the same programme [if any]
 - workforce and skill trends
 - occupational skill profiles
- b. feedback on the utility of the current qualification and programme
- c. legislative changes or social, industrial and technological shifts
- d. requirements of relevant professional recognition bodies

Stage 3 – Conducting the review

Self-assessment is at the centre of a qualification review process.

The self-assessment exercise should include the following:

- a. the delivery of the programme over the duration of the period under review
- b. considerations of the recommendations made by the degree monitor and relevant professional body where the qualification leads to any form of registration
- c. the relevance and need for the qualification and programme from the perspective of students, graduates, industry, professional bodies, Māori, Pasifika, and relevant communities

^[1] *whanau, hapu, iwi and where appropriate, hapori Māori*

- d. strategic purpose, graduate profile outcomes, further study, and employment pathways
- e. areas for improvement and how the educational organisation plans to rectify any identified problem areas
- f. areas of strength and weaknesses of the qualification, programme and its delivery
- g. analysis of the previous degree monitoring reports and APERs
- h. future development of the qualification and programme

Depending on the resulting changes, a Type 2 or a new programme approval and accreditation may be required.

Reviewing Qualification

Qualification and Micro-credential Listing Rules 2026

19. Reporting the award of qualifications and micro-credentials

1. An institution that awards a qualification or micro-credential to a person must report the award:
 - a. to NZQA within 3 months of date of the award, in the manner set out from time to time on the NZQA website; or
 - b. to TEC in the next reporting round for completions after the date of the award.

4. Changes to approved programmes

Rule 16.1 and 16.2

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.
2. Before an institution carries out a Type 2 change to an approved programme, the institution must obtain approval from NZQA for the change after applying to NZQA and providing the information in rule 16.3.

Changes to a programme may result from ongoing quality management and improvement or changes in the industry or sector.

If changes made to one programme impact associated or linked programmes, updated programme documents must be supplied for all affected programmes. If several Type 2 changes below are incorporated within an application, NZQA may deem the cumulative changes sufficiently significant to affect the programme to the extent that a new programme approval and accreditation application may be required.

TYPE 1 CHANGES:

Rule 3.1:

Type 1 change means one or more changes to components of an approved programme which do not impact on the programme as a whole

Education organisations are to notify NZQA *before* implementing the Type 1 change.

Below are some examples of changes considered to be as Type 1:

- updates to the strategic purpose of the qualification or aim of the programme to improve the legibility while retaining the same intent. *For degrees and above, the strategic purpose of the qualification is generally the programme's aim.*
- minor changes or amendments to the content section of the qualification
- minor changes to education or employment pathways as long as these continue to align with the strategic purpose and graduate profile outcomes of the qualification.
- updates to indicative component content
- minor changes to the wording of component titles or codes
- Minor changes to the aims of the components whilst aligning with the same learning outcome
- Minor changes to learning outcomes, e.g. typographical corrections, clarification, reducing duplication
- Change to the sequence of components, e.g., affects enrolment or timetables but not regulations or rules for awarding
- amendments to practical/non-practical assessment methods and assessment weightings
- minor change to the redistribution of the learning hours (directed and self-directed hours)
- minor changes to the approved practicum hours (in alignment with the requirements of the professional and other regulatory bodies, where relevant) that do not have an overall impact on the programme
- addition of online-only offshore delivery (if the programme is already approved for 100% distance/online and qualification is appropriate for the intended countries)
- change to holiday weeks
- addition of the part-time duration of the programme
- change to entry requirements (if the programme does not involve a professional or regulatory body), e.g.:
 - changing the English Language requirements while meeting the minimum requirements set in the Programme Approval, Recognition and Accreditation rules.
 - minimum age requirements or selection criteria
 - procedures, e.g. literacy and numeracy tests or applicant interviews
- adjustment to Assessment Grade Key

Rule 16. Changes to approved programmes by institutions

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.

Email the changes to qaadmin@nzqa.govt.nz. The changes must be approved by NZQA before the implementation.

NZQA may request a copy of the programme document depending on the number of changes.

TYPE 2 CHANGES:

Rule 3.1:

Type 2 change means one or more changes to components of an approved programme which do have an impact on the programme as a whole

Below are some examples of changes considered to be as Type 2:

- update to the strategic purpose and GPOs, where the intent of the qualification is changing, and there is an impact on the programme structure. The GPOs of the qualification are linked to the component learning outcomes; therefore, any changes to the GPOs may impact the component learning outcomes
- change to programme title. *Generally, at degree and above, the qualification title is the same as the programme title.*
- major changes to learning outcomes, e.g., impacting on alignment with GPOs
- change to the programme structure, including removing, replacing, and adding components (compulsory and elective), major/specialisation/pathway components
- significant change to programme length and structure, e.g. moving from a semester to trimester delivery
- change to the entry requirements to include or exclude a requirement for learning/assessment to be undertaken in a place of work
- change to delivery mode, including online delivery
- change to the overall assessment methodology, e.g., from achievement-based to competency-based, or from practical to theoretical

Rule 16.3

3. The information required for the purposes of an application for a Type 2 change under rule 16.2 is:
 - a. full details of the changes made to the approved programme and any impacts on the accreditation of institutions to provide the programme or part of the programme:
 - b. information that demonstrates the programme continues to meet the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval by the institution:



Rule 17. Process and notification of result of application for Type 2 programme changes

1. NZQA will advise applicants if any of the details in the application for a Type 2 change requires further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit.
4. Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.
5. If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.
6. Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.
7. NZQA will publish on its website up to date and appropriate details of the approved changes to the programme.

Type 2 change applications for an approved programme must also include the following:

- rationale for the changes
- evidence of consultation
- evidence of support from stakeholders, including relevant registration body if applicable

Suggestions for supporting documents:

-  Programme document with tracked changes, including mapping of learning outcomes and GPOs, where applicable
-  Evidence of consultation with the relevant stakeholders

8. Delivering degree-level or higher programmes at additional sites

Graduate and postgraduate certificates, diplomas, and degrees are accredited for delivery at specific delivery sites only.

NZQA approval is needed to deliver degree-level or higher programmes from a new or additional site, whether it's permanent or temporary.

Temporary delivery sites for degrees

Email our Service Support team before commencing the delivery at a temporary site.

Only once the temporary site is approved should the institution begin delivery.

Email qaadmin@nzqa.govt.nz.

Permanent delivery sites for degrees

To begin delivery at an additional permanent site, submit a site accreditation application to NZQA.

A site accreditation application must include evidence that demonstrates how the proposed delivery site meets the **Programme Accreditation criteria**.

If the proposed additional site is new to NZQA, submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal and upload the permanent delivery site form with the application.

NZQA will evaluate the Site accreditation application alongside the requested permanent delivery site form.

If the permanent site is already approved

If the site is already registered with NZQA as a permanent delivery site, then submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal only.

9. Joint degree between a university and non-university institution

These can occur between a New Zealand university and another non-university tertiary education organisation where the contribution of each is substantial. For jointly awarded qualifications, both Universities New Zealand and NZQA engage for the purposes of approval and accreditation.

The information below should be provided with an application for a joint degree programme.

The following procedures have been agreed upon between NZQA and Universities New Zealand (UNZ). There are three possibilities with three different requirements:

- If the qualification is awarded solely in the name of a university, Universities New Zealand's Committee on University Academic Programmes (CUAP) procedures would apply, as set out in the CUAP booklet.
- If awarded solely in the name of a non-university tertiary education organisation, the relevant procedures outlined in NZQA policy would apply.
- For a degree awarded in the name of two tertiary education organisations, one of which is a university, a combination of the procedures will apply (e.g., negotiated between the institutions).

ONE SET OF DOCUMENTATION

If the application involves a university and a polytechnic, wānanga or a PTE, the applicant should submit only one set of documentation.

The documentation needs to be submitted to NZQA first. After the initial evaluation, and only if it addresses all requirements, the application will be submitted to CUAP by one of the due dates specified below.

ONE APPROVAL PROCESS

When NZQA receives the application, an initial analysis of the documentation will be undertaken to ensure the application meets the relevant criteria.

NZQA will follow the standard application process, which includes a panel visit. If the application is satisfactory, NZQA will engage with CUAP in a timely manner, aligning with CUAP's cycles, i.e., by 1 May or 1 September.

NZQA will attach any comments to the documentation so that CUAP can consider them in the same manner as comments from any university.

If there are concerns, CUAP will discuss these with NZQA.

When the application meets the relevant criteria, CUAP will recommend approval and notify NZQA.

CUAP will advise NZQA and the applicant if the application is not approved.

10. Sub-contracting

An accredited education organisation can arrange for another organisation to provide part of an approved programme on their behalf. NZQA considers this a sub-contracting arrangement.

There are different requirements when an education organisation engages a sub-contractor. These requirements depend on whether the sub-contractor involved has accreditation for the programme or not.

Sub-contractor has accreditation

If the education organisation proposes to use a sub-contractor, and both have accreditation the education organisation should notify NZQA of the arrangement and provide a copy of the signed agreement.

Sub-contractor doesn't have accreditation

If the education organisation has accreditation for the programme but the sub-contractor does not, the education organisation must apply to NZQA for approval to engage the sub-contractor and provide the required information, including a copy of the signed agreement.

Quality Assurance of Tertiary Education Providers Rules 2026

1. This rule applies where:
 - a. tertiary education provider has been granted accreditation to provide an approved programme or micro-credential, or a consent to assess against standards; and
 - b. proposes to use a sub-contractor to provide any education or training that forms part of that accreditation or consent to assess.
2. If the sub-contractor holds accreditation for the same programme or micro-credential, or has consent to assess against standards for that education and training, the tertiary education provider must notify NZQA of the sub-contracting arrangement prior to sub-contractor providing the education or training, and supply to NZQA the following information:
 - a. copy of the sub-contracting agreement which must outline the responsibilities and obligations of the parties;
 - b. the duration of the arrangement;
 - c. the reasons for the arrangement; and
 - d. confirmation that any advertising and other information provided to prospective students clearly shows that the study or training involved is provided under a sub-contracting arrangement.
3. If the sub-contractor does not hold accreditation for the same programme or micro-credential or does not have consent to assess against standards for that education and training, the tertiary education provider must apply to NZQA for approval to engage the sub-contractor prior to any provision of education and training by the sub-contractor.
4. Applications under rule 8(3) must include the following information:
 - a. the name of the sub-contractor;
 - b. identification of the education or training to be provided under the arrangement;

- c. the rationale for the proposed sub-contracting arrangement;
 - d. a copy of the sub-contracting arrangement between the tertiary education provider and the sub-contractor; and
 - e. evidence of internal quality assurance approval by the Chief Executive of the tertiary education provider or a senior manager with delegated authority from the Chief Executive.
5. NZQA will grant approval to an application under rule 8(3) where it is satisfied that:
- a. the tertiary education provider remains responsible for the sub-contractor meeting all of the tertiary education provider's obligations that are relevant for the accreditation or consent to assess;
 - b. the sub-contractor will meet all relevant obligations in the Act and in rules made under section 452 of the Act in relation to the provision of the education or training;
 - c. there is a formal documented arrangement between the tertiary education provider and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the education or training;
 - d. the information and advertising for the education or training clearly states that it is provided through a sub-contracting arrangement; and
 - e. all student enrolments are through the tertiary education provider, and the tertiary education provider maintains all student enrolment and academic information.
6. To continue to maintain approval under rule 8(5) the tertiary education provider must ensure the sub-contracting is conducted at all times in accordance with the requirements set out in paragraphs (a) to (e) of rule 8(5).
7. A tertiary education provider is not compliant with this rule 8 where the sub-contractor engaged by the other body purports to further sub-contract the delivery of education or training.

A separate subcontracting application is required for approval of the arrangement. A panel and a site visit may be considered depending on the subcontracting arrangement.

24 June 2026

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

Tēnā koe Christina

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

NZQA reference: (C69306)

Application for changes to programme approval and accreditation – New Zealand Certificate in English Language (Applied) (Level 3)

The New Zealand Qualifications Authority (NZQA) has assessed Manukau Institute of Technology and Unitec - Unitec's application for changes to programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 (the Act), and the Programme Approval, Recognition, and Accreditation Rules 2026.

NZQA is pleased to advise that your application has been approved.

The title of the programme and its programme number following the approval of the changes is:

New Zealand Certificate in English Language (Applied) (Level 3) (123107-2)

The programme leads to the following version of the qualification:

New Zealand Certificate in English Language (Applied) (Level 3) [Ref: 3667-2]

The approved changes to the programme include:

- updating the programme on a new template
- revising the programme aim and component learning outcomes to align with Version 2 of the qualification
- changing the programme structure from 2 x 30 credit courses to 4 x 15 credit courses
- modifying programme regulations for entry, assessment, and attendance
- including delivery options for MIT and Unitec campuses.

The programme is now recorded under Manukau Institute of Technology and Unitec - Unitec's approvals and accreditations on the NZQA website, with a new suffix number indicating a new version.

Completion of the requirements of the qualification above can be reported on the graduate's New Zealand Record of Achievement using the four-digit NZQCF number and suffix.

The attached approval summary provides a high-level over-view of the programme including accreditation details for how it will be delivered, and where applicable any standards used in assessment.

Publications and publicity statements:

Manukau Institute of Technology and Unitec - Unitec may make the following statement in publications and in publicity material:

Kua whakamanatia tēnei akoranga e te Mana Tohu Mātauranga o Aotearoa i raro i te wāhanga 439 o te Ture Mātauranga me te Whakangungu 2020, ā, kua whakamanatia hoki a Manukau Institute of Technology and Unitec - Unitec ki te whakahaere i taua akoranga i raro i te wāhanga 441 o te Ture Mātauranga me te Whakangungu 2020.

and/or

"The programme is approved by the New Zealand Qualifications Authority under section 439 of the Education Act 2020, and Manukau Institute of Technology and Unitec - Unitec is accredited to provide it under section 441 of the Act."

Maintaining your programme approval and accreditation

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

Changes to programmes are defined in the Programme Rules as Type 1 or Type 2, where Type 2 changes require NZQA approval. Please refer to the following for more [Information about type 1 and 2 changes](#).

It is Manukau Institute Technology and United - Unitec's responsibility to ensure all accredited providers of this programme are aware of any the changes made.

If you have any questions, please contact Xitao Fu, Approvals and Accreditation, (04) 463 4215 or email Xitao.Fu@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz

cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz

cc nqs@nzqa.govt.nz

cc stries@unitec.ac.nz

cc Immigration New Zealand ieengagement@mbie.govt.nz, tapalmerstonnorth@mbie.govt.nz,
verificationnetwork@mbie.govt.nz

Whakarāpopototanga Whakaaetanga Approval Summary

Tautohu ID number	123107-2
Taitara Title	New Zealand Certificate in English Language (Applied) (Level 3)
Momo Type	Certificate
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	03
Whiwhinga tapeke Total credits	60
Tapeke hāora ako Total learning hours	600
Whāinga Aim	<p>This programme is intended for learners of English as an additional language who wish to apply their English proficiency to community and/or employment contexts.</p> <p>Graduates will have the language skills required to communicate with increasing independence and fluency in community and/or employment contexts.</p>
Kiko Content	<p>Listening & Speaking for Community Contexts - to understand and participate in moderately complex spoken interactions relevant to the applied community context.</p> <p>Listening & Speaking for Employment Contexts - to understand main points and some specific details of moderately complex spoken monologues and to participate with some confidence in sustained spoken discourse relevant to the applied employment context.</p> <p>Reading & Writing for Community Contexts - to read and understand a range of moderately complex written texts and write a clear, connected text in an applied community context.</p> <p>Reading & Writing for Employment Contexts - to read and understand a range of moderately complex written texts and write clear, connected text in an applied employment context under test conditions.</p>

Putanga Outcome

Graduates of this programme will be able to:

- * Understand main ideas and some specific details of moderately complex oral texts on reasonably familiar topics relevant to the applied context
- * Participate with increasing independence and fluency in sustained spoken discourse on reasonably familiar topics relevant to the applied context
- * Understand main ideas and some specific details of moderately complex written texts on reasonably familiar topics relevant to the applied context
- * Write clear connected texts on reasonably familiar topics relevant to the applied context.

Paeuru Entry

Academic Entry Requirements:
There are no academic entry requirements for this programme.

Interview Requirements: Applicants may be required to complete a placement assessment and/or interview as part of the application process to determine the appropriate NZCEL programme level for enrolment.

For details, see programme regulations.

Paerewa Standards

Kāhore he paerewa e whai pānga ana ki tēnei hōtaka, ki tēnei tohu moroiti rānei
There are no standards associated with this programme or micro-credential

Tohu Awards

Ko ngā tohu, ngā tohu-moroiti hoki rānei kua oti hei wāhanga o tēnei hōtaka:
Qualification(s) and/or micro-credential(s) completed as part of this programme:

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
3667 - 2	New Zealand Certificate in English Language (Applied) (Level 3) - New Zealand Qualifications Authority	3	60

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

Manukau Institute of Technology and Unitec - Unitec (6004/1)

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Teaching and learning in this programme include the following methods:
Collaborative/Co-operative learning
Inclusive and culturally responsive approaches
Practice-based learning

Problem-based learning
 Self-directed learning
 Full time across year 25-30 weeks total, 16 teaching weeks
 Part time across year 40 - 50 weeks total, 32 teaching weeks

Tukanga aromatawai
Assessment Method(s)

Assignments
 Examinations, tests, and quizzes
 Presentations

Te roa/wā
Length/duration

Tapeke (wiki) 18 - 30 Including holiday weeks
Total (weeks)

Whakangungu/Whakaako (wiki) 16 Excluding holiday weeks
Training/Teaching (weeks)

Tapeke hāora ako (ia wiki) 37.50
Total learning hours (per week)

24 June 2026

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

Tēnā koe Christina

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

NZQA reference: (C69304)

Application for changes to programme approval and accreditation – New Zealand Certificate in English Language (Academic) (Level 4)

The New Zealand Qualifications Authority (NZQA) has assessed Manukau Institute of Technology and Unitec - Unitec's application for changes to programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 (the Act), and the Programme Approval, Recognition, and Accreditation Rules 2026.

NZQA is pleased to advise that your application has been approved.

The title of the programme and its programme number following the approval of the changes is:

New Zealand Certificate in English Language (Academic) (Level 4) (123110-4)

The programme leads to the following version of the qualification:

New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883-3]

The approved changes to the programme include:

- updating the programme on a new template
- revising the programme aim and component learning outcomes to align with Version 2 of the qualification
- modifying programme regulations for entry, assessment, and attendance
- including delivery options for MIT and Unitec campuses.

The programme is now recorded under Manukau Institute of Technology and Unitec - Unitec's approvals and accreditations on the NZQA website, with a new suffix number indicating a new version.

Completion of the requirements of the qualification above can be reported on the graduate's New Zealand Record of Achievement using the four-digit NZQCF number and suffix.

The attached approval summary provides a high-level over-view of the programme including accreditation details for how it will be delivered, and where applicable any standards used in assessment.

Publications and publicity statements:

Manukau Institute of Technology and Unitec - Unitec may make the following statement in publications and in publicity material:

Kua whakamanatia tēnei akoranga e te Mana Tohu Mātauranga o Aotearoa i raro i te wāhanga 439 o te Ture Mātauranga me te Whakangungu 2020, ā, kua whakamanatia hoki a Manukau Institute of Technology and Unitec - Unitec ki te whakahaere i taua akoranga i raro i te wāhanga 441 o te Ture Mātauranga me te Whakangungu 2020."

and/or

"The programme is approved by the New Zealand Qualifications Authority under section 439 of the Education Act 2020, and Manukau Institute of Technology and Unitec - Unitec is accredited to provide it under section 441 of the Act."

Maintaining your programme approval and accreditation

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

Changes to programmes are defined in the Programme Rules as Type 1 or Type 2, where Type 2 changes require NZQA approval. Please refer to the following for more [Information about type 1 and 2 changes](#).

It is Manukau Institute Technology and United - Unitec's responsibility to ensure all accredited providers of this programme are aware of any the changes made.

If you have any questions, please contact Xitao Fu, Approvals and Accreditation, (04) 463 4215 or email Xitao.Fu@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
Quality Assurance Division

cc Tertiary Education Commission customerservice@tec.govt.nz
cc Study Link StudyLink_Service_Delivery_Risk@msd.govt.nz
cc nqs@nzqa.govt.nz
cc stries@unitec.ac.nz
cc Immigration New Zealand ieengagement@mbie.govt.nz, tapalmerstonnorth@mbie.govt.nz,
verificationnetwork@mbie.govt.nz

Whakarāpopototanga Whakaaetanga

Approval Summary

Tautohu ID number	123110-4
Taitara Title	New Zealand Certificate in English Language (Academic) (Level 4)
Momo Type	Certificate
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	04
Whiwhinga tapeke Total credits	60
Tapeke hāora ako Total learning hours	600
Whāinga Aim	<p>This programme is intended for learners of English as an additional language who wish to develop their English language proficiency to pursue an academic pathway.</p> <p>Graduates will have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic contexts where English is the medium of instructions.</p>
Kiko Content	<p>Academic Listening & Speaking 1 - To listen to and understand main ideas and supporting details of moderately complex oral academic texts, and to participate effectively in group discussions.</p> <p>Academic Listening & Speaking 2 - To understand main ideas and supporting details of moderately complex oral academic texts and to make oral presentations.</p> <p>Academic Reading & Writing 1 - To read and understand a range of moderately complex written academic texts and write a crafted text using researched material.</p> <p>Academic Reading & Writing 2 - To read and understand a range of moderately complex written academic texts and write texts under test conditions.</p>

**Putanga
Outcome**

Graduates of this programme will be able to:

- * Understand main ideas and supporting details of moderately complex oral academic texts.
- * Participate effectively in sustained spoken discourse in academic contexts.
- * Understand main ideas and supporting details of moderately complex written academic texts.
- * Write detailed, developed, moderately complex academic texts.

**Paeuru
Entry**

Academic Entry Requirements:
 NZ1882 NZC English Language (Applied) Level 3 with no course below B
 or
 NZ4998 NZC English Language (Academic) Level 3
 Or
 IELTS 5.5 with no band below 5
 Or equivalent

Interview Requirements:
 Applicants may be required to complete a placement assessment and/or interview as part of the application process to determine the appropriate NZCEL programme level for enrolment.

For details, see programme regulations.

**Paerewa
Standards**

Ko te/ngā paerewa o tēnei hōtaka, tohu moroiti rānei, ka aromatawaihia:
 The standard(s) assessed in this programme or micro-credential are:

Tau ID Number	Taitara Title	Tūnga Status	Putanga Version	Kaupae Level	Whiwhinga Credits
22749	Write a text under test conditions in English for an academic purpose	Registered	6	4	5
22750	Write a crafted text using researched material in English for an academic purpose	Registered	6	4	6
22751	Read and process information in English for academic purposes	Registered	6	4	6
22891	Deliver an oral presentation in English for an academic purpose	Registered	6	4	5
22892	Listen to and process information from a spoken text in English for an academic purpose	Registered	6	4	5
				Total Credits	27

Tohu Awards

Ko ngā tohu, ngā tohu-moroiti hoki rānei kua oti hei wāhanga o tēnei hōtaka:
Qualification(s) and/or micro-credential(s) completed as part of this programme:

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
1883 - 3	New Zealand Certificate in English Language (Academic) (Level 4) - New Zealand Qualifications Authority	4	60

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

Manukau Institute of Technology and Unitec - Unitec (6004/1)

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Teaching and learning in this programme include the following methods:
Collaborative/Co-operative learning
Inclusive and culturally responsive approaches
Practice-based learning
Problem-based learning
Self-directed learning
Full time across year 25-30 weeks total, 16 teaching weeks
Part time across year 40 - 50 weeks total, 32 teaching weeks

Tukanga aromatawai Assessment Method(s)

Assignments
Examinations, tests, and quizzes
Presentations

Te roa/wā Length/duration

Tapeke (wiki) Total (weeks)

18 - 30 Including holiday weeks

Whakangungu/Whakaako (wiki) Training/Teaching (weeks)

16 Excluding holiday weeks

Tapeke hāora ako (ia wiki) Total learning hours (per week)

37.50

24 June 2026

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

Tēnā koe Christina

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

NZQA reference: (C69301)

Application for changes to programme approval and accreditation – New Zealand Certificate in English Language (General) (Level 3)

The New Zealand Qualifications Authority (NZQA) has assessed Manukau Institute of Technology and Unitec - Unitec's application for changes to programme approval and accreditation in accordance with sections 439 and 441 of the Education and Training Act 2020 (the Act), and the Programme Approval, Recognition, and Accreditation Rules 2026.

NZQA is pleased to advise that your application has been approved.

The title of the programme and its programme number following the approval of the changes is:

New Zealand Certificate in English Language (General) (Level 3) (123106-2)

The programme leads to the following version of the qualification:

New Zealand Certificate in English Language (General) (Level 3) [Ref: 1882-3]

The approved changes to the programme include:

- updating the programme on a new template
- revising the programme aim and component learning outcomes to align with Version 2 of the qualification
- changing the programme structure from 2 x 30 credit courses to 4 x 15 credit courses
- modifying programme regulations for entry, assessment, and attendance
- including delivery options for MIT and Unitec campuses.

The programme is now recorded under Manukau Institute of Technology and Unitec - Unitec's approvals and accreditations on the NZQA website, with a new suffix number indicating a new version.

Completion of the requirements of the qualification above can be reported on the graduate's New Zealand Record of Achievement using the four-digit NZQCF number and suffix.

The attached approval summary provides a high-level over-view of the programme including accreditation details for how it will be delivered, and where applicable any standards used in assessment.

Publications and publicity statements:

Manukau Institute of Technology and Unitec - Unitec may make the following statement in publications and in publicity material:

Kua whakamanatia tēnei akoranga e te Mana Tohu Mātauranga o Aotearoa i raro i te wāhanga 439 o te Ture Mātauranga me te Whakangungu 2020, ā, kua whakamanatia hoki a Manukau Institute of Technology and Unitec - Unitec ki te whakahaere i taua akoranga i raro i te wāhanga 441 o te Ture Mātauranga me te Whakangungu 2020."

and/or

"The programme is approved by the New Zealand Qualifications Authority under section 439 of the Education Act 2020, and Manukau Institute of Technology and Unitec - Unitec is accredited to provide it under section 441 of the Act."

Maintaining your programme approval and accreditation

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

Changes to programmes are defined in the Programme Rules as Type 1 or Type 2, where Type 2 changes require NZQA approval. Please refer to the following for more [Information about type 1 and 2 changes](#).

It is Manukau Institute Technology and United - Unitec's responsibility to ensure all accredited providers of this programme are aware of any the changes made.

If you have any questions, please contact Xitao Fu, Approvals and Accreditation, (04) 463 4215 or email Xitao.Fu@nzqa.govt.nz.

Nāku noa, nā



Merrin Neilson
Manager
Approvals and Accreditation
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cc stries@unitec.ac.nz
cc Immigration New Zealand ieengagement@mbie.govt.nz, tapalmerstonnorth@mbie.govt.nz,
verificationnetwork@mbie.govt.nz

Whakarāpopototanga Whakaaetanga Approval Summary

Tautohu ID number	123106-2
Taitara Title	New Zealand Certificate in English Language (General) (Level 3)
Momo Type	Certificate
Rangatira Owner	Manukau Institute of Technology and Unitec - Unitec (6004)
Kaupae Level	03
Whiwhinga tapeke Total credits	60
Tapeke hāora ako Total learning hours	600
Whāinga Aim	The New Zealand Certificate in English (General) (Level 3) is intended for learners of English as an additional language who can use English with some independence and wish to increase their English language proficiency for general communication. Graduates will have the language skills required to communicate independently and with reasonable fluency and independence in most familiar situations.
Kiko Content	General Listening & Speaking 1 - By the end of this course students will be able to listen and understand main ideas in oral texts and participate in spoken interactions on familiar topics. General Listening & Speaking 2 - By the end of this course students will be able to listen and understand main ideas in oral texts and participate in spoken interactions on reasonably familiar topics. General Reading & Writing 1 - By the end of this course students will be able to read and understand a range of texts on familiar topics and to write texts on familiar topics. General Reading & Writing 2 - By the end of this course students will be able to read and understand a range of texts on reasonably familiar topics and to write texts on reasonably familiar topics.
Putanga Outcome	Graduates of this programme will be able to: * Understand main ideas and some specific details of oral texts on reasonably familiar topics * Participate with reasonable fluency in spoken discourse on most familiar topics

- * Understand main ideas and some specific details of written texts on reasonably familiar topics
- * Write connected texts on reasonably familiar topics.

Paeruru Entry

Academic Entry Requirements:
There are no academic entry requirements for this programme.
Interview Requirements: Applicants may be required to complete a placement assessment and/or interview as part of the application process to determine the appropriate NZCEL programme level for enrolment.

For details, see programme regulations.

Paerewa Standards

Kāhore he paerewa e whai pānga ana ki tēnei hōtaka, ki tēnei tohu moroiti rānei
There are no standards associated with this programme or micro-credential

Tohu Awards

Ko ngā tohu, ngā tohu-moroiti hoki rānei kua oti hei wāhanga o tēnei hōtaka:
Qualification(s) and/or micro-credential(s) completed as part of this programme:

Tohutoro Reference	Taitara Title	Kaupae Level	Whiwhinga Credits
1882 - 3	New Zealand Certificate in English Language (General) (Level 3) - New Zealand Qualifications Authority	3	60

Te Aratuku me te Aromatawai Delivery and Assessment

Kaituku Provider

Manukau Institute of Technology and Unitec - Unitec (6004/1)

Momo aratuku Delivery mode(s)

Blended

Tukanga aratuku Delivery method(s)

Teaching and learning in this programme include the following methods:
Collaborative/Co-operative learning
Inclusive and culturally responsive approaches
Practice-based learning
Problem-based learning
Self-directed learning
Full time across year (27 weeks including holidays)
Part time (41 - 49 weeks including holidays)

Tukanga aromatawai Assessment Method(s)

Assignments
Examinations, tests, and quizzes
Presentations

Te roa/wā
Length/duration

Tapeke (wiki) Total (weeks)	18 - 30	Including holiday weeks
Whakangungu/Whakaako (wiki) Training/Teaching (weeks)	16	Excluding holiday weeks
Tapeke hāora ako (ia wiki) Total learning hours (per week)	37.50	



Memo to: Academic Committee

From: Helen Perry, Head of Academic Quality

Subject: NZQA Draft Degree Guidelines v3

Classification: Unclassified

Date: 26/6/2026

Recommendations

That the Academic Committee note that feedback is currently being sought from key internal stakeholders (e.g. Research, AAC). Feedback to the above will be collated and reported by the NZQA by the expected due date, 15th July. Response will be reported to the Academic Committee in the August meeting.

Background

See correspondence email from NZQA. NZQA has made DRAFT changes to the Degree Guidelines and seeks feedback.

Open Session:

This paper may be considered in open session.

Attachments

Current V2 guidelines: Guidelines for Listing, Approval and Maintaining Degrees and Related Qualifications

Draft V3 guidelines: Guidelines for Listing, Approval and Maintaining Degrees and Related Qualifications

This document provides a detailed explanation of the changes between Version 2 (July 2025) and Version 3 (June 2026 draft) of the NZQA Guidelines for listing, approval and maintaining degree and related qualifications.

Overall Summary

The key changes are:

- Updated references to the 2026 rules
- Replacement of Te Pūkenga with “Polytechnics”
- Clearer expectations for how graduate profile outcomes reflect knowledge, skills, and context at each level
- Introduction of explicit guidance on majors, minors, and endorsements (including minors as a new concept)
- Monitoring requirements now linked to the 2026 quality assurance rules
- Expanded research definition, including Māori and Pacific approaches and clearer expectations for students and staff
- More flexible qualification review timeframes (no fixed 5-year requirement)
- Subcontracting now formally covered under the 2026 rules, with existing case-by-case exemptions continuing

1. Updated References to 2026 Rules

Version 3 updates all regulatory references from 2025 rules to 2026 rules. This includes the Qualification and Micro-credential Listing and Operational Rules, the Programme Approval, Recognition, and Accreditation Rules, and the Offshore Programme Delivery Rules. In addition, a new rules framework – Quality Assurance of Tertiary Education Providers Rules 2026 – is introduced, covering subcontracting and monitoring. This reflects a shift toward a more integrated and current regulatory environment.

2. Changes to Types of Tertiary Education Providers

Version 2 referred to “Te Pūkenga – New Zealand Institute of Skills and Technology” as a provider category. Version 3 replaces this with “Polytechnics”. This reflects structural changes in the vocational education sector and simplifies provider classification.

3. Changes to NZQCF Level Descriptor Guidance

Version 2 included a detailed matrix of NZQCF level descriptors describing knowledge, skills, and context across Levels 7–10. Version 3 retains these underlying concepts but introduces clearer guidance on how they must be reflected through graduate profile outcomes (GPOs).

In particular, Version 3 strengthens expectations around aligning GPOs with qualification-type outcomes, clarifying what graduates are expected to know, do, and demonstrate at each qualification level (e.g. Bachelor’s, Master’s, Doctoral). This shifts the focus from simply referencing level descriptors to ensuring they are explicitly demonstrated through the design and articulation of graduate outcomes.

4. Expanded Guidance on Majors, Minors, and Endorsements

Version 3 introduces detailed definitions and expectations:

- **Majors:** Defined as substantial areas of study (typically at least one-third of the qualification).
- **Minors:** Newly introduced as secondary areas (typically at least 60 credits). A minor is typically optional and comprises a defined set of courses within a coherent subject area. Version 3 clarifies that minors must demonstrate appropriate structure, coherence, and academic depth consistent with the level of the qualification. Programme documentation must specify the credit value, level, and requirements of any minor, and ensure it contributes meaningfully to the overall graduate profile. This represents a notable development from Version 2, where minors were not explicitly defined.
- **Endorsements:** Defined as specialised sub-pathways within a qualification.

Version 3 also requires that graduate profiles, pathways, and certification clearly reflect majors or endorsements where applicable. It introduces clearer expectations around structure, including minimum credit values, progression, and alignment with NZQCF level requirements, strengthening consistency in how specialisations are designed and reported. This is a significant expansion from Version 2, which only briefly referenced strands/majors.

5. Monitoring Requirements

While monitoring existed in Version 2, Version 3 explicitly links monitoring obligations to the Quality Assurance of Tertiary Education Providers Rules 2026. This strengthens the compliance framework and clarifies expectations for provider participation in monitoring processes.

6. Research Definition and Expectations

Version 3 replaces the earlier CUAP-based definition of research with a broader and more contemporary definition that emphasises research as a creative, systematic, and intellectually rigorous process. It also introduces:

- Explicit recognition of Māori research (kaupapa Māori, mātauranga Māori)
- Explicit recognition of Pacific research approaches
- Defined research expectations for students at each qualification level
- Expanded expectations for staff research activity

In addition, Version 3 provides more structured guidance on the types of research activity that may be included (e.g. research projects, portfolios, theses), and expectations for supervision, external assessment, and ethical approval processes. There is a stronger emphasis on demonstrating how research is integrated into both teaching and learning, requiring clearer evidence of research-informed curriculum design and appropriate research capability across qualification levels.

Overall, this represents a shift from a general definition of research to a more comprehensive framework, embedding cultural perspectives and strengthening expectations for how research underpins programme design, delivery, and graduate outcomes.

7. Qualification Review

Version 2 prescribed a maximum review period of five years. Version 3 removes this fixed requirement and replaces it with a more flexible approach, where the review period must be “acceptable to NZQA.” This allows greater adaptability depending on the qualification context.

This change also shifts greater responsibility onto providers to justify and manage their review cycles based on risk, relevance, and stakeholder needs, rather than relying on a standardised timeframe.

8. Subcontracting Rules

Version 3 explicitly introduces subcontracting under the Quality Assurance of Tertiary Education Providers Rules 2026. While subcontracting existed in Version 2, it was not clearly tied to a specific rule set. The new version formalises and strengthens regulatory oversight in this area.

In addition, while subcontracting requirements have been formalised within the 2026 rules framework, current NZQA practice of considering some full delivery arrangements through a case-by-case exemption process remains unchanged and is not explicitly detailed in the guidelines.



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Guidelines for listing, approval and maintaining degree and related qualifications

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



June 2026

Version 3

Date	Changes
June 2026	Updates include <ul style="list-style-type: none">- references to the revised 2026 rules- references to the types of tertiary education providers- reference to the NZQCF Level descriptors- guidance relating to majors, minor and endorsement- research definition and expectations- subcontracting rules- qualification review

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1. Introduction

These guidelines explain the processes that tertiary education organisations (TEOs), other than universities, need to follow to:

- *list a qualification* on the New Zealand Qualification and Credentials Framework (NZQCF) at Levels 7-10
- *apply for approval of programme* leading to a qualification at Levels 7–10
- *apply for accreditation to deliver an approved programme* leading to a qualification at Levels 7-10
- maintain approval and accreditation to provide a programme leading to a listed qualification on the NZQCF

The process of listing a degree or related qualification and approving a programme is undertaken simultaneously.

The degrees and related qualifications at Levels 7 to 10 are:

- bachelor's degrees
- graduate certificates and diplomas
- bachelor honours degrees
- postgraduate certificates and diplomas
- master's degrees
- doctoral degrees

CONTEXT

Section 452 of the Education and Training Act 2020 (The Act) gives the New Zealand Qualifications Authority (NZQA) the authority to make rules for the quality assurance processes for which it is responsible.

Section 454 of the Act states that NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—

- (a) is taught mainly by people engaged in research; and
- (b) emphasises general principles and basic knowledge as the basis for self-directed work and learning.

Under section 436 of the Act, qualifications must be listed on the New Zealand Qualifications and Credentials Framework (NZQCF) register. The Qualification and Micro-credential Listing and Operational Rules 2026 govern this listing.

Programme approval and accreditation is required under sections 439 and 441 of the Act. The Programme Approval, Recognition, and Accreditation Rules 2026 govern the requirements to maintain programme approval and accreditation and participation and cooperation for the purposes of carrying out reviews, where requested.

The Offshore Programme Delivery Rules 2026 govern programme approval and accreditation requirements for offshore programme delivery.

Quality Assurance of Tertiary Education Providers Rules 2026 govern requirements of subcontracting and to participate and cooperate in monitoring.

QUALITY ASSURANCE

The decision to list the qualifications, approve, and accredit the programme is based on the quality and sufficiency of evidence provided against the criteria in the qualification listing, programme approval, and accreditation rules.

In the evaluation process, NZQA will be clear about the information and evidence on which decisions have been made. The overall quality of the application will determine whether it is approved or not. Before an evaluation decision is made, NZQA may issue a *request for information (RFI)* to address minor gaps in the evidence provided.

The degree and related qualifications will be evaluated through a panel evaluation and a site visit following the NZQA preliminary evaluation and the RFI. The panel findings will be the basis for the final evaluation decision.

See Section – **Process for granting approval and accreditation**

TE HONO O TE KAHURANGI QUALITY ASSURANCE

Rule 12. Requests for Te Hono o Te Kahurangi quality assurance

1. When applying for programme approval, New Zealand programme recognition or accreditation, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.
2. An applicant making a request under rule 12.1, in addition to providing the relevant information required under rules 4 to 7, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.
3. NZQA will evaluate a request made under rule 12.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

Educational organisations must indicate whether they want the application evaluated using the general quality assurance method or through Te Hono O Te Kahurangi.

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākonga Māori choosing to achieve educational success through Mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi. The

kaupapa act as a common point of reference for educators and evaluators to guide evaluative conversations and decisions about:

- what quality looks like in the educational context of the organisation
- how the organisation knows they are meeting the needs of ākonga, whānau, hapū, iwi and other accountabilities
- whether the organisation has sufficient capacity and capability to deliver and sustain educational outcomes
- how well the organisation reflects upon its delivery to improve its overall educational performance.

Each education organisation is expected to demonstrate how its priorities relate to each application or review type through expressions of ngā kaupapa of Te Hono o Te Kahurangi.

The six kaupapa are:

- **Rangatiratanga**
Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākonga, whānau, hapū, and where relevant, the Māori community and sector stakeholders.
- **Whanaungatanga**
Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.
- **Manaakitanga**
Manaakitanga realised by mana-enhancing behaviour and practices for the care of ākonga, whānau, hapū, iwi, and community.
- **Pūkengatanga**
Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.
- **Kaitiakitanga**
Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.
- **Te Reo Māori**
The Māori language is alive, vibrant, and flourishing.

For more information, please refer to the NZQA website: [Guidelines for Te Hono o Te Kahurangi evaluative quality assurance](#).

WHO CAN APPLY?

NZQA will accept applications from:



- Polytechnics
- Wānanga
- NZQA-registered private training establishments

NAVIGATING THESE GUIDELINES

Different box colours are used to visually distinguish the various rule sets, making them easier to read and follow.

The Qualification and Micro-credential Listing and Operational Rules 2026
The Programme Approval, Recognition, and Accreditation Rules 2026
The Quality Assurance of Tertiary Education Providers Rules 2026

Icons used throughout the document:

-  'Folder icon' signals suggestions for documents to provide evidence
-  'Arrow icon' draws attention to website resources

2. Using the evaluative approach

NZQA evaluates the qualification set out in Rule 4 and 7 of the Qualification and Micro-credential Listing and Operational Rules 2026, alignment with NZQCF Level descriptors and programme against parts 1, 2, and 3 of the Programme Approval, Recognition, and Accreditation Rules 2026.

The decision to approve a degree or related qualification for listing on the NZQCF register and approve the programme leading to the qualification is made simultaneously by meeting the criteria and answering the evaluative questions.

Decision to list a qualification and approve the programme

How well does the qualification meet the overall requirements for listing on the NZQCF register?	
How well does the programme design match the qualification outcomes and strategic purpose?	
Listing and programme approved.	<p>ALL of the following</p> <p>Good evidence shows a distinct need for the qualification and that the qualification outcomes meet the evidenced need.</p> <p>The programme matches the strategic purpose and requirements of the qualification.</p> <p>The programme consists of components (also referred to as courses, modules, and papers) structured coherently to achieve the qualification outcomes.</p> <p>Good evidence shows the programme is acceptable to the relevant communities and key stakeholders.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Listing and programme not approved	When ANY of the above is not evident.

Decision to accredit an education organisation

To what extent does the education provider have the ongoing capability and resources to support sustained delivery of the approved programme?	
Education organisation accredited	<p>ALL of the following</p> <p>Good evidence the education organisation has the capability and resources to provide the programme.</p> <p>Good evidence the education organisation has suitable subject matter and educational expertise to monitor and moderate delivery and assessment of the programme.</p> <p>Formal arrangements with the programme approval holder where required.</p> <p>Good evidence of satisfactory and appropriate research that is adequately resourced.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Education organisation not accredited.	When ANY of the above are not evident.

3. Qualification Listing

PRINCIPLES UNDERPINNING THE DESIGN OF QUALIFICATIONS ON THE [NZQCF](#)

Needs-based

The usefulness, relevance and value of qualifications and credentials is based on their relevance to industry, Māori and iwi, the community, and the skill needs and aspirations of individuals and groups of learners. Qualification and credential pathways show how continued learning has been designed to contribute to growing and developing people's capabilities.

Qualifications may explicitly acknowledge the environmental, cultural, and social aspirations of Māori, Pacific people, disabled people and other communities.

Focused on outcomes

Clearly specifying the outcomes of a qualification or credential enables comparisons with other qualifications and credentials (both nationally and internationally) and assists portability. Outcomes describe what people know, can do, and the context in which they can operate on completion of their qualification or credential. They include transferable skills. They also indicate pathways to further education, employment and/or contribution to the community.

Flexibility

Qualifications and credentials can be achieved through a range of pathways and learning modes. Learning can be delivered and assessed in ways that meet the cultural and learning needs of learners and take place in a wide variety of locations. These include on-campus, online, in workplaces, marae, events, churches, sports clubs and organisations, community settings, sites of cultural significance and the kāinga (home).

Learning acquired both formally and informally – such as through recognition of prior learning – may be credentialed.

Trust and accountability

Qualifications and credentials are developed collaboratively with a wide range of relevant stakeholders in an environment of mutual trust, benefit, and accountability. The relationships between these parties are based on whanaungatanga (relationship), manaakitanga (support) and mahi tahi (cooperation), and reflect respect, understanding, communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

Listing

Title

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (a), 7.1 and 7.3 - 7.4

4.1 The title for the qualification properly reflects the qualification:

7.1 A qualification may be listed in te reo Māori instead of or in addition to English, and in place of the words "New Zealand" a reo Māori translation for "New Zealand" may be used for the purposes of rule 5.2(a).

7.3 The use of te reo Māori in all listed qualifications and micro-credentials must be consistent with aspirations for Mātauranga Māori.

7.4 Where qualifications or micro-credentials are listed in te reo Māori, the listing details in rule 4.1(c) and (d)(i) for qualifications, or in rule 6.1(d)(iii) for micro-credentials, will contain an English description.

The title of the qualification should provide an accurate indication of its general subject area and be consistent with the requirements on the nomenclature of the NZQCF. It must not include the name of a person, organisation, or product unless the applicant satisfies the quality assurance body that there is a sound educational justification for the inclusion.

When finalising the title of the qualification, remember that the title listed on the NZQCF will appear on the learner's New Zealand Record of Achievement (NZRoA) and will be used for certification purposes.

Type of qualification, level and credits

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (b) and 4.1 (e)

List a suitable qualification type and level that recognises the achievement of a set of graduate outcomes for a particular purpose through formal certification.

List the credit value.

Each qualification type is defined by an agreed set of criteria, including the level at which the qualification is listed and the number of credits required at each level.

Section 4 of the [NZQCF booklet](#) provides the full definitions of qualification types, levels, and credit requirements according to each qualification type.

The level assigned must provide the best match between the level descriptors and the outcomes of the qualification. In cases where a qualification includes strands/specialisations, each must be at the same level as the qualification.

The qualification must be assigned a credit value that reflects the notional learning time for the learner to meet all the qualification outcomes. One credit represents a notional 10 hours of learning time. Notional learning includes all directed, self-directed and assessment time.

Purpose

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (c) (ii)

A statement of the purpose of the qualification which clearly states:

(ii) [...], the use of the qualification in New Zealand, or the use of the qualification in one or more other countries, and its relevance to students, industry, employers, professions whānau, hapū, iwi, hapori Māori or community groups:

A strategic purpose statement clarifies why the qualification should be listed on the NZQCF. The qualification should explicitly acknowledge the cultural and social aspirations of Māori, Pasifika and/or other identified communities, including those with non-physical barriers to learning, where appropriate.

The strategic purpose statement is usually structured as 2-3 statements that identify the following:

- nature of the qualification
- target group of learners, industry and/or community that will benefit from the qualification
- standard level of responsibility and/or autonomy at which the graduate will operate or a definition of the scope of practice. This refers to any relevant industry or professional registration requirements.

Outcome statement

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (d)

a suitable outcome statement that:

- (i) includes a graduate profile which describes the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification
- (ii) identifies the education pathways to other qualifications if any
- (iii) identifies
 - (B) [...], either or both of the employment pathways or any contribution to the community whānau, hapū, iwi, or hapori Māori

GRADUATE PROFILE

Graduate profile outcome statements describe what a person awarded the qualification or credential knows, is able to do, and the context in which they can operate.

Knowledge

Knowledge is defined as what a graduate knows and understands within a body of knowledge. The knowledge domain includes facts, information, concepts and principles relating to a discipline, field of work or study, or professional practice, and may include Mātauranga Māori.

It is described as a progression from 'basic or factual' knowledge through to 'operational', 'theoretical', 'technical', 'specialised' and 'frontier' knowledge. Complexity of knowledge is described together with breadth and/or depth of understanding in the field of study or work.

Skills

Skills are the ability to complete an action well through deliberate and sustained training or practice. This domain has four sub-domains:

- Practice and performance refer to completing, adapting, researching or creating activities, practices, systems and processes.
- Critical thinking refers to examining, questioning, evaluating and challenging assumptions to address problems, issues or challenges, or achieve a goal.
- Collaboration refers to working with others towards a common goal.
- Communication refers to giving information for a range of purposes to a variety of audiences and receiving information to gain understanding.

Context

The context domain describes levels of autonomy and responsibility, and the environment in which graduates are able to apply their knowledge and skills. The levels progress from operating in structured, more predictable environments to more dynamic, increasingly complex and ambiguous environments.

The context also includes expectations for:

- learning or working with or without supervision
- being responsible for self and others
- understanding the scope and limitations of the person’s practice.

Ensure each graduate profile outcome statement aligns with the Qualification-type outcomes:

Level	Qualification type	Outcomes
7	Bachelor degree	A graduate of a Bachelor’s Degree is able to: <ul style="list-style-type: none"> • demonstrate intellectual independence, critical thinking and analytic rigour; • engage in self-directed learning; • demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject; • demonstrate the skills needed to acquire, understand and assess information from a range of sources; demonstrate communication and collaborative skills.
	Graduate Certificate	In addition to the Bachelor’s Degree outcomes, a person with a Graduate Certificate is able to <ul style="list-style-type: none"> • demonstrate some outcomes of a Bachelor’s Degree in a new area of study.
	Graduate Diploma	In addition to the Bachelor’s Degree outcomes, a person with a Graduate Diploma is able to <ul style="list-style-type: none"> • demonstrate some outcomes of a Bachelor’s Degree in a new area of study
Level 8	Bachelor honours	A graduate of a Bachelor Honours Degree is able to: <ul style="list-style-type: none"> • engage in self-directed learning and advanced study;

		<ul style="list-style-type: none"> • demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas; • demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts.
	Postgraduate Certificate	A graduate of a Postgraduate Certificate is able to <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice.
	Postgraduate Diploma	A graduate of a Postgraduate Diploma is able to show <ul style="list-style-type: none"> • evidence of advanced knowledge about a specialist field of enquiry or professional practice.
Level 9	Master's degree	<p>A graduate of a Master's Degree is able to:</p> <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice; • demonstrate mastery of sophisticated theoretical subject matter; • evaluate critically the findings and discussions in the literature; • research, analyse and argue from evidence; • work independently and apply knowledge to new situations; engage in rigorous intellectual analysis, criticism and problem-solving. <p>If a Master's Degree includes a component of supervised research of not fewer than 40 credits at level 9, the graduate is also able to:</p> <ul style="list-style-type: none"> • demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work; • apply such skills learned during the study programme to new situations.
Level 10	Doctoral degree	<p>A graduate of a doctoral degree is able to:</p> <ul style="list-style-type: none"> • design and conduct or supervise research or projects for the generation of new knowledge or innovation in a specialist field; • make informed judgements on complex issues; contribute the advancement of learning and/or professional practice.

Table 1: Qualification type descriptors

The graduate profile should start with the stem, "Graduates will be able to"

Each graduate profile outcome must be written in the form of:

- active verb which illustrates the use of the outcome, e.g. analyse, apply, examine
- subject/content which describes what the graduate will be doing
- context that reflects the conditions under which the graduate will perform.

Each graduate profile outcome statement should be broad enough to summarise a range of outcomes, as these are unpacked through the component learning outcomes. In this way, graduate profile outcomes

are indirectly achieved with evidence gathered in the assessment of component learning outcomes in a programme.

Each outcome statement contributes to meeting the needs identified in the strategic purpose. Where the qualification includes strands, the graduate profile must clearly identify specific outcomes for each strand.

↩ [Writing Learning Outcomes: Structure and Considerations](#)

MAJORS, MINORS AND ENDORSEMENT

The graduate profile should be separated to clearly identify specific outcomes for each major or endorsement. Depending on the complexity of the major or endorsement, there may be one to three graduate profile outcomes specific to each.

Majors:

A major is a formal subject specialisation or core pathway that constitutes a substantial and compulsory component of a degree programme. It is normally the principal area of study selected by the learner in accordance with the programme regulations and typically represents at least one-third of the total credit value of the qualification, often within a single discipline. Where two majors are completed within the same qualification, this is referred to as a double major.

Majors are usually offered at undergraduate or postgraduate level. The credit value, level, and depth of study must be clearly specified and demonstrate appropriate progression and coherence. The major must support achievement of the qualification's graduate profile outcomes and be consistent with the level of the qualification on the NZQCF.

For example, a qualification title with different majors

Bachelor of Business Administration (Marketing, Human Resource, Finance)

Learner's certificate should clearly state the major

Bachelor of Business Administration (Marketing)

Minor or minor subject

A minor (or minor subject) is a formally recognised component of an undergraduate degree that acknowledges a secondary area of study. It is selected by the learner in accordance with the programme regulations and normally comprises at least 60 credits in a defined subject area.

A minor is not required to be a compulsory component of the programme. Where offered, the structure, credit value, and level of the minor must be clearly specified and demonstrate coherence and appropriate depth, consistent with the level of the qualification on the NZQCF.

Endorsement:

An endorsement is a specific sub-specialisation or focused pathway within a broader qualification. It provides a defined area of specialised study without duplicating the overall credit value of the primary qualification. Endorsements are most commonly offered at graduate and postgraduate level.

The structure, credit value, and depth of the endorsement must be clearly articulated in the programme regulations and must support achievement of the qualification's graduate profile outcomes and be consistent with the level of the qualification on the NZQCF.

For example, a qualification title with different endorsements

Master of Education (Primary or Secondary)

Learner's certificate should clearly state the endorsement

Master of Education (Primary) or Master of Education (Secondary)

EDUCATION PATHWAY TO OTHER QUALIFICATIONS

An education pathway outlines the further learning a graduate of the qualification can undertake. This should be specific to the proposed qualification in the application.

Where a qualification includes majors or endorsements, the programme documentation must clearly specify the corresponding further education pathways associated with each major or endorsement.

EMPLOYMENT, CULTURAL, AND COMMUNITY PATHWAYS

The employment pathway identifies the areas in which a graduate may be qualified to work or the contribution they may make to their community. This should be specific and aligned with the proposed qualification in the application.

Where a qualification includes majors or endorsements, the programme documentation must clearly specify the corresponding employment pathways associated with each major or endorsement.

Classification

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (f)
The assigned six-digit code from the New Zealand Standard of Classification of Education (NZSCED) system.

NZSCED is a subject-based classification system for qualifications and programmes, consisting of three levels of detail (broad, narrow, and detailed fields) that define each subject or field of study. Each qualification listed on the NZQCF requires an NZSCED code at the detailed field level. The application should specify the relevant NZSCED code, and education organisations may consider discussing the correct NZSCED prior with TEC if seeking funding.

↩ [New Zealand Standard Classification of Education \(NZSCED\)](#)

Review period

The Qualification and Micro-credential Listing and Operational Rules 2026, 4.1 (i) the intended period for ongoing review, being a period acceptable to NZQA (or Universities New Zealand in relation to university qualifications).

Every qualification must have a review date. The qualification developer must initiate a formal review process before this date.

Qualification developers are encouraged to set a reasonable review date, depending on the discipline and duration of the qualification. A review of the qualification will include a review of the programme. See **Approval Criterion 7: Programme review, Accreditation Criterion 4: Programme review and Qualification Review.**

The application should specify a review date. At the time of approval, NZQA will discuss the date with the applicant in consultation.

4. Programme approval

Part 1 of Programme Approval, Recognition and Accreditation Rules 2026 requires:

4. Applications by institutions (other than universities) for approval of programmes leading to degree, graduate and postgraduate qualifications at levels 7 to 10 must contain the following:
 - a. programme documentation that includes:
 - i. a clear statement of title and aims of the programme;
 - ii. a clear articulation of the structure, components and length of the programme;
 - iii. clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes
 - iv. specified learning outcomes for each component of the programme; and
 - v. allocation of appropriate levels and credits for each component:
 - b. information that demonstrates the programme meets the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval of the programme by the institution.

NZQA evaluates applications using Rule 4.1 Criteria for the approval of programmes for institutions under Section 439 of the Act, as explained below.

Approval Criterion 1: Qualification to which the programme leads

The programme meets both the listing details for the qualification it relates to and the qualification-type description.

The purpose, outcomes, level, and credits of the programme must align with its NZQCF qualification type definition. The programme's overall level and credit value must be the same as the qualification (or qualifications) it leads to.

See **Qualification Listing (Table 1)**

↩ [NZQCF brochure](#)

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

The title, aims, stated learning outcomes and coherence of the whole programme are suitable for the qualification it relates to.

The title of the programme should match the title of the qualification.

The aim of the programme can be the same as the strategic purpose of the qualification.

If the intention is to include a separate aim of the programme, then consider, for example:

- the programme's use and relevance to learners, industry and communities

- the programme's aim in terms of the cultural and social aspirations of Māori, Pasifika and other communities
- information relevant to the programme's key stakeholders
- information that is aligned with the strategic purpose statement of the qualification
- teaching and learning philosophy, strand, context, site of learning (e.g. workplace)

The programme must illustrate a clear structure of its components. Each component descriptor needs to specify the:

- title
- level
- credit value
- learning hours (distribution of the learning hours directed/self-directed)
- aim statement
- learning outcomes
- indicative content
- assessment methodologies and weightings and
- compulsory or recommended resources (if applicable)

See Appendix 1: Component Descriptor

Programmes may contain components that are lower than the level of the qualification (e.g. some Level 5 components in a Level 7 qualification). However, overall, the graduate profile outcomes must be met at the level of the qualification.

Similarly, the programme may contain components that are higher than the level of the qualification; however, learners should be given appropriate support to enable them to succeed and to ensure consistency of outcomes.

↩ [NZQCF brochure](#)

COMPONENT LEARNING OUTCOMES:

A component learning outcome statement (LO) describes the specific knowledge, skills, understanding and application a learner will achieve through each programme component.

Constructive alignment of the learning outcomes with the teaching and learning activities and assessments in each component will help ensure students achieve the learning outcomes and, therefore, meet the graduate profile outcome.

↩ [Writing Learning Outcomes: Structure and Considerations](#)

The application must include mapping of the component learning outcomes to the qualification's graduate profile outcomes (GPOs) with an explanatory matrix (see Appendix 2: GPO mapping matrix).

STACKING MICRO-CREDENTIALS INTO PROGRAMMES

Although micro-credentials are developed and delivered as standalone products, they can also build upon or complement one another.

Programmes may include micro-credentials as components, provided the programme's overall design is coherent and meets the qualification outcomes and strategic purpose.

Micro-credentials stacked towards a degree or postgraduate qualification must be designed to be taught primarily by individuals engaged in research.

Approval of a micro-credential does not guarantee that a programme composed of the same micro-credential will be approved.

The application must clearly state which components are standalone micro-credentials.

Stacking micro-credentials

COHERENCE

Coherence is demonstrated when the qualification's strategic purpose (programme aim statement) is clearly aligned with the graduate profile outcomes. This alignment is reflected in the learning outcomes of each component and is evident in the proposed delivery modes and assessment methods.

Coherence within each component is essential, as the learning outcomes should align with the respective component's aim and content. The assessments within a component should also align with the learning outcomes.

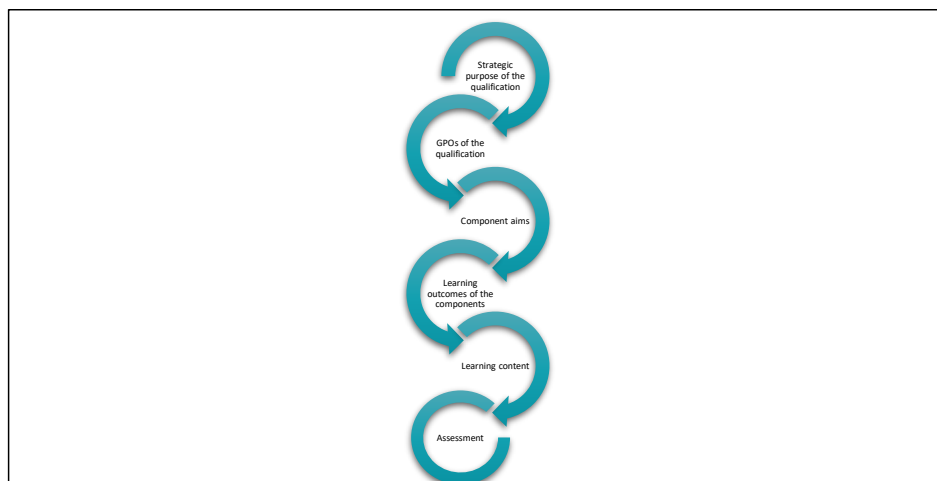




Figure 1: Programme coherence

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Graduate profile and component learning outcome mapping matrix

Approval Criterion 3: Delivery methods

The delivery methods are adequate and appropriate given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided those resources are clearly outlined.

Delivery methods are specific techniques or approaches used to deliver educational content to learners, such as lectures, discussions, case studies, group projects, simulations, and other forms of active learning.

When selecting delivery methods, consider:

- how each delivery method will assist the target learner group in achieving the learning outcomes of the programme
- the educational rationale for any practical, work-integrated learning
- the clear relationship between learning hours and credit value.
- the supply of, and learner access to, educational support, resources, or equipment
- ways of informing learners of the activities that will be expected of them.
- these do not place learners, stakeholders or the public at risk. The application must identify any potential risks and demonstrate how they will be addressed.

Delivery methods should be suitable for the delivery mode.

DELIVERY MODE

A programme can include a combination of delivery modes. NZQA currently records delivery mode for programmes as follows¹:

- a) Face to face – most of the study or training is proximate, in-person, either in provider-based or work-based settings.
- b) Distance – most delivery is distant from the provider-based or work-based settings, commonly in an online setting. This may be asynchronous learning, working through online activities, or synchronous online interaction attended by a facilitator and a number of participants.
- c) Blended delivery includes time attending in-person classes or work and learning at a distance from the educator or trainer.

¹ NZQA is reviewing delivery mode 'types' as part of updating its internal systems and will update programme and micro-credentials guidance in due course

NZQA uses these modes to distinguish between learning and training that relies entirely on distance (usually online) and learning and training that occur in the same physical space, at least some of the time, and are part of teaching and learning. Although remote videoconferencing involves face-to-face interaction, it is considered 'distance' in these definitions. Also, note that 'blended' learning is sometimes used to describe delivery that uses multiple learning contexts, such as offshore and onshore. In the NZQA definitions, 'blended' only refers to the blend of in-person and at a distance.

The application should indicate the programme's delivery mode and clarify the alignment of the delivery methods and modes.

ONLINE DELIVERY

Support and advice where the mode of delivery is distance learning online is available here:

↩ [Distance online delivery](#)

The guidance covers delivery through an online learning management system [LMS], which may include webinars / recorded or live lectures, online tutorials and discussions (synchronous or asynchronous), and individual and group work (synchronous or otherwise via online forums and chats).

Applications for degree programmes offered online to offshore students must include additional information addressing time-zone differences and providing support tailored to learners' cultural settings.

↩ [The Tertiary and International Learners Code of Practice](#)

PRACTICAL, WORK-BASED

The application must identify any practical, field-based or work-based components in the programme that are undertaken away from the stated delivery site.

The application must describe:

- how this is delivered – the hours and duration, and who delivers it
- how the delivery is quality assured through providing relevant evidence, such as a tripartite agreement specifying the roles and responsibilities of each party
- indication of a staff member whose role is to liaise with off-site providers,
- the health and safety policies and procedures, and any non-disclosure agreement in place
- how the learner's progress is monitored
- how the learners are supported

SELF-DIRECTED LEARNING

The programme learning hours are generally distributed to include directed and self-directed learning hours.






The percentage of independent, self-directed learning activities, such as reading and research, will be determined by the level of qualification, graduate profile outcomes, and component learning outcomes.

The application should indicate the self-directed learning hours and provide a general outline of the activities that the learner will undertake to meet those hours.

SPECIFIC RESOURCES

The application must outline all specific resources required for the delivery of the programme or its components and demonstrate that those resources are in place or provide a detailed schedule for their acquisition. Refer to **Accreditation Criterion 2: Resources**.

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Delivery Schedule / Timetable
-  A tripartite agreement for practical or work-based components, including non-disclosure agreement
-  Relevant policies related to work placements
-  Student Handbook

Approval Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must articulate the need for and acceptability of the programme to the relevant communities (including ākonga, whānau, hapū, iwi and where appropriate, hapori Māori) and other key stakeholders (including the qualification developer and any relevant academic, employer, industry, professional and other bodies). Any required endorsement by an ISB under section 367(1)(f) of the Act must have been obtained, and if it has been obtained, information need not be provided by the applicant institution and NZQA will not consider this criterion in assessing the application.

NZQA requires evidence of engagement and consultation that considers stakeholders' needs, including the relevant Industry Skills Board (ISB), where appropriate. Although ISB endorsement is not required for programmes leading to degrees and postgraduate qualifications, the ISB may be a key stakeholder and can be considered.

For education organisations engaged only in the international market, consultation with communities, industry or employers is still required even though graduates may only remain in New Zealand for a short time.

MEANINGFUL ENGAGEMENT

The stakeholder consultation process requires that relevant, well-informed stakeholders are represented and involved, and to inform their contribution, they should be provided with information such as:

- The details of the qualification awarded on successful completion of the programme (particularly the strategic purpose statement and the graduate profile outcomes),
- an outline of the programme, including the aim, component structure and content, component description, graduate profile, delivery methods, and assessments; and
- the target learner groups.

Effective stakeholder consultation processes commence during the qualification and programme development stage at the start of the development cycle. It should be the catalyst that informs the need, aim, content, delivery methods and assessment.

NEED FOR THE PROGRAMME

The application must include evidence of the need for the programme, providing a needs analysis (or market analysis), as well as its acceptability to the relevant communities and stakeholders.

The need for the programme is linked to the need for the qualification, as outlined in the **Qualification Listing**.

Consultation on the need for the programme should be informed by engagement with each of the following, as appropriate.

Māori and Pasifika communities

Educational organisations with multiple delivery sites should consult with the local iwi or hapū associated with the catchment area of each site where the programme is to be delivered.

Educational organisations must maintain working partnerships with the Māori and Pasifika communities most relevant to them and their operations to seek feedback on the knowledge, skills, and other benefits the programme will bring to the communities.

Academic Bodies or Boards

Academic bodies are usually groups responsible for academic-related matters within an institution or who share academic connections in a particular area in different institutions or organisations. The rationale for including academic bodies as part of the stakeholder consultation, both within and beyond the institution, is to build up solid academic grounds for developing the proposed programme, including the programme structure and components, entry requirements, arrangements for assessment and moderation, and to foster consistency of graduates.

Industry and Employers

Industry includes advocacy groups, trade associations, associations of industries or groups with allied interests, and other non-profit organisations in general. Examples include chambers of commerce or business networks that aim to influence public policy, tertiary education, and resource allocation decisions. Consultation with industry may relate to the programme's design, appropriate learner projects,

internships, or work placements. Ultimately, the industry must be asked to identify the relevant skills, knowledge, and attributes that ensure graduates meet the industry's needs.

Employers, as distinct to industry, have more specific and immediate requirements. They will employ graduates of the programmes and focus on graduates' work-ready skills, knowledge, and attributes. Improving graduate employability skills contributes to the long-term sustainability of the programme. Consultation with employers should also inform the development of authentic assessment requirements for the programme.

Professional Bodies

Professional bodies are usually non-profit membership organisations in a learned occupation that specify the requirements for entry to the profession or professional body, identify requirements for continued membership, and set out the code of conduct for the profession, as well as complaints and disciplinary procedures. For example, Engineering New Zealand, Human Resource Institute of New Zealand Management (HRINZ), NZ Institute of Safety Management (NZISM), Physiotherapy New Zealand, and The Property Institute of New Zealand (PINZ).

The rationale for consulting professional bodies is to ensure that the voice of the profession is heard and acted upon, so that the proposed programme is developed to meet the professional needs and standards.

Regulatory Bodies

Unlike professional bodies and non-profit membership organisations, regulatory bodies are public organisations or authorities established by the government on a statutory mandate to exercise a regulatory function, such as imposing requirements, restrictions, and conditions, setting standards, and enforcing compliance. For example, the Nursing Council of New Zealand (NCNZ), the Occupational Therapy Board of New Zealand (OTBNZ), the Medical Council of New Zealand (MCNZ), or the Social Workers Registration Board (SWRB).

Some professional bodies also have statutory and disciplinary responsibilities; for example, the Teaching Council of New Zealand is a professional body with statutory powers.

The rationale for including regulatory bodies is to ensure that the programme has considered the views and feedback of all relevant stakeholders and, if applicable, that the programme meets relevant regulatory requirements and conditions.

Advisory Group

Evidence of engagement and consultation must demonstrate that the educational organisation has/will appoint a designated advisory group within the specified subject area before or during the development of the programme and that this group has/will contribute to and support the development of the programme.

The advisory group should be composed primarily of external industry representatives, employers, academics in relevant disciplines, Māori, Pasifika and other relevant communities.

SUMMARY OF CONSULTATION

The application should include a summary of the consultation that evidences the extent to which the consultation was undertaken. It should:

- identify the stakeholders involved (e.g. academic, employer, industry, professional and other bodies)
- clarify the aspects of the programme that were consulted and commented on
- views expressed by the stakeholders on the need and acceptability of the programme, its content, structure, delivery, assessment and any other aspect which is considered to be necessary
- Consider the views in the programme (e.g., where and how stakeholders' views have been incorporated, and if not, why)

See Appendix 3: Consultation Log Example.

Suggestions for supporting documents:

- 📁 Summary of consultation
- 📁 Needs analysis
- 📁 Evidence of support from relevant academics, employers, industry, professionals, and other bodies
- 📁 Evidence of support from relevant Māori and Pasifika communities

Approval Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme, and completion.

ADMISSION REQUIREMENTS

The application must specify the requirements for admission, including requirements for:

- academic levels/qualifications
- proficiency in English/ te reo Māori or other languages if applicable
- related work or professional experience and
- equivalent qualifications and/or relevant work experience

🔗 [English language requirements for international students are set out in Rule 22 of the Programme Approval, Recognition, and Accreditation Rules 2026. Refer to the Appendix.](#)

Where equivalent qualifications and/or work experience are considered for entry, the educational organisation must clarify how equivalent qualifications and/or relevant work experience are assessed and verified and justify such requirements and procedures.

CREDIT RECOGNITION AND TRANSFER (CRT) AND RECOGNITION OF PRIOR LEARNING (RPL)

The application must demonstrate clear, relevant, and appropriate regulations that specify the process and requirements for Credit Transfer (CRT) and Recognition of Prior Learning (RPL), including clarification of the credit value and the level that can be granted through the CRT and RPL process.

[Recognition of learning for credit](#)

PROGRAMME LENGTH, STRUCTURE, AND NORMAL PROGRESSION WITHIN THE PROGRAMME

The application must specify clear programme regulations. The programme regulations should:

- clarify the duration of both full-time and part-time study
- demonstrate the full structure of the programme by the year and/or semester
- illustrate the normal progression within the programme for different cohorts and intakes
- specify any pre-and co-requisite, compulsory and elective components
- specify the maximum duration for completion of the programme

INTEGRATION OF PRACTICAL AND WORK-BASED COMPONENTS

The application must clarify any practical and work-based components in the programme and specify how these components are delivered and assessed with relevant evidence, e.g.:

- a tripartite agreement for the practical and work-based components specifying the roles and responsibilities of each party
- non-disclosure agreement
- relevant evidence of support from a third party for such arrangements

Refer to the section under **Approval Criterion 3: Delivery Methods**.

ASSESSMENT PROCEDURES

The application must clarify how the programme is assessed and specify the procedures for

- equitable chance and access to assessment activities
- regular feedback on progress
- conducting assessment activities
- reassessment and appeals
- standards/criteria for assessment and/or requirements for achievement
- reporting on final achievement
- provisions for dealing with instances of impaired performance (e.g. aegrotat passes) and the circumstances in which they are permitted
- provisions for assessment in te reo Māori

ACADEMIC INTEGRITY

The application must outline the process and procedure to ensure that the authenticity of student work is upheld, and that academic misconduct is detected, prevented, and responded to accordingly.

↩ [Guidance and resources on Academic Integrity and Artificial Intelligence \(AI\)](#)

↩ [A Guide that addresses the prevention and detection of cheating through documented and systematised practices](#)

Suggestions for supporting documents:

- 📁 A complete set of the relevant regulations, e.g. separately referenced section of a Quality Management System (QMS)
- 📁 Admission requirements and procedures; English language proficiency requirements, enrolment procedures
- 📁 A tripartite agreement for practical or work-based components, including a non-disclosure agreement
- 📁 Student or programme handbook
- 📁 Practical, work placement or research handbooks
- 📁 Assessment procedures and relevant supporting documents, e.g., requirements for academic integrity, procedures for the authenticity of student work, criteria/standards for assessment, requirements for achievement, assessment processes, appeals, and resubmissions
- 📁 A code of conduct for researchers and a research supervisor's handbook

Approval Criterion 6: Assessment and moderation

The assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

ASSESSMENT METHODOLOGY AND STANDARDS

The application must clarify the assessment rationale and methodology to explain how:

- the learning outcomes are assessed
- the assessment methodology is appropriate
- all the learning outcomes are achieved through the assessments

↩ [Online assessment: guidance for providers](#)

↩ [Aromatawai and the Principles of Assessment](#)

ASSESSMENT OF RESEARCH

The application must include evidence of the level and scale of research involved in the programme, taking into account the level of the programme and the type of qualification. The application should include details relating to:

- the type of research activities learners are expected to undertake
- the research project approval, including the ethical approval process, where appropriate

- the requirements for submission (length, format, authenticity, presentation of evidence in a form other than written)

A PROGRAMME MAY INCLUDE:

Research portfolio

A research portfolio typically consists of two to four research projects or essays, rather than a single project. The different projects form a coherent package organised around a central theme.

Research project

An individual or collaborative enterprise carefully plans to achieve a particular research aim.

Supervision and External Assessment

Research components exceeding 60 credits should be assessed by at least one external assessor who is suitably qualified and who undertakes research in the discipline. Typically, the assessors will be academics engaged in a similar field of research and employed by a university, polytechnic, wānanga, or private training establishment that delivers in that discipline. The supervisor cannot undertake marking of the assessments.

Where the research component involves supervision, the application must include evidence of:

- policies and procedures for supervisor selection, management, reporting responsibilities and resolving differences of opinions (e.g. that may occur when awarding a thesis grade)
- intellectual property ownership rights
- a code of conduct for researchers and research supervisors
- mechanism for ethical approval of research projects

Suggestions for supporting documents:

- 📁 Assessment policies related to research, ethics, internships, and work placements
- 📁 Research supervision policies

MODERATION

The educational organisation must demonstrate that it has appropriate policies and procedures and internal and external pre- and post-moderation plans for moderation of assessment to ensure:

- summative assessment materials and tasks are fair, valid and aligned to the learning outcomes
- assessment decisions are fair and consistent
- any assessment issues are addressed promptly, e.g. student appeals, differences of opinion between the moderator and assessors.

The moderation procedures should outline the roles and responsibilities of the moderators, the frequency of moderation, and the percentage of the programme that is moderated annually, both internally and externally.

Internal moderation

An effective internal moderation system:

- ensures that all assessment materials are moderated and approved before being used with learners (pre-assessment moderation)
- verifies the fairness, validity, and consistency of assessor decisions before results are reported (post-assessment moderation)
- provides feedback to assessors, assessment writers, and programme developers on the quality and effectiveness of assessment
- accommodates a variety of learning outcomes and assessment contexts (for example, onsite moderation for practical outcomes)
- informs about training and ongoing professional development opportunities
- provides participants with enough time to complete their moderation activities
- is viewed by participants as a value-added activity
- results in regular reviews, assessment updates, and improved assessment practices contribute to the programme's continuous improvement for stakeholders

External moderation

External moderation provides an assurance that assessment decisions are consistent when moderated outside the applicant's organisation.

The application must outline who the potential external moderation partners could be.

Suggestions for supporting documents:

- 📁 A summary document clarifying the assessment rationale and methodology, covering assessments, marking/grading rubric
- 📁 Assessment policies and procedures covering equitable chance and access to assessment activities, regular feedback and reporting, assessment appeal, assessment in te reo Māori, assessment process including for research components
- 📁 Moderation policies and procedures covering pre-assessment moderation of summative assessment tasks, external post-assessment moderation
- 📁 Internal and external moderation plans and arrangements

Approval Criterion 7: Programme review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly.

The programme approval holder is responsible for the periodic review of the programme. Programmes at Level 7 and above, such as the bachelor's degree or Postgraduate Certificate, are also Qualifications;

therefore, educational organisations should undertake ongoing programme reviews that feed into the qualification review. See the **Qualification Review process**.

The application must clarify how reviews will be conducted for the programme in terms of:

- how the quality of outcomes for learners and other stakeholders are monitored
- how the advisory committee is involved
- the procedures that are in place or are planned to update the programme accordingly

Suggestions for supporting documents:

- 📁 A statement clarifying the approaches and the procedures for ongoing review of the programme and the mechanism for addressing feedback from programme reviews
- 📁 A statement specifying the processes and procedures for monitoring the quality of outcomes for learners and other stakeholders, and updating the programme accordingly
- 📁 Policies and procedures for programme review and monitoring

Approval Criterion 8: Research required for degrees and postgraduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

This criterion relates to the research that underpins the curriculum and any research undertaken by learners in research-specific components of the programme.

Refer to **Accreditation Criterion 5** for guidance on staff active research and the research that underpins teaching.

Research is a creative, systematic, and intellectually controlled process of inquiry that leads to the generation of new knowledge, reinterpretation of existing knowledge, or innovative application of knowledge. It is conducted by individuals or groups with expertise in relevant disciplines and is characterised by methodological rigour, critical thinking, and effective dissemination through scholarly outputs, presentations, or other recognised formats.

MĀORI RESEARCH

Includes tikanga Māori, kaupapa Māori and mātauranga Māori. These approaches are grounded in *Te Ao Māori* and reflect relational ethics, community relevance, and intergenerational knowledge. *Rangahau—Māori-led research*—is recognised as rigorous and valid, particularly when it serves the aspirations of iwi, hapū, marae, and Māori communities. Mātauranga Māori is acknowledged as a taonga under Te Tiriti o Waitangi, and its inclusion ensures that Māori knowledge systems are respected and embedded.

PACIFIC RESEARCH

Includes Pacific ways of knowing and conducting inquiry, which draw on diverse cultural frameworks and methodologies. Pacific research is characterised by collective inquiry, cultural integrity, and responsiveness to Pacific communities. These approaches contribute meaningfully to knowledge creation and are increasingly reflected in degree-level programmes and institutional strategies.

Research Characteristics

- Experimental, critical, or practice-led, driven by hypotheses or intellectual positions.
- Individual or collaborative, and may result in scholarly publications, artistic works, performances, designs, policies, or processes.
- Community-informed, involving stakeholders and producing insights of direct relevance to local and national contexts.

RESEARCH- CURRICULUM LINKS

The application must clarify how research informs the development of the curriculum and how this has been structurally integrated into the programme design, as well as how learner research is linked to the curriculum.

RESEARCH COMPONENT

The application must indicate the research-based components along with the level and scale of the research involved. Refer to **Approval Criterion 6: Assessment and moderation**.







The level of learner research will vary according to the level of the qualification.

Research expectations for students:

Qualification	Level	Research Expectations
Bachelor's Degree	Level 7	Students are expected to engage with research-informed teaching. While original research is not a requirement, students should demonstrate understanding of research principles and apply critical thinking and inquiry-based learning.
Graduate Certificate / Diploma	Level 7	These qualifications build on prior learning and may include research-informed content. They do not typically require students to undertake original research but should develop analytical and evaluative skills.
Bachelor Honours Degree	Level 8	Includes a significant research component, often involving a supervised research project or dissertation. This serves as a pathway to further research training (e.g., Master's or PhD). Students are expected to demonstrate advanced understanding of research methods and contribute to knowledge in their field.
Postgraduate Certificate / Diploma	Level 8	These qualifications may include research-based learning and critical engagement with research literature. While not always requiring original research, they should develop students' capacity to understand and apply research in professional or academic contexts.

Master's Degree (Coursework)	Level 9	Coursework-based Master's programmes include research-informed content and may involve smaller research projects. Students are expected to critically engage with research and demonstrate advanced analytical skills.
Master's Degree (Research)	Level 9	Requires a 90-credit independent research project (e.g., thesis). Students must demonstrate mastery of research methods, contribute new knowledge or understanding, produce outputs that are at international standards and show the graduate's capacity for independent thinking.
Doctoral Degree (PhD)	Level 10	Involves original, significant, and sustained research that contributes to the advancement of knowledge. Students must demonstrate independence, critical reflection, and mastery of research in their discipline. Outputs are expected to be of publishable quality and subject to rigorous external examination.

Suggestions for supporting documents:

-  Relevant policies related to research, ethics, approval and publication
-  Student Handbook
-  Conduct of research handbook
-  Non-disclosure agreement for intellectual property rights
-  Sample component reading list
-  Policies and procedures relating to managing the student research component

5. Programme Accreditation

Applications for accreditation

3. For programmes leading to a degree or to graduate or postgraduate qualifications at levels 7 to 10, applications must contain the following information:
 - a. information that demonstrates the institution meets the criteria specified in rule 7.1:
 - b. evidence of internal quality assurance approval by the institution.

NZQA evaluates applications for programme accreditation using the criteria in Rule 7 of the NZQCF Programme Approval, Recognition and Accreditation Rules 2026.

Accreditation Criterion 1: Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

The educational organisation must demonstrate that it has effective and documented systems for assessment and moderation, including policies and procedures for internal and external pre- and post-assessment moderation, assessment appeals, and authenticity of student work.


The policies and procedures for assessment and moderation should also include provisions for learners to be assessed in te reo Māori.

All learning outcomes are important because they all contribute to the GPOs. The assessment must ensure that a 'pass' reflects the minimum acceptable level of performance for each learning outcome.

When designing assessment materials, education organisations should ensure that:

- all learning outcomes are assessed
- marking guidance includes criteria specifying the minimum acceptable level of performance required for each learning outcome

Suggestions for supporting documents:

 Policies and procedures for assessment and moderation

Accreditation Criterion 2: Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

The requirements of a programme vary depending upon whether it is at the bachelor's or postgraduate level, a general degree, or a specialised qualification. Resource requirements will vary with the mode of delivery, such as laboratory, studio, fieldwork, online, and teaching space.

The accreditation of degrees and postgraduate programmes is site-specific. Education organisations intending to deliver the degree programme on multiple sites must provide details about each proposed delivery site.

The application should detail the specific resources according to each delivery site.

ACADEMIC STAFFING

The education organisation must demonstrate the following:

- the teaching staff are appropriately qualified and experienced (typically qualified at a minimum of one NZQCF level higher than the degree they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience
- the teaching staff hold a tertiary teaching qualification or have equivalent teaching experience; where teaching staff do not hold a tertiary teaching qualification and do not have sufficient teaching experience, the education organisation must commit to enrolling teaching staff in such a programme
- the components are taught by teaching staff engaged in active research in the same discipline or a discipline that supports the delivery of the programme and underpins its theoretical framework
- the programme is staffed sufficiently to ensure effective delivery across the range of content and that programme components are delivered by those qualified in the subject area of the component(s) they will deliver
- a gap analysis to determine whether any additional staffing is required, and the application includes a detailed recruitment plan, job descriptions for intended recruits where appropriate, staff development plans, and research plans appropriate to the programme implementation timetable
- the teaching staff supervising learners' research are experienced and have expertise in research supervision at the appropriate level. Where teaching staff are developing such experience, they are expected to work in a co-supervision model with an experienced supervisor in a secondary capacity for the first supervision and a lead capacity in a subsequent supervision
- the education organisation employs a sufficient number of teaching staff capable of delivering and assessing learners' research
- evidence of how internal research supervision capacity will be developed
- the education organisation formalises roles and responsibilities of the learner, supervisory staff from the education organisation and the host and, where relevant, the registration body where the programme includes practical, field or work-based components
- internal staff experience in Māori language and culture, appropriate knowledge, skills and tikanga Māori or evidence of professional development and/or recruitment planning to address this gap, depending on the programme's discipline

TEACHING FACILITIES

All degrees are site-specific. The application should include details related to each delivery site, and that there are sufficient teaching facilities appropriate for the delivery of the programme and for the projected enrolments, including:

- teaching space, faculty offices, laboratory or studio, library facilities or access
- areas for student recreational and research activities, and
- space that is specifically designated for the programme, if applicable

Where a degree will be delivered at multiple sites, the education organisation must provide evidence that there is a consistent standard of facilities and resources at all sites and that learners have equitable access to resources, support services, and a consistent standard of teaching and delivery.

RESEARCH FACILITIES

The application should demonstrate sufficient research facilities for students, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated space or areas for research activities. Additionally, it should provide access to databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

The education organisation should include evidence of policies and procedures relating to:

- guidance, support, and management of student researchers
- the development and approval of student thesis/research projects
- mechanisms for ethical approval of student thesis/research projects
- the appointment of appropriately qualified, experienced supervisors, a code of conduct for student researchers and the supervisors
- the examination of the thesis and protection of intellectual property

EDUCATIONAL AND PHYSICAL RESOURCES

The application should include the range of resources necessary for the implementation and sustained delivery of the programme in all proposed modes of delivery, as well as a commitment to provide any additional resources and facilities required for its ongoing delivery.

This includes:

- adequate databases/e-journals, textbooks, reference materials, learning management systems (LMS), hardware and software, equipment for learning and teaching
- financial infrastructure, administrative systems, and resource management policies and practices
- development and acquisition schedules appropriate to the programme implementation timetable, if applicable

↩ [Distance online delivery](#)

SUPPORT SERVICES

The education organisation should:

- clarify how it supports its learners, academic staff, and support staff and specify the structured processes associated with supporting the delivery of the degree programme, such as an academic board or equivalent (with delegations to faculty or programme committees as appropriate)
- demonstrate that it has sufficient appropriately qualified and/or experienced support staff for learners and teaching staff. These include support systems and staffing for learner enrolment, pastoral care, learning and disability support, and support for Māori, Pasifika, and international learners
- provide evidence that it has policies and procedures to ensure learners and teaching staff are fully supported to meet the stated outcomes of the programme
- demonstrate that appropriate support services are in place or accessible to learners, including academic support, language support, library services, mental health and counselling, and other support services relevant to learners' study and life
- clarify how adequate and appropriate programme information, guidance and support systems are made accessible to learners

Suggestions for supporting documents:

- 📁 A table listing teaching staff who will deliver the degree, showing their discipline-specific qualifications, the component(s) they will deliver, their teaching qualifications, and research output specific to what they will teach
- 📁 CVs, research plans, and professional development plans of teaching staff
- 📁 Relevant documents for the selection of supervisors for research supervision, such as selection criteria for supervisors, roles and responsibilities for supervisors and researchers
- 📁 Evidence of resources or the plan to procure the resources to deliver the programme
- 📁 Evidence from the organisation's senior management about the availability of resources, including staff, finance and any special requirements for the ongoing viability/sustainability of the programme, e.g. a statement of attestation from the Chief Executive, Director, or equivalent

Accreditation Criterion 3: Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

Where an education organisation does not hold programme approval, it must demonstrate a formal agreement with the organisation that holds the programme approval.

An agreement between the parties is required and must include provisions for

- dispute resolution
- managing changes to the programme
- moderation of outcomes
- managing complaints about delivery and the quality of delivery
- involvement in programme and qualification review

Suggestions for supporting documents:

- 📁 An agreement with the programme approval holder

Accreditation Criterion 4: Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

The education organisation must demonstrate that there is an effective system for:

- the regular monitoring, ongoing evaluation and review of the programme, including structured processes associated with an academic board (or equivalent) and mechanisms for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account
- monitoring the efficacy of any improvements made to the programme as a result of any review

- making changes to the approved programme and ensuring that those changes are managed consistently with any external requirements, such as those mandated by professional registration bodies
- confirming that assessment and moderation systems support the credibility of learner outcomes
- confirming that academic staffing, support services, facilities, and educational and physical resources support sustained delivery of the programme
- determining whether the programme should continue to be delivered

Suggestions for supporting documents:

- 📁 Policies and procedures for programme evaluation, review, and monitoring

Accreditation Criterion 5: Research activity required to deliver degrees and postgraduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

The Education and Training Act 2020 Section 454(3) states:

NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—
(a) is taught mainly by people engaged in research;

Refer to **Approval Criterion 8** for the definition of research.

RESEARCH EXPECTATIONS FOR STAFF:

In the degree and postgraduate qualifications context, research

- is a planned and purposeful intellectual activity that supports advanced learning.
- is typically conducted by staff who are actively engaged in research, ensuring links between research and teaching.
- includes production of outputs that are subject to external, independent scrutiny, contributing to the academic and professional advancement.
- supports the development of inter/disciplinary depth.
- is the creation of new concepts, methodologies, inventions, or understandings, the application of existing knowledge in new and creative ways or the synthesis and analysis of prior research to generate new insights.
- can include the revitalisation of traditional knowledge, such as raranga, whakapapa, waiata, and navigational practices.

RESEARCH FACILITIES

The application should demonstrate that there are sufficient research facilities and resources for academic staff involved in delivering the programme, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated research spaces and areas, and databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

SUPPORT OF STAFF INVOLVED IN RESEARCH

The education organisation must demonstrate that organisational structures and systems provide appropriate support for teaching staff to engage in research, including access to an appropriate ethics committee.

The ethics committee should include Māori membership or, at minimum, processes to ensure that staff and learner ethics applications for research incorporating aspects of te ao Māori are considered by Māori with the appropriate research and/or subject expertise.

The allocation of research time is an essential factor in supporting research engagement. Each educational organisation will have different methods of allocating time for staff to undertake research. Commonly, the workload formula with a staff research allocation is 0.2 FTE. Several cultural and capacity factors significantly influence research productivity and engagement, and educational organisations should adopt business and operational models that best suit their needs while ensuring that research time is allocated appropriately and that staff are encouraged to undertake research consciously.

The application should include details related to a quality assurance system for managing staff research, including documenting, monitoring, and reporting on staff research.

Activities that *support the conduct of research* include:

- management of staff who are either directly engaged in the conduct of research or are providing professional, technical, administrative or clerical support or assistance to those staff
- the development of training and activities for research components
- the supervision of students enrolled and undertaking research components

STAFF RESEARCH ACTIVITY AND LINKS TO THE CURRICULUM

Teaching is primarily carried out by individuals engaged in research, whose primary concern is advancing learning and scholarship, aiming to develop intellectual independence and analytical rigour.

The applicant should demonstrate how they will ensure that more than half of the programme's teaching staff, or the number of staff who represent more than half of the teaching hours of the programme, will be engaged in research either individually or collaboratively and that institutional structures and policies are in place to support research.

A professional or applied degree may focus more on applied research, while a theory-based degree could produce more theoretical, strategic, and scholarly types of research. Educational organisations can

consider inter, multi or transdisciplinary research as long as the knowledge is connected to the praxis of the programme.

The education organisation must demonstrate that it monitors the quantity and quality of research outputs of the staff teaching on the programme.

Evidence in the application should also be supplied of forward research planning (usually for a 3-5-year period) indicatively showing how the programme's research culture will unfold, how any emergent researchers will be developed to undertake independent projects, and how programme staff research will maintain an ongoing commitment to programme currency and contribute to knowledge in the discipline of the degree.

Active Research

In higher education institutions, an "active" researcher conducts research on an ongoing basis, produces outputs, contributes to the development of the research environment by participating in research activities and conferences, and may supervise research students.

Research outputs differ according to the programme discipline. Posters and conference presentations, for example, should lead to more developed, published outputs.

A research culture should produce a balanced range of outputs appropriate to the discipline and nature of the degree. An institution's research culture should, over time, be developed to include engagement with and dissemination to broader domestic and international communities of research.

Note that staff who contribute to a programme's delivery but are not academic tutors, such as lab technicians or clinical placement assistants, are not expected to carry a research load; however, they can choose to do so.

Research activities

For further clarification, research includes:

- activity that leads to scholarly books, journal articles, and other nationally and internationally published outputs and presentations that offer new, recovered, or reinterpreted knowledge
- activity that leads to contributions to the intellectual underpinning of different ontologies and epistemologies, subjects, and disciplines (for example, dictionaries, scholarly editions, teaching materials that embody original research, or teaching practices or activities that produce original research)
- applications of existing knowledge to produce new or substantially improved materials, devices, products, designs, policies, granted patents, or creative outputs
- re-centring and revitalisation of knowledge (for example, the study of raranga, whakapapa narratives, waiata composition, navigational knowledge, translation studies, historical or literary archival studies, or ecological research) and
- the synthesis and analysis of previous research to the extent that the insights generated are new

It does not include:

- routine testing and data collection lacking analysis, interpretation and/or evaluation
- preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks where this does not embody new insights) or
- the legal and administrative aspects of intellectual property protection and commercialisation activities

Research Expectations at Master's and PhD level

For programmes at Levels 9 and 10, NZQA expects a well-established and sustainable research culture. Providers must demonstrate that staff are actively engaged in relevant research, supported by effective organisational systems, policies, and processes. These systems should enable staff to produce research outputs and ensure that students are appropriately supported to undertake independent research consistent with postgraduate expectations.

Suggestions for supporting documents:

- 📁 Evidence of how the organisation is building its research culture, what facilities and systems are in place to support academic staff and student researchers in research
- 📁 Research activities, output over the last five years (if already engaged in the delivery of a degree-level programme), research plans (indicative 3-5 years) of academic staff allocated for the delivery of the programme
- 📁 Policies and procedures for research and research management of staff and students
- 📁 Funding and support mechanisms for supporting the research of staff and students
- 📁 Evidence of how staff research is linked to the components of the programme

6. Process for granting approval and accreditation

Rule 10. Granting of programme approval and granting of accreditation to institutions (other than universities)

1. NZQA will advise applicant institutions (other than universities) if any of the details in the application require further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit for accreditation applications.
4. Where NZQA is satisfied with the details in the relevant application, NZQA will grant, and advise the applicant institution of:
 - a. approval of the programme or recognition of the New Zealand programme:
 - b. accreditation to provide the approved programme, the New Zealand programme or part of the programme.
5. Where NZQA is not satisfied with the details in the application, NZQA will not approve the application, and will advise the applicant.
6. NZQA will publish on its website up to date and appropriate details of approved programmes, recognised New Zealand programmes and details of institutions accredited to provide approved programmes, New Zealand programmes or parts of them.

The process for application and evaluation

The degree programme approval and accreditation process involve both desk and panel evaluations.

Education organisations should inform NZQA at least three months before applying.

NZQA aims to complete the programme approval and accreditation process within six months of receiving the application, but this depends on the following:

- the quality of the application
- the time the applicant takes to respond to the RFI
- joint evaluation with another professional/regulatory body
- the availability of panellists
- the timing of panel visits
- the time the applicant takes to respond and meet any panel requirements after the panel visit

A general outline of the process:

- a. The preliminary evaluation process generally takes 30-45 working days. Depending on the quality of the application, it may take more time
- b. The education organisation has 20 working days to respond to the NZQA RFI. A request for an extension to submit the RFI response can be made

- c. Once the response is received, NZQA evaluates the response within 5-10 working days. Minor clarification may be sought
- d. NZQA initiates the panel evaluation process when all the requirements have been met. For details of panel roles, please refer to [the Guidelines for Degree Panels](#)
- e. The education organisation sends the final programme documentation to the panel members. The panel requires 4-6 weeks to review the documentation
- f. The panel visit typically lasts 2 days, with a pre-panel meeting held the day before. At the end of the second day, the panel may approve the programme, accompanied by a set of requirements, recommendations, or both
- g. The education organisation has 20 working days to respond to the panel's requirements, and the panel members have 5-10 working days to evaluate the response
- h. Simultaneously, NZQA prepares the final evaluation report, which usually takes 10 working days. The panel members and the education organisation have 2-5 working days to confirm the factual accuracy of the report
- i. Internal processing and approval generally take 5-10 working days

The diagram below outlines the process.

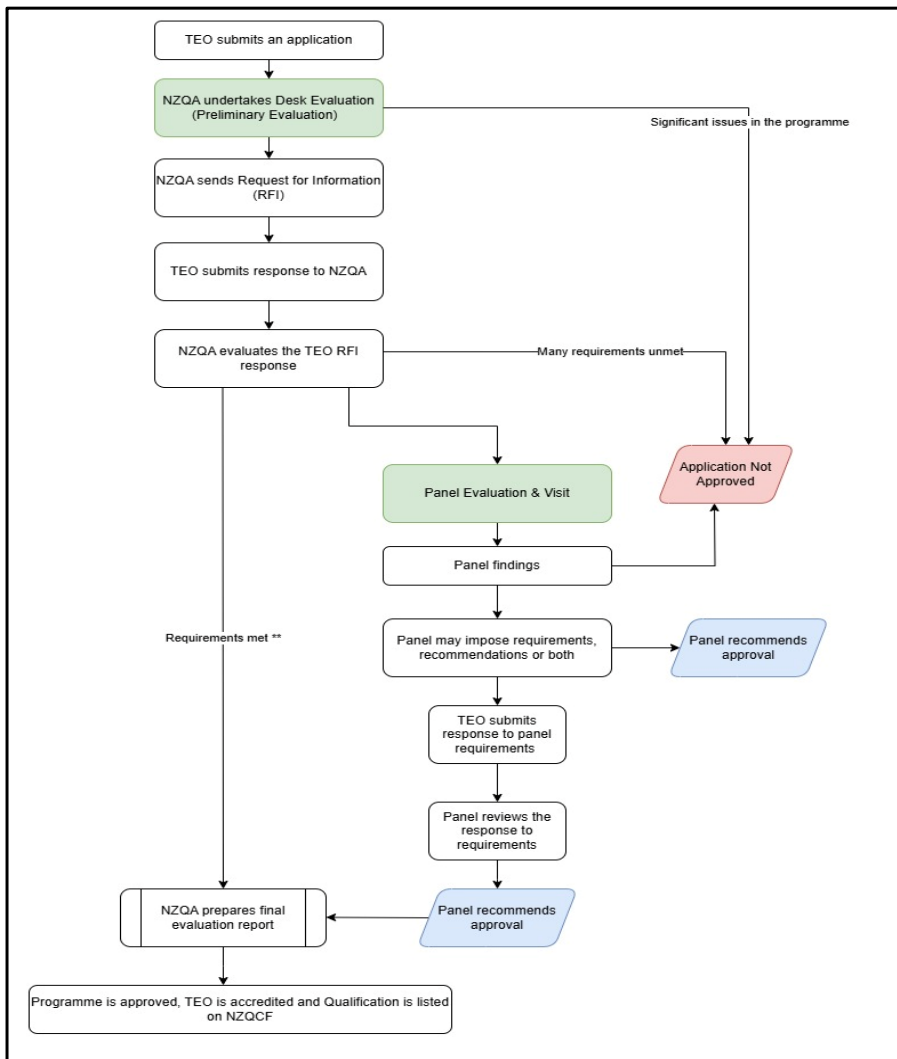


Figure 2: New application approval process

** Desk evaluation is appropriate for a new Level 7 or above programme only, where the proposed programme contains the same courses as an existing approved and accredited programme, such as

- a graduate diploma (Level 7) with the same courses and graduate profile outcome statements as part of a bachelor's degree or
- a postgraduate certificate (Level 8) with the same courses and graduate profile outcome statements as part of a (Level 9) master's programme

How to apply

↩ [Application instructions are set out in the *Online TEO applications* section of the NZQA website](#)

When the application is received, an email quoting an NZQA case number will be sent to the applicant. This number remains associated with the application throughout its outcome.

The application will be assigned to the Approvals and Accreditation or Quality Assurance Māori team. A separate email will be sent to the applicant, advising them of the Evaluator's name and contact details.

The Evaluator will commence the evaluation and contact the applicant if the submission lacks sufficient evidence.

NZQA will process applications within 130 working days, not including requests for information (RFIs). During an RFI, the application is on hold.

What will it cost?

↩ [Degree fees](#)

↩ [NZQA Fees](#)

7. Post-approval

Maintaining programme approval

13.2 To continue to maintain approval of a programme leading to a degree, graduate or post-graduate qualification at levels 7 to 10, institutions (other than universities) must:

- a. ensure the criteria specified in rule 4.1 continue to be met:
- b. ensure regular reviews of the programme are undertaken.

See **Approval Criterion 7: Programme review**.

Maintaining accreditation to provide a programme

15.2 To continue to maintain accreditation to provide an approved programme, New Zealand programme or part of them leading to a degree, graduate or postgraduate qualification at levels 7 to 10 institutions (other than universities) must:

- a. ensure the criteria specified within rule 7.1 continue to be met:
- b. provide the programme (or part) as it was approved, including adhering to the programme regulations, unless a specific change has been approved in writing by NZQA: and
- c. comply with the requirements of the Quality Assurance of Tertiary Education Providers Rules made from time to time under section 452(1)(t) of the Act (if the institution is a tertiary education provider).

Ongoing monitoring of the quality of the programme and the educational outcomes for learners. This includes reviewing data on graduate outcomes, such as employment outcomes and student engagement, with further investigation.

Lapse of Accreditation

Under Section 439(1) of the Act, an accreditation to provide an approved programme lapses when—

- (a) 12 months have passed since accreditation was granted and the institution has not during that time provided all or part of the programme to which the accreditation relates
or
- (b) 12 months have passed since the institution last provided all or part of the programme to which the accreditation relates;
or
- (c) the programme to which the accreditation relates ceases to be an approved programme;
or
- (d) the status of the qualification to which the accreditation relates is discontinued on the Qualifications and Credentials Framework. Education organisations must contact Approvals and Accreditation to request an extension to accreditation.

Please contact qaadmin@nzqa.govt.nz

MONITORING

Quality Assurance of Tertiary Education Providers Rules 2026

7. Monitoring

1. NZQA may give notice to a tertiary education provider to engage with NZQA in monitoring of particular qualifications, programmes, micro-credentials, or management of its education or training (or both) business, which may include site visits.
2. The tertiary education provider must participate and cooperate in that monitoring and in any site visit.
3. NZQA will publish processes and guidance for monitoring on its website.

Degree and related programmes will be selected for monitoring according to the published processes and guidelines.

Reviewing Qualification

Qualification and Micro-credential Listing Rules 2026

15. Responsibilities of qualification and micro-credential developers

- (i) Qualification and micro-credential developers must:
 - a. review the qualification or micro-credential within each review period specified for it, following the current guidelines published by the quality assurance body on its website:
- (ii) actively participate and cooperate in the process of NZQA initiated wider reviews of suites of qualifications or micro-credentials, and of individual qualifications or micro-credentials, and provide information requested by NZQA for the purposes of the process.

17. Unsatisfactory reviews of qualifications (other than university qualifications) or micro-credentials, and failure to award or failure to review

2. NZQA may assign expiring status to a qualification or micro-credential in the following circumstances:
 - a. in respect of qualifications:
 - i. where the qualification has not been awarded for 5 consecutive years;
 - ii. where the qualification has not been reviewed within one year following its listed review period (see rule 4(1)(i)), and is not under review at that point in time;
3. Before assigning expiring status under rule 17(2) NZQA will give reasonable notice to the relevant qualification or micro-credential developer, and opportunity to respond.

Qualification reviews are a key element of an institution's quality assurance and enhancement framework, which is based on engagement with various internal and external stakeholders, as well as self-assessment of programme delivery.

The qualification review includes a review of the programme, as both are intertwined. Refer to **Approval Criterion 7: Programme review**

Below is general guidance on conducting a review. Each educational organisation must have internal policies and procedures for qualification and programme reviews.

Stage 1 - Planning the review

The objective of the review is to determine whether the existing qualification and programme is still relevant, fit for purpose, and continue to meet the needs of the stakeholders. Additionally, an internal plan clarifies the agreed-upon approach, timelines, and respective roles and responsibilities.

The review should be conducted according to the internal processes underpinned by relevant policies and procedures in the educational organisation's quality management system (QMS).

Stage 2 - Preparing for a review

The educational organisation will need to, but not be limited to:

- a. gather data to help inform the review, for example:
 - industry, employers' community, Māori^[1], Pasifika, graduates and learners' views
 - educational organisation holding accreditation to deliver the same programme [if any]
 - workforce and skill trends
 - occupational skill profiles
- b. feedback on the utility of the current qualification and programme
- c. legislative changes or social, industrial and technological shifts
- d. requirements of relevant professional recognition bodies

Stage 3 – Conducting the review

Self-assessment is at the centre of a qualification review process.

The self-assessment exercise should include the following:

- a. the delivery of the programme over the duration of the period under review
- b. considerations of the recommendations made by the degree monitor and relevant professional body where the qualification leads to any form of registration
- c. the relevance and need for the qualification and programme from the perspective of students, graduates, industry, professional bodies, Māori, Pasifika, and relevant communities

^[1] *whanau, hapu, iwi and where appropriate, hapori Māori*

- d. strategic purpose, graduate profile outcomes, further study, and employment pathways
- e. areas for improvement and how the educational organisation plans to rectify any identified problem areas
- f. areas of strength and weaknesses of the qualification, programme and its delivery
- g. analysis of the previous degree monitoring reports and APERs
- h. future development of the qualification and programme

Depending on the resulting changes, a Type 2 or a new programme approval and accreditation may be required.

Reviewing Qualification

Qualification and Micro-credential Listing Rules 2026

19. Reporting the award of qualifications and micro-credentials

1. An institution that awards a qualification or micro-credential to a person must report the award:
 - a. to NZQA within 3 months of date of the award, in the manner set out from time to time on the NZQA website; or
 - b. to TEC in the next reporting round for completions after the date of the award.

4. Changes to approved programmes

Rule 16.1 and 16.2

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.
2. Before an institution carries out a Type 2 change to an approved programme, the institution must obtain approval from NZQA for the change after applying to NZQA and providing the information in rule 16.3.

Changes to a programme may result from ongoing quality management and improvement or changes in the industry or sector.

If changes made to one programme impact associated or linked programmes, updated programme documents must be supplied for all affected programmes. If several Type 2 changes below are incorporated within an application, NZQA may deem the cumulative changes sufficiently significant to affect the programme to the extent that a new programme approval and accreditation application may be required.

TYPE 1 CHANGES:

Rule 3.1:

Type 1 change means one or more changes to components of an approved programme which do not impact on the programme as a whole

Education organisations are to notify NZQA *before* implementing the Type 1 change.

Below are some examples of changes considered to be as Type 1:

- updates to the strategic purpose of the qualification or aim of the programme to improve the legibility while retaining the same intent. *For degrees and above, the strategic purpose of the qualification is generally the programme's aim.*
- minor changes or amendments to the content section of the qualification
- minor changes to education or employment pathways as long as these continue to align with the strategic purpose and graduate profile outcomes of the qualification.
- updates to indicative component content
- minor changes to the wording of component titles or codes
- Minor changes to the aims of the components whilst aligning with the same learning outcome
- Minor changes to learning outcomes, e.g. typographical corrections, clarification, reducing duplication
- Change to the sequence of components, e.g., affects enrolment or timetables but not regulations or rules for awarding
- amendments to practical/non-practical assessment methods and assessment weightings
- minor change to the redistribution of the learning hours (directed and self-directed hours)
- minor changes to the approved practicum hours (in alignment with the requirements of the professional and other regulatory bodies, where relevant) that do not have an overall impact on the programme
- addition of online-only offshore delivery (if the programme is already approved for 100% distance/online and qualification is appropriate for the intended countries)
- change to holiday weeks
- addition of the part-time duration of the programme
- change to entry requirements (if the programme does not involve a professional or regulatory body), e.g.:
 - changing the English Language requirements while meeting the minimum requirements set in the Programme Approval, Recognition and Accreditation rules.
 - minimum age requirements or selection criteria
 - procedures, e.g. literacy and numeracy tests or applicant interviews
- adjustment to Assessment Grade Key

Rule 16. Changes to approved programmes by institutions

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.

Email the changes to qaadmin@nzqa.govt.nz. The changes must be approved by NZQA before the implementation.

NZQA may request a copy of the programme document depending on the number of changes.

TYPE 2 CHANGES:

Rule 3.1:

Type 2 change means one or more changes to components of an approved programme which do have an impact on the programme as a whole

Below are some examples of changes considered to be as Type 2:

- update to the strategic purpose and GPOs, where the intent of the qualification is changing, and there is an impact on the programme structure. The GPOs of the qualification are linked to the component learning outcomes; therefore, any changes to the GPOs may impact the component learning outcomes
- change to programme title. *Generally, at degree and above, the qualification title is the same as the programme title.*
- major changes to learning outcomes, e.g., impacting on alignment with GPOs
- change to the programme structure, including removing, replacing, and adding components (compulsory and elective), major/specialisation/pathway components
- significant change to programme length and structure, e.g. moving from a semester to trimester delivery
- change to the entry requirements to include or exclude a requirement for learning/assessment to be undertaken in a place of work
- change to delivery mode, including online delivery
- change to the overall assessment methodology, e.g., from achievement-based to competency-based, or from practical to theoretical

Rule 16.3

3. The information required for the purposes of an application for a Type 2 change under rule 16.2 is:
 - a. full details of the changes made to the approved programme and any impacts on the accreditation of institutions to provide the programme or part of the programme:
 - b. information that demonstrates the programme continues to meet the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval by the institution:



Rule 17. Process and notification of result of application for Type 2 programme changes

1. NZQA will advise applicants if any of the details in the application for a Type 2 change requires further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit.
4. Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.
5. If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.
6. Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.
7. NZQA will publish on its website up to date and appropriate details of the approved changes to the programme.

Type 2 change applications for an approved programme must also include the following:

- rationale for the changes
- evidence of consultation
- evidence of support from stakeholders, including relevant registration body if applicable

Suggestions for supporting documents:

-  Programme document with tracked changes, including mapping of learning outcomes and GPOs, where applicable
-  Evidence of consultation with the relevant stakeholders

8. Delivering degree-level or higher programmes at additional sites

Graduate and postgraduate certificates, diplomas, and degrees are accredited for delivery at specific delivery sites only.

NZQA approval is needed to deliver degree-level or higher programmes from a new or additional site, whether it's permanent or temporary.

Temporary delivery sites for degrees

Email our Service Support team before commencing the delivery at a temporary site.

Only once the temporary site is approved should the institution begin delivery.

Email qaadmin@nzqa.govt.nz.

Permanent delivery sites for degrees

To begin delivery at an additional permanent site, submit a site accreditation application to NZQA.

A site accreditation application must include evidence that demonstrates how the proposed delivery site meets the **Programme Accreditation criteria**.

If the proposed additional site is new to NZQA, submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal and upload the permanent delivery site form with the application.

NZQA will evaluate the Site accreditation application alongside the requested permanent delivery site form.

If the permanent site is already approved

If the site is already registered with NZQA as a permanent delivery site, then submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal only.

9. Joint degree between a university and non-university institution

These can occur between a New Zealand university and another non-university tertiary education organisation where the contribution of each is substantial. For jointly awarded qualifications, both Universities New Zealand and NZQA engage for the purposes of approval and accreditation.

The information below should be provided with an application for a joint degree programme.

The following procedures have been agreed upon between NZQA and Universities New Zealand (UNZ). There are three possibilities with three different requirements:

- If the qualification is awarded solely in the name of a university, Universities New Zealand's Committee on University Academic Programmes (CUAP) procedures would apply, as set out in the CUAP booklet.
- If awarded solely in the name of a non-university tertiary education organisation, the relevant procedures outlined in NZQA policy would apply.
- For a degree awarded in the name of two tertiary education organisations, one of which is a university, a combination of the procedures will apply (e.g., negotiated between the institutions).

ONE SET OF DOCUMENTATION

If the application involves a university and a polytechnic, wānanga or a PTE, the applicant should submit only one set of documentation.

The documentation needs to be submitted to NZQA first. After the initial evaluation, and only if it addresses all requirements, the application will be submitted to CUAP by one of the due dates specified below.

ONE APPROVAL PROCESS

When NZQA receives the application, an initial analysis of the documentation will be undertaken to ensure the application meets the relevant criteria.

NZQA will follow the standard application process, which includes a panel visit. If the application is satisfactory, NZQA will engage with CUAP in a timely manner, aligning with CUAP's cycles, i.e., by 1 May or 1 September.

NZQA will attach any comments to the documentation so that CUAP can consider them in the same manner as comments from any university.

If there are concerns, CUAP will discuss these with NZQA.

When the application meets the relevant criteria, CUAP will recommend approval and notify NZQA.

CUAP will advise NZQA and the applicant if the application is not approved.

10. Sub-contracting

An accredited education organisation can arrange for another organisation to provide part of an approved programme on their behalf. NZQA considers this a sub-contracting arrangement.

There are different requirements when an education organisation engages a sub-contractor. These requirements depend on whether the sub-contractor involved has accreditation for the programme or not.

Sub-contractor has accreditation

If the education organisation proposes to use a sub-contractor, and both have accreditation the education organisation should notify NZQA of the arrangement and provide a copy of the signed agreement.

Sub-contractor doesn't have accreditation

If the education organisation has accreditation for the programme but the sub-contractor does not, the education organisation must apply to NZQA for approval to engage the sub-contractor and provide the required information, including a copy of the signed agreement.

Quality Assurance of Tertiary Education Providers Rules 2026

1. This rule applies where:
 - a. tertiary education provider has been granted accreditation to provide an approved programme or micro-credential, or a consent to assess against standards; and
 - b. proposes to use a sub-contractor to provide any education or training that forms part of that accreditation or consent to assess.
2. If the sub-contractor holds accreditation for the same programme or micro-credential, or has consent to assess against standards for that education and training, the tertiary education provider must notify NZQA of the sub-contracting arrangement prior to sub-contractor providing the education or training, and supply to NZQA the following information:
 - a. copy of the sub-contracting agreement which must outline the responsibilities and obligations of the parties;
 - b. the duration of the arrangement;
 - c. the reasons for the arrangement; and
 - d. confirmation that any advertising and other information provided to prospective students clearly shows that the study or training involved is provided under a sub-contracting arrangement.
3. If the sub-contractor does not hold accreditation for the same programme or micro-credential or does not have consent to assess against standards for that education and training, the tertiary education provider must apply to NZQA for approval to engage the sub-contractor prior to any provision of education and training by the sub-contractor.
4. Applications under rule 8(3) must include the following information:
 - a. the name of the sub-contractor;
 - b. identification of the education or training to be provided under the arrangement;

- c. the rationale for the proposed sub-contracting arrangement;
 - d. a copy of the sub-contracting arrangement between the tertiary education provider and the sub-contractor; and
 - e. evidence of internal quality assurance approval by the Chief Executive of the tertiary education provider or a senior manager with delegated authority from the Chief Executive.
5. NZQA will grant approval to an application under rule 8(3) where it is satisfied that:
- a. the tertiary education provider remains responsible for the sub-contractor meeting all of the tertiary education provider's obligations that are relevant for the accreditation or consent to assess;
 - b. the sub-contractor will meet all relevant obligations in the Act and in rules made under section 452 of the Act in relation to the provision of the education or training;
 - c. there is a formal documented arrangement between the tertiary education provider and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the education or training;
 - d. the information and advertising for the education or training clearly states that it is provided through a sub-contracting arrangement; and
 - e. all student enrolments are through the tertiary education provider, and the tertiary education provider maintains all student enrolment and academic information.
6. To continue to maintain approval under rule 8(5) the tertiary education provider must ensure the sub-contracting is conducted at all times in accordance with the requirements set out in paragraphs (a) to (e) of rule 8(5).
7. A tertiary education provider is not compliant with this rule 8 where the sub-contractor engaged by the other body purports to further sub-contract the delivery of education or training.

A separate subcontracting application is required for approval of the arrangement. A panel and a site visit may be considered depending on the subcontracting arrangement.



Guidelines for listing, approval and maintaining degrees and related qualifications

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



July 2025

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1. Introduction

These guidelines explain the processes that tertiary education organisations (TEOs), other than universities, need to follow to:

- *list a qualification* on the New Zealand Qualification and Credentials Framework (NZQCF) at Levels 7-10
- *apply for approval of programmes* leading to a qualification at Levels 7–10
- *apply for accreditation to deliver an approved programme* leading to a qualification at Levels 7-10
- maintain approval and accreditation to provide a programme leading to a listed qualification on the NZQCF.

The process of listing a degree or related qualification and approving a programme is undertaken simultaneously.

The degrees and related qualifications at Levels 7 to 10 are:

- bachelor's degrees
- graduate certificates and diplomas
- bachelor honours degrees
- postgraduate certificates and diplomas
- master's degrees
- doctoral degrees

CONTEXT

Section 452 of the Education and Training Act 2020 (The Act) gives the New Zealand Qualifications Authority (NZQA) the authority to make rules for the quality assurance processes for which it is responsible.

Section 454 of the Act states that NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—

- (a) is taught mainly by people engaged in research; and
- (b) emphasises general principles and basic knowledge as the basis for self-directed work and learning.

Under section 436 of the Act, qualifications must be listed on the New Zealand Qualifications and Credentials Framework (NZQCF) register. [The Qualification and Micro-credential Listing and Operational Rules 2025](#) govern this listing.

Programme approval and accreditation is required under sections 439 and 441 of the Act. The [Programme Approval, Recognition, and Accreditation Rules 2025 \(PARA 2025\)](#) govern the approval of programmes of study and accreditation for these programmes.

The [Offshore Programme Delivery Rules 2022](#) govern programme approval and accreditation requirements for offshore programme delivery.

QUALITY ASSURANCE

The decision to list the qualifications, approve, and accredit the programme is based on the quality and sufficiency of evidence provided against the criteria in the qualification listing, programme approval, and accreditation rules.

In the evaluation process, NZQA will be clear about the information and evidence on which decisions have been made. The overall quality of the application will determine whether it is approved or not. Before an evaluation decision is made, NZQA may issue a *request for information (RFI)* to address minor gaps in the evidence provided.

The degree and related qualifications will be evaluated through a panel evaluation and a site visit following the NZQA preliminary evaluation and the RFI. The panel findings will be the basis for the final evaluation decision.

See Section – **Process for granting approval and accreditation**

TE HONO O TE KAHURANGI QUALITY ASSURANCE

Rule 12. Requests for Te Hono o Te Kahurangi quality assurance

1. When applying for programme approval, New Zealand programme recognition or accreditation, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.
2. An applicant making a request under rule 12.1, in addition to providing the relevant information required under rules 4 to 7, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.
3. NZQA will evaluate a request made under rule 12.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

Educational organisations must indicate whether they want the application evaluated using the general quality assurance method or through Te Hono O Te Kahurangi.

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākonga Māori choosing to achieve educational success through Mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi. The kaupapa act as a common point of reference for educators and evaluators to guide evaluative conversations and decisions about:

- what quality looks like in the educational context of the organisation

- how the organisation knows they are meeting the needs of ākonga, whānau, hapū, iwi and other accountabilities
- whether the organisation has sufficient capacity and capability to deliver and sustain educational outcomes
- how well the organisation reflects upon its delivery to improve its overall educational performance.

Each education organisation is expected to demonstrate how its priorities relate to each application or review type through expressions of ngā kaupapa of Te Hono o Te Kahurangi.

The six kaupapa are:

- Rangatiratanga

Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākonga, whānau, hapū, and where relevant, the Māori community and sector stakeholders.

- Whanaungatanga

Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.

- Manaakitanga

Manaakitanga realised by mana-enhancing behaviour and practices for the care of ākonga, whānau, hapū, iwi, and community.

- Pūkengatanga

Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.

- Kaitiakitanga

Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.

- Te Reo Māori

The Māori language is alive, vibrant, and flourishing.

For more information, please refer to the NZQA website: [Guidelines for Te Hono o Te Kahurangi evaluative quality assurance](#).



WHO CAN APPLY?

NZQA will accept applications from:

- Te Pūkenga - New Zealand Institute of Skills and Technology
- Wānanga
- NZQA-registered private training establishments

NAVIGATING THESE GUIDELINES

Icons used throughout the document:

-  'Folder icon' signals suggestions for documents to provide evidence
-  'Arrow icon' draws attention to website resources

2. Using the evaluative approach

NZQA evaluates the qualification set out in part 4 of the Qualification and Micro-credential Listing and Operational Rules 2025, alignment with NZQCF Level descriptors and the programme against parts 1, 2 and 7 of the Programme Approval, Recognition, and Accreditation Rules 2025.

The decision to approve a degree or related qualification for listing on the NZQCF register and approve the programme leading to the qualification is made simultaneously by meeting the criteria and answering the evaluation questions.

Decision to list a qualification and approve the programme

<p>How well does the qualification meet the overall requirements for listing on the NZQCF register?</p> <p>How well does the programme design match the qualification outcomes and strategic purpose?</p>	
<p>Listing and programme approved.</p>	<p>ALL of the following</p> <p>Good evidence shows a distinct need for the qualification and that the qualification outcomes meet the evidenced need.</p> <p>The programme matches the strategic purpose and requirements of the qualification.</p> <p>The programme consists of components (also referred to as courses, modules, and papers) structured coherently to achieve the qualification outcomes.</p> <p>Good evidence shows the programme is acceptable to the relevant communities and key stakeholders.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
<p>Listing and programme not approved</p>	<p>When ANY of the above is not evident.</p>

Decision to accredit an education organisation

To what extent does the education provider have the ongoing capability and resources to support sustained delivery of the approved programme?	
Education organisation accredited	<p>ALL of the following</p> <p>Good evidence the education organisation has the capability and resources to provide the programme.</p> <p>Good evidence the education organisation has suitable subject matter and educational expertise to monitor and moderate delivery and assessment of the programme.</p> <p>Formal arrangements with the programme approval holder where required.</p> <p>Good evidence of satisfactory and appropriate research that is adequately resourced.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Education organisation not accredited.	When ANY of the above are not evident.

3. Qualification Listing

PRINCIPLES UNDERPINNING THE DESIGN OF QUALIFICATIONS ON THE [NZQCF](#)

Needs-based

The usefulness, relevance and value of qualifications and credentials is based on their relevance to industry, Māori and iwi, the community, and the skill needs and aspirations of individuals and groups of learners. Qualification and credential pathways show how continued learning has been designed to contribute to growing and developing people's capabilities.

Qualifications may explicitly acknowledge the environmental, cultural, and social aspirations of Māori, Pacific people, disabled people and other communities.

Focused on outcomes

Clearly specifying the outcomes of a qualification or credential enables comparisons with other qualifications and credentials (both nationally and internationally) and assists portability. Outcomes describe what people know, can do, and the context in which they can operate on completion of their qualification or credential. They include transferable skills. They also indicate pathways to further education, employment and/or contribution to the community.

Flexibility

Qualifications and credentials can be achieved through a range of pathways and learning modes. Learning can be delivered and assessed in ways that meet the cultural and learning needs of learners and take place in a wide variety of locations. These include on-campus, online, in workplaces, marae, events, churches, sports clubs and organisations, community settings, sites of cultural significance and the kāinga (home).

Learning acquired both formally and informally – such as through recognition of prior learning – may be credentialed.

Trust and accountability

Qualifications and credentials are developed collaboratively with a wide range of relevant stakeholders in an environment of mutual trust, benefit, and accountability. The relationships between these parties are based on whanaungatanga (relationship), manaakitanga (support) and mahi tahi (cooperation), and reflect respect, understanding, communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

Listing

Title

Listing rules 4.1 (a), 7.1 and 7.3 - 7.4

4.1 The title for the qualification properly reflects the qualification:

Must not include the name of a person, organisation, or product unless the applicant satisfies the quality assurance body that there is a sound educational justification for the inclusion.

7.1 A qualification may be listed in te reo Māori instead of or in addition to English, and in place of the words "New Zealand" a reo Māori translation for "New Zealand" may be used for the purposes of rule 5.2(a).

7.3 The use of te reo Māori in all listed qualifications and micro-credentials must be consistent with aspirations for Mātauranga Māori.

7.4 Where qualifications or micro-credentials are listed in te reo Māori, the listing details in rule 4.1(c) and (d)(i) for qualifications, or in rule 6.1(d)(iii) for micro-credentials, will contain an English description.

The title of the qualification should provide an accurate indication of its general subject area and be consistent with the requirements on the nomenclature of the NZQCF.

When finalising the title of the qualification, remember that the title listed on the NZQCF will appear on the learner's New Zealand Record of Achievement (NZRoA) and will be used for certification purposes.

Type of qualification, level and credits

Listing rule 4.1 (b) and 4.1 (e)

List a suitable qualification type and level that recognises the achievement of a set of graduate outcomes for a particular purpose through formal certification.

List the credit value.

Each qualification type is defined by an agreed set of criteria, including the level at which the qualification is listed and the number of credits required at each level.

Section 4 of the [NZQCF booklet](#) provides the full definitions of qualification types, levels, and credit requirements according to each qualification type.

The level assigned must provide the best match between the level descriptors and the outcomes of the qualification. In cases where a qualification includes strands/specialisations, each strand must be at the same level as the qualification.

The qualification must be assigned a credit value that reflects the notional learning time for the learner to meet all the qualification outcomes. One credit represents a notional 10 hours of learning time. Notional learning includes all directed, self-directed and assessment time.

Purpose

Listing rule 4.1 (c) (ii)

A statement of the purpose of the qualification which clearly states:

(ii) [...], the use of the qualification in New Zealand, or the use of the qualification in one or more other countries, and its relevance to students, industry, employers, professions whānau, hapū, iwi, hapori Māori or community groups:

A strategic purpose statement clarifies why the qualification should be listed on the NZQCF. The qualification should explicitly acknowledge the cultural and social aspirations of Māori, Pasifika and/or other identified communities, including those with non-physical barriers to learning, where appropriate.

The strategic purpose statement is usually structured as 2-3 statements that identify the following:

- nature of the qualification
- target group of learners, industry and/or community that will benefit from the qualification
- standard level of responsibility and/or autonomy at which the graduate will operate or a definition of the scope of practice. This refers to any relevant industry or professional registration requirements.

Outcome statement

Listing rule 4.1 (d)

a suitable outcome statement that:

(i) includes a graduate profile which describes the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification

(ii) identifies the education pathways to other qualifications if any

(iii) identifies

(B) [...], either or both of the employment pathways or any contribution to the community whānau, hapū, iwi, or hapori Māori

GRADUATE PROFILE

Graduate profile outcome statements describe what a person awarded the qualification or credential knows, is able to do, and the context in which they can operate.

Knowledge

Knowledge is defined as what a graduate knows and understands within a body of knowledge. The knowledge domain includes facts, information, concepts and principles relating to a discipline, field of work or study, or professional practice, and may include Mātauranga Māori.

It is described as a progression from 'basic or factual' knowledge through to 'operational', 'theoretical', 'technical', 'specialised' and 'frontier' knowledge. Complexity of knowledge is described together with breadth and/or depth of understanding in the field of study or work.

Skills

Skills are the ability to complete an action well through deliberate and sustained training or practice. This domain has four sub-domains:

- Practice and performance refer to completing, adapting, researching or creating activities, practices, systems and processes.
- Critical thinking refers to examining, questioning, evaluating and challenging assumptions to address problems, issues or challenges, or achieve a goal.
- Collaboration refers to working with others towards a common goal.
- Communication refers to giving information for a range of purposes to a variety of audiences and receiving information to gain understanding.

Context

The context domain describes levels of autonomy and responsibility, and the environment in which graduates are able to apply their knowledge and skills. The levels progress from operating in structured, more predictable environments to more dynamic, increasingly complex and ambiguous environments. The context also includes expectations for:

- learning or working with or without supervision
- being responsible for self and others
- understanding the scope and limitations of the person's practice.

Ensure each graduate profile outcome statement aligns with the NZQCF Level descriptor:

Domain	Sub-domain	Level 7	Level 8	Level 9	Level 10
What graduates know	<i>Knowledge</i>	Has a broad knowledge of a range of technical or theoretical concepts and systematic understanding of an area of professional practice or body of knowledge	Has advanced, specialised, technical or theoretical knowledge and understanding of an area of professional practice or discipline	Has highly advanced, specialised, technical or theoretical knowledge and understanding, some of which is at the forefront of an area of professional	Has expert understanding at forefront of an area of professional practice or discipline and generates new knowledge in a specialist field

				practice or discipline	
What graduates can do Skills Ngā pūkenga	<i>Practice and performance</i>	Applies highly developed skills and specialised methods to perform complex activities	Applies advanced skills and specialised methods to perform and adapt complex activities or engage in research	Applies expert skills and methods to create new activities in an area of professional practice or to conduct critical, systematic research	Designs and conducts or supervises substantial research that drives innovation at the forefront of an area of professional practice or discipline
	<i>Critical thinking</i>	Examines an area of professional practice or body of knowledge and generates solutions for complex problems	Evaluates emerging complex problems in an area of professional practice or body of knowledge and generates and evaluates solutions using sound judgement and integrity	Conducts rigorous intellectual analysis of theories, concepts and issues in an area of professional practice or body of knowledge and demonstrates well-developed judgement and integrity to solve complex unpredictable problems	Investigates a body of knowledge or area of professional practice and demonstrates authoritative judgement through original research that challenges established knowledge and practice
	<i>Collaboration</i>	Leads or collaborates within a group or team on cross-functional projects and motivates others	Leads or collaborates with groups, teams, or leaders on complex or cross-functional projects and motivates others	Leads or collaborates with groups, teams, or leaders on complex or cross-functional projects and fosters a culture that values and incorporates diverse perspectives and contributions	Leads or collaborates with specialist and non-specialist leaders, peers, groups or organisations, taking account of social, cultural and ethical considerations
	<i>Communication</i>	Communicates complex information and shares insights with a range of audiences using optimised communication media and methods	Communicates complex information and shares insights with specialist and non-specialist audiences using optimised communication media and methods	Communicates highly complex information and shares insights with specialist and non-specialist audiences using a range of media and methods such as a sustained argument, proposition or professional decision	Communicates highly complex information and shares insights with specialist and non-specialist audiences through a wide range of media, methods and contexts, such as publication, critical dialogue, specialist and community forums

Where and how graduates operate Context Te whakapapa	<i>Environment</i>	Dynamic environments with frequent ambiguity	Dynamic environments with frequent ambiguity and change	Dynamic environments with frequent, emerging issues and change	Dynamic environments with frequent, complex issues and unpredictable or uncertain situations
	<i>Autonomy and responsibility</i>	Responsible for own professional practice and development	Responsible for contributing to the development of a profession or field of study	Some responsibility for leadership within a profession or field of study	Responsible for leading the ongoing development of a profession or field of study or creating substantial organisational or social change

Table 1: NZQCF Level descriptors

The graduate profile should start with the stem, "*Graduates will be able to*"

Each graduate profile outcome must be written in the form of:

- active verb which illustrates the use of the outcome, e.g. analyse, apply, examine
- subject/content which describes what the graduate will be doing
- context that reflects the conditions under which the graduate will perform.

Each graduate profile outcome statement should be broad enough to summarise a range of outcomes, as these are unpacked through the component learning outcomes. In this way, graduate profile outcomes are indirectly achieved with evidence gathered in the assessment of component learning outcomes in a programme.

Each outcome statement contributes to meeting the needs identified in the strategic purpose. Where the qualification includes strands, the graduate profile must clearly identify specific outcomes for each strand.

◀ [Writing Learning Outcomes: Structure and Considerations](#)

STRANDS/MAJORS

These are needed where additional graduate profile outcomes recognise specific specialities in addition to the core graduate profile. These should be clearly separated from the core graduate profile outcome statements and reflected in the title of the qualification.

EDUCATION PATHWAY TO OTHER QUALIFICATIONS

An education pathway outlines the further learning a graduate of the qualification can undertake. This should be specific to the proposed qualification in the application.

EMPLOYMENT, CULTURAL, AND COMMUNITY PATHWAYS

The employment pathway identifies the areas in which a graduate may be qualified to work or the contribution they may make to their community. This should be specific and aligned with the proposed qualification in the application.

Classification

Listing rule 4.1 (f)

The assigned six-digit code from the New Zealand Standard of Classification of Education (NZSCED) system.

NZSCED is a subject-based classification system for qualifications and programmes, consisting of three levels of detail (broad, narrow, and detailed fields) that define each subject or field of study. Each qualification listed on the NZQCF requires an NZSCED code at the detailed field level. The application should specify the relevant NZSCED code, and education organisations may consider discussing the correct NZSCED prior with TEC if seeking funding.

↩ [New Zealand Standard Classification of Education \(NZSCED\)](#)

Review period

Listing rules 4.1 (i) and 15.1

The intended period for review is usually no longer than 5 years from listing and no longer than 5 years from each review thereafter.

The qualification developer must review the qualification within each review period specified for it, following the current guidelines published by on NZQA website.

Every qualification must have a review date. The qualification developer must initiate a formal review process before this date.

The period for ongoing review is a maximum of five years. Qualification developers are encouraged to set a review date in three to four years, depending on the duration of the programme.

A review of the qualification will include a review of the programme. See **Approval Criterion 7: Programme review, Accreditation Criterion 4: Programme review and Qualification Review.**

The application should specify a review date. At the time of approval, NZQA will discuss the date with the applicant in consultation.

4. Programme approval

Part 1 of Programme Approval, Recognition and Accreditation Rules 2025 requires:

4. Applications by institutions (other than universities) for approval of programmes leading to degree, graduate and postgraduate qualifications at levels 7 to 10 must contain the following:
 - a. programme documentation that includes:
 - i. a clear statement of title and aims of the programme;
 - ii. a clear articulation of the structure, components and length of the programme;
 - iii. specified learning outcomes for each component of the programme;
 - iv. clearly identified links between the programme component learning outcomes and the qualification graduate profile outcomes; and
 - v. allocation of appropriate levels and credits for each component;
 - b. information that demonstrates the programme meets the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval of the programme by the institution.

NZQA evaluates applications using Rule 4.1 Criteria for the approval of programmes for institutions under Section 439 of the Act, as explained below.

Approval Criterion 1: Qualification to which the programme leads

The programme meets both the listing details for the qualification it relates to and the qualification-type description.

The purpose, outcomes, level, and credits of the programme must align with its NZQCF qualification type definition. The programme's overall level and credit value must be the same as the qualification (or qualifications) it leads to.

See **Qualification Listing**

↩ [NZQCF brochure](#)

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

The title, aims, stated learning outcomes and coherence of the whole programme are suitable for the qualification it relates to.

The title of the programme should match the title of the qualification.

The aim of the programme can be the same as the strategic purpose of the qualification. If the intention is to include a separate aim of the programme, then consider, for example:

- the programme's use and relevance to learners, industry and communities

- the programme's aim in terms of the cultural and social aspirations of Māori, Pasifika and other communities
- information relevant to the programme's key stakeholders
- information that is aligned with the strategic purpose statement of the qualification
- teaching and learning philosophy, strand, context, site of learning (e.g. workplace)

The programme must illustrate a clear structure of its components. Each component descriptor needs to specify the:

- title
- level
- credit value
- learning hours (distribution of the learning hours directed/self-directed)
- aim statement
- learning outcomes
- indicative content
- assessment methodologies and weightings and
- compulsory or recommended resources (if applicable)

See Appendix 1: Component Descriptor

Programmes may contain components that are lower than the level of the qualification (e.g. some Level 5 components in a Level 7 qualification). However, overall, the graduate profile outcomes must be met at the level of the qualification.

Similarly, the programme may contain components that are higher than the level of the qualification; however, learners should be given appropriate support to enable them to succeed and to ensure consistency of outcomes.

↩ [NZQCF brochure](#)

COMPONENT LEARNING OUTCOMES:

A component learning outcome statement (LO) describes the specific knowledge, skills, understanding and application a learner will achieve through each programme component.

Constructive alignment of the learning outcomes with the teaching and learning activities and assessments in each component will help ensure students achieve the learning outcomes and, therefore, meet the graduate profile outcome.

↩ [Writing Learning Outcomes: Structure and Considerations](#)

The application must include mapping of the component learning outcomes to the qualification's graduate profile outcomes (GPOs) with an explanatory matrix (see Appendix 2: GPO mapping matrix).

STACKING MICRO-CREDENTIALS INTO PROGRAMMES

Although micro-credentials are developed and delivered as standalone products, they can also build upon or complement one another.

Programmes may include micro-credentials as components, provided the programme's overall design is coherent and meets the qualification outcomes and strategic purpose.

Micro-credentials stacked towards a degree or postgraduate qualification must be designed to be taught primarily by individuals engaged in research.

Approval of a micro-credential does not guarantee that a programme composed of the same micro-credential will be approved.

The application must clearly state which components are standalone micro-credentials.

↩ [Stacking micro-credentials](#)

COHERENCE

Coherence is demonstrated when the qualification's strategic purpose (programme aim statement) is clearly aligned with the graduate profile outcomes. This alignment is reflected in the learning outcomes of each component and is evident in the proposed delivery modes and assessment methods.

Coherence within each component is essential, as the learning outcomes should align with the respective component's aim and content. The assessments within a component should also align with the learning outcomes.

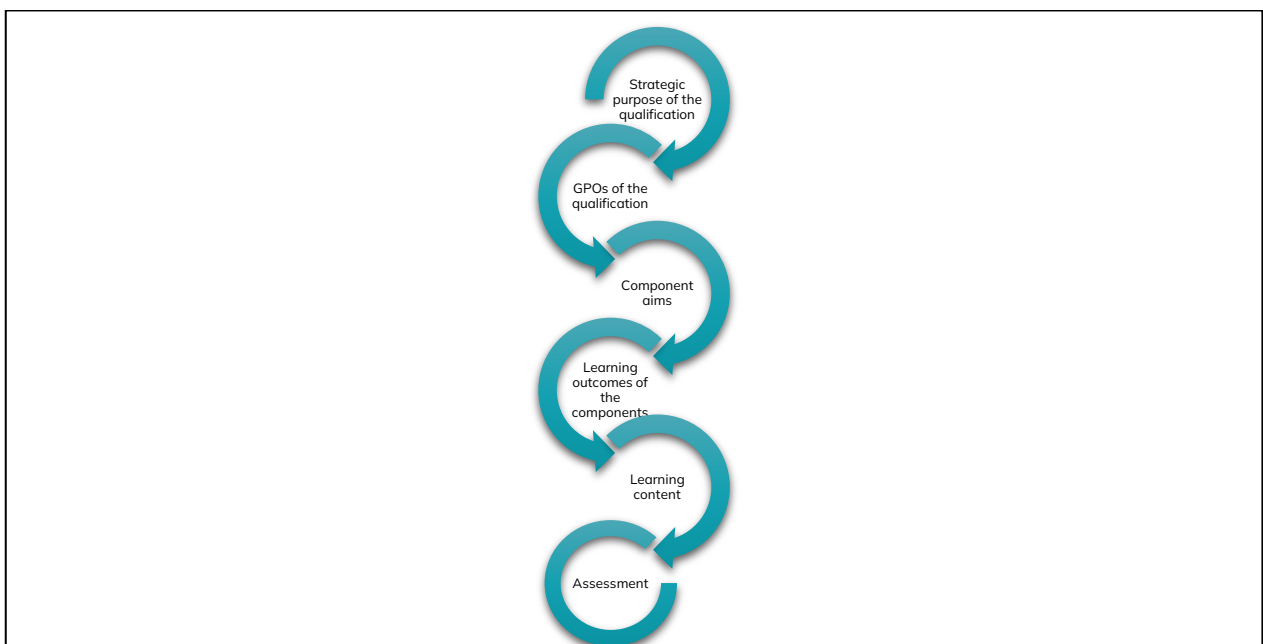




Figure 1: Programme coherence

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Graduate profile and component learning outcome mapping matrix

Approval Criterion 3: Delivery methods

The delivery methods are adequate and appropriate given the stated learning outcomes for the programme. Where specific resources are necessary for the programme to be provided those resources are clearly outlined.

Delivery methods are specific techniques or approaches used to deliver educational content to learners, such as lectures, discussions, case studies, group projects, simulations, and other forms of active learning.

When selecting delivery methods, consider:

- how each delivery method will assist the target learner group in achieving the learning outcomes of the programme
- the educational rationale for any practical, work-integrated learning
- the clear relationship between learning hours and credit value.
- the supply of, and learner access to, educational support, resources, or equipment
- ways of informing learners of the activities that will be expected of them.
- these do not place learners, stakeholders or the public at risk. The application must identify any potential risks and demonstrate how they will be addressed.

Delivery methods should be suitable for the delivery mode.

DELIVERY MODE

A programme can include a combination of delivery modes. NZQA currently records delivery mode for programmes as follows¹:

- a) Face to face – most of the study or training is proximate, in-person, either in provider-based or work-based settings.
- b) Distance – most delivery is distant from the provider-based or work-based settings, commonly in an online setting. This may be asynchronous learning, working through online activities, or synchronous online interaction attended by a facilitator and a number of participants.
- c) Blended delivery includes significant amounts of time attending in-person classes or work and learning at a distance from the educator or trainer.

¹ NZQA is reviewing delivery mode 'types' as part of updating its internal systems and will update programme and micro-credentials guidance in due course

NZQA uses these modes to distinguish between learning and training that relies entirely on distance (usually online) and learning and training that occur in the same physical space, at least some of the time, and are part of teaching and learning. Although remote videoconferencing involves face-to-face interaction, it is considered 'distance' in these definitions. Also, note that 'blended' learning is sometimes used to describe delivery that uses multiple learning contexts, such as offshore and onshore. In the NZQA definitions, 'blended' only refers to the blend of in-person and at a distance.

The application should indicate the programme's delivery mode and clarify the alignment of the delivery methods and modes.

ONLINE DELIVERY

Support and advice where the mode of delivery is distance learning online is available here:

↩ [Distance online delivery](#)

The guidance covers delivery through an online learning management system [LMS], which may include webinars / recorded or live lectures, online tutorials and discussions (synchronous or asynchronous), and individual and group work (synchronous or otherwise via online forums and chats).

Applications for degree programmes offered online to offshore students must include additional information addressing time-zone differences and providing support tailored to learners' cultural settings.

↩ [The Tertiary and International Learners Code of Practice](#)

PRACTICAL, WORK-BASED

The application must identify any practical, field-based or work-based components in the programme that are undertaken away from the stated delivery site.

The application must describe:

- how this is delivered – the hours and duration, and who delivers it
- how the delivery is quality assured through providing relevant evidence, such as a tripartite agreement specifying the roles and responsibilities of each party
- indication of a staff member whose role is to liaise with off-site providers,
- the health and safety policies and procedures, and any non-disclosure agreement in place
- how the learner's progress is monitored
- how the learners are supported

SELF-DIRECTED LEARNING

The programme learning hours are generally distributed to include directed and self-directed learning hours.






The percentage of independent, self-directed learning activities, such as reading and research, will be determined by the level of qualification, graduate profile outcomes, and component learning outcomes.

The application should indicate the self-directed learning hours and provide a general outline of the activities that the learner will undertake to meet those hours.

SPECIFIC RESOURCES

The application must outline all specific resources required for the delivery of the programme or its components and demonstrate that those resources are in place or provide a detailed schedule for their acquisition. Refer to **Accreditation Criterion 2: Resources**.

Suggestions for supporting documents:

-  Programme document and component descriptors
-  Delivery Schedule / Timetable
-  A tripartite agreement for practical or work-based components, including non-disclosure agreement
-  Relevant policies related to work placements
-  Student Handbook

Approval Criterion 4: Acceptability of the programme and consultation

There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must articulate the need for and acceptability of the programme to the relevant communities (*including ākonga, whānau, hapū, iwi and where appropriate, hāpori Māori*) and other key stakeholders (*including the qualification developer and any relevant academic, employer, industry, professional and other bodies*). Any required endorsement by a WDC under section 366(1)(g) of the Act must have been obtained.

NZQA requires evidence of engagement and consultation that considers stakeholders' needs, including the relevant Workforce Development Council (WDC), where appropriate. Although WDC endorsement is not required for programmes leading to degrees and postgraduate qualifications, the WDC may be a key stakeholder and should be considered.

For education organisations engaged only in the international market, consultation with communities, industry or employers is still required even though graduates may only remain in New Zealand for a short time.

MEANINGFUL ENGAGEMENT

The stakeholder consultation process requires that relevant, well-informed stakeholders are represented and involved, and to inform their contribution, they should be provided with information such as:

- The details of the qualification awarded on successful completion of the programme (particularly the strategic purpose statement and the graduate profile outcomes),
- an outline of the programme, including the aim, component structure and content, component description, graduate profile, delivery methods, and assessments; and
- the target learner groups.

Effective stakeholder consultation processes commence during the qualification and programme development stage at the start of the development cycle. It should be the catalyst that informs the need, aim, content, delivery methods and assessment.

NEED FOR THE PROGRAMME

The application must include evidence of the need for the programme, providing a needs analysis (or market analysis), as well as its acceptability to the relevant communities and stakeholders.

The need for the programme is linked to the need for the qualification, as outlined in the **Qualification Listing**.

Consultation on the need for the programme should be informed by engagement with each of the following, as appropriate.

Māori and Pasifika communities

Educational organisations with multiple delivery sites should consult with the local iwi or hapū associated with the catchment area of each site where the programme is to be delivered.

Educational organisations must maintain working partnerships with the Māori and Pasifika communities most relevant to them and their operations to seek feedback on the knowledge, skills, and other benefits the programme will bring to the communities.

Academic Bodies or Boards

Academic bodies are usually groups responsible for academic-related matters within an institution or who share academic connections in a particular area in different institutions or organisations. The rationale for including academic bodies as part of the stakeholder consultation, both within and beyond the institution, is to build up solid academic grounds for developing the proposed programme, including the programme structure and components, entry requirements, arrangements for assessment and moderation, and to foster consistency of graduates.

Industry and Employers

Industry includes advocacy groups, trade associations, associations of industries or groups with allied interests, and other non-profit organisations in general. Examples include chambers of commerce or business networks that aim to influence public policy, tertiary education, and resource allocation decisions. Consultation with industry may relate to the programme's design, appropriate learner projects, internships, or work placements. Ultimately, the industry must be asked to identify the relevant skills, knowledge, and attributes that ensure graduates meet the industry's needs.

Employers, as distinct to industry, have more specific and immediate requirements. They will employ graduates of the programmes and focus on graduates' work-ready skills, knowledge, and attributes. Improving graduate employability skills contributes to the long-term sustainability of the programme. Consultation with employers should also inform the development of authentic assessment requirements for the programme.

Professional Bodies

Professional bodies are usually non-profit membership organisations in a learned occupation that specify the requirements for entry to the profession or professional body, identify requirements for continued membership, and set out the code of conduct for the profession, as well as complaints and disciplinary procedures. For example, Engineering New Zealand, Human Resource Institute of New Zealand Management (HRINZ), NZ Institute of Safety Management (NZISM), Physiotherapy New Zealand, and The Property Institute of New Zealand (PINZ).

The rationale for consulting professional bodies is to ensure that the voice of the profession is heard and acted upon, so that the proposed programme is developed to meet the professional needs and standards.

Regulatory Bodies

Unlike professional bodies and non-profit membership organisations, regulatory bodies are public organisations or authorities established by the government on a statutory mandate to exercise a regulatory function, such as imposing requirements, restrictions, and conditions, setting standards, and enforcing compliance. For example, the Nursing Council of New Zealand (NCNZ), the Occupational Therapy Board of New Zealand (OTBNZ), the Medical Council of New Zealand (MCNZ), or the Social Workers Registration Board (SWRB).

Some professional bodies also have statutory and disciplinary responsibilities; for example, the Teaching Council of New Zealand is a professional body with statutory powers.

The rationale for including regulatory bodies is to ensure that the programme has considered the views and feedback of all relevant stakeholders and, if applicable, that the programme meets relevant regulatory requirements and conditions.

Advisory Group

Evidence of engagement and consultation must demonstrate that the educational organisation has/will appoint a designated advisory group within the specified subject area before or during the development of the programme and that this group has/will contribute to and support the development of the programme.

The advisory group should be composed primarily of external industry representatives, employers, academics in relevant disciplines, Māori, Pasifika and other relevant communities.





SUMMARY OF CONSULTATION

The application should include a summary of the consultation that evidences the extent to which the consultation was undertaken. It should:

- identify the stakeholders involved (e.g. academic, employer, industry, professional and other bodies)
- clarify the aspects of the programme that were consulted and commented on
- views expressed by the stakeholders on the need and acceptability of the programme, its content, structure, delivery, assessment and any other aspect which is considered to be necessary
- Consider the views in the programme (e.g., where and how stakeholders' views have been incorporated, and if not, why)

See Appendix 3: Consultation Log Example.

Suggestions for supporting documents:

-  Summary of consultation
-  Needs analysis
-  Evidence of support from relevant academics, employers, industry, professionals, and other bodies
-  Evidence of support from relevant Māori and Pasifika communities

Approval Criterion 5: Regulations

There are clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme, and completion.

ADMISSION REQUIREMENTS

The application must specify the requirements for admission, including requirements for:

- academic levels/qualifications
- proficiency in English/ te reo Māori or other languages if applicable
- related work or professional experience and
- equivalent qualifications and/or relevant work experience

↩ [English language requirements for international students are set out in Rule 22 of the Programme Approval, Recognition, and Accreditation Rules 2025. Refer to the Appendix.](#)

Where equivalent qualifications and/or work experience are considered for entry, the educational organisation must clarify how equivalent qualifications and/or relevant work experience are assessed and verified and justify such requirements and procedures.

CREDIT RECOGNITION AND TRANSFER (CRT) AND RECOGNITION OF PRIOR LEARNING (RPL)

The application must demonstrate clear, relevant, and appropriate regulations that specify the process and requirements for Credit Transfer (CRT) and Recognition of Prior Learning (RPL), including clarification of the credit value and the level that can be granted through the CRT and RPL process.

↩ [Recognition of learning for credit](#)

PROGRAMME LENGTH, STRUCTURE, AND NORMAL PROGRESSION WITHIN THE PROGRAMME

The application must specify clear programme regulations. The programme regulations should:

- clarify the duration of both full-time and part-time study
- demonstrate the full structure of the programme by the year and/or semester
- illustrate the normal progression within the programme for different cohorts and intakes
- specify any pre-and co-requisite, compulsory and elective components
- specify the maximum duration for completion of the programme

INTEGRATION OF PRACTICAL AND WORK-BASED COMPONENTS

The application must clarify any practical and work-based components in the programme and specify how these components are delivered and assessed with relevant evidence, e.g.:

- a tripartite agreement for the practical and work-based components specifying the roles and responsibilities of each party
- non-disclosure agreement
- relevant evidence of support from a third party for such arrangements

Refer to the section under **Approval Criterion 3: Delivery Methods.**

ASSESSMENT PROCEDURES

The application must clarify how the programme is assessed and specify the procedures for

- equitable chance and access to assessment activities
- regular feedback on progress
- conducting assessment activities
- reassessment and appeals
- standards/criteria for assessment and/or requirements for achievement
- reporting on final achievement
- provisions for dealing with instances of impaired performance (e.g. aegrotat passes) and the circumstances in which they are permitted
- provisions for assessment in te reo Māori

ACADEMIC INTEGRITY

The application must outline the process and procedure to ensure that the authenticity of student work is upheld, and that academic misconduct is detected, prevented, and responded to accordingly.

↩ [Guidance and resources on Academic Integrity and Artificial Intelligence \(AI\)](#)

↩ [A Guide that addresses the prevention and detection of cheating through documented and systematised practices](#)

Suggestions for supporting documents:

- 📁 A complete set of the relevant regulations, e.g. separately referenced section of a Quality Management System (QMS)
- 📁 Admission requirements and procedures; English language proficiency requirements, enrolment procedures
- 📁 A tripartite agreement for practical or work-based components, including a non-disclosure agreement
- 📁 Student or programme handbook
- 📁 Practical, work placement or research handbooks
- 📁 Assessment procedures and relevant supporting documents, e.g., requirements for academic integrity, procedures for the authenticity of student work, criteria/standards for assessment, requirements for achievement, assessment processes, appeals, and resubmissions
- 📁 A code of conduct for researchers and a research supervisor's handbook

Approval Criterion 6: Assessment and moderation

The assessment methodology is fair, valid, consistent, and appropriate given the stated learning outcomes.

There is an effective system for moderation of assessment materials and decisions.

ASSESSMENT METHODOLOGY AND STANDARDS

The application must clarify the assessment rationale and methodology to explain how:

- the learning outcomes are assessed
- the assessment methodology is appropriate
- all the learning outcomes are achieved through the assessments

↩ [Online assessment: guidance for providers](#)

↩ [Aromatawai and the Principles of Assessment](#)



ASSESSMENT OF RESEARCH

The application must include evidence of the level and scale of research involved in the programme, taking into account the level of the programme and the type of qualification.

The application should include details relating to:

- the type of research activities learners are expected to undertake
- the research project approval, including the ethical approval process, where appropriate
- the requirements for submission (length, format, authenticity, presentation of evidence in a form other than written)

Suggestions for supporting documents:

-  Assessment policies related to research, ethics, internships, and work placements
-  Research supervision policies

MODERATION

The educational organisation must demonstrate that it has appropriate policies and procedures and internal and external pre- and post-moderation plans for moderation of assessment to ensure:

- summative assessment materials and tasks are fair, valid and aligned to the learning outcomes
- assessment decisions are fair and consistent
- any assessment issues are addressed promptly, e.g. student appeals, differences of opinion between the moderator and assessors.

The moderation procedures should outline the roles and responsibilities of the moderators, the frequency of moderation, and the percentage of the programme that is moderated annually, both internally and externally.

Internal moderation

An effective internal moderation system:

- ensures that all assessment materials are moderated and approved before being used with learners (pre-assessment moderation)





- verifies the fairness, validity, and consistency of assessor decisions before results are reported (post-assessment moderation)
- provides feedback to assessors, assessment writers, and programme developers on the quality and effectiveness of assessment
- accommodates a variety of learning outcomes and assessment contexts (for example, onsite moderation for practical outcomes)
- informs about training and ongoing professional development opportunities
- provides participants with enough time to complete their moderation activities
- is viewed by participants as a value-added activity
- results in regular reviews, assessment updates, and improved assessment practices contribute to the programme's continuous improvement for stakeholders

External moderation

External moderation provides an assurance that assessment decisions are consistent when moderated outside the applicant's organisation.

The application must outline who the potential external moderation partners could be.

Suggestions for supporting documents:

-  A summary document clarifying the assessment rationale and methodology, covering assessments, marking/grading rubric
-  Assessment policies and procedures covering equitable chance and access to assessment activities, regular feedback and reporting, assessment appeal, assessment in te reo Māori, assessment process including for research components
-  Moderation policies and procedures covering pre-assessment moderation of summative assessment tasks, external post-assessment moderation
-  Internal and external moderation plans and arrangements

Approval Criterion 7: Programme review

The institution:

- assesses the currency and content of the programme
- has adequate and effective processes for the ongoing review of the programme, taking account of the results of any review of the qualification
- has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulations and content
- updates the programme accordingly.




The programme approval holder is responsible for the periodic review of the programme. Programmes at Level 7 and above, such as the bachelor's degree or Postgraduate Certificate, are also Qualifications; therefore, educational organisations should undertake

ongoing programme reviews that feed into the qualification review. See the **Qualification Review process**.

The application must clarify how reviews will be conducted for the programme in terms of:

- how the quality of outcomes for learners and other stakeholders are monitored
- how the advisory committee is involved
- the procedures that are in place or are planned to update the programme accordingly

Suggestions for supporting documents:

-  A statement clarifying the approaches and the procedures for ongoing review of the programme and the mechanism for addressing feedback from programme reviews
-  A statement specifying the processes and procedures for monitoring the quality of outcomes for learners and other stakeholders, and updating the programme accordingly
-  Policies and procedures for programme review and monitoring

Approval Criterion 8: Research required for degrees and postgraduate qualifications

The links between research and the curriculum are clear, adequate, and effective.

This criterion relates to the research that underpins the curriculum and any research undertaken by learners in research-specific components of the programme.

Refer to **Accreditation Criterion 5** for guidance on staff active research and the research that underpins teaching.

The Committee on University Academic Programmes' (CUAPs) definition of research included in the NZQCF booklet is:

Research is an intellectually controlled investigation. It advances knowledge through the discovery and codification of new information or the development of further understanding of existing information. It is a creative and independent activity conducted by people with expert knowledge of the theories, methods and information of the principal field of enquiry and its cognate discipline(s). Research typically involves enquiry of an experimental or critical nature driven by a hypothesis or intellectual position capable of rigorous assessment. Its findings must be open to scrutiny and formal evaluation by others in the field, and this may be achieved through publication or public presentation. A long-term and cumulative activity, research is often characterised by fruitful new topics for investigation and unexpected uses for its findings.

For the PBR definition and requirements, refer to [↩ Performance-Based Research Fund Guidelines for tertiary education organisations participating in Quality Evaluation, 2026 \(November 2023, pp.18-20\)](#)

RESEARCH- CURRICULUM LINKS

The application must clarify how research informs the development of the curriculum and how this has been structurally integrated into the programme design, as well as how learner research is linked to the curriculum.

RESEARCH COMPONENT

The application must indicate the research-based components along with the level and scale of the research involved. Refer to **Approval Criterion 6: Assessment and moderation.**

The level of learner research will vary according to the level of the qualification.

Research at the bachelor's level focuses on developing students' ability to design and undertake a project under supervision and report on it appropriately. In contrast, at the master's level, it will be significant work in the form of a thesis, dissertation, substantial research paper, industry-based project, or scholarly creative work.

A PROGRAMME MAY INCLUDE:

Research portfolio

A research portfolio typically consists of two to four research projects or essays, rather than a single project. The different projects form a coherent package organised around a central theme.

Research project

An individual or collaborative enterprise carefully plans to achieve a particular research aim.

Thesis

This could be a report on a research project or study, an extended topic analysis, or a work of artistic and creative merit. The NZQCF specifies the type of outputs and their credit value by degree type:

- Master's by thesis (120 credits): a thesis of 90 credits for a research project
- Master's by thesis and coursework (240 credits): a thesis, dissertation, research paper or scholarly creative work of 90 credits
- Master's by coursework (240 credits): through courses, project work, creative work and research in varying combinations
- PhD/DPhil: a thesis will constitute the entire body of work on which the qualification award is based (i.e. all 360 credits)

Research undertaken by learners at the Master's and PhD levels should be completed to internationally recognised standards and demonstrate the graduate's capacity for independent thinking.

Supervision and External Assessment

Research components exceeding 60 credits should be assessed by at least one external assessor who is suitably qualified and who undertakes research in the discipline. Typically, the assessors will be academics engaged in a similar field of research and employed by a university, polytechnic, wānanga, or private training establishment that delivers in that discipline.

Where the research component involves supervision, the application must include evidence of:

- policies and procedures for supervisor selection, management, reporting responsibilities and resolving differences of opinions (e.g. that may occur when awarding a thesis grade)
- intellectual property ownership rights
- a code of conduct for researchers and research supervisors
- mechanism for ethical approval of research projects

Suggestions for supporting documents:

- 📁 Relevant policies related to research, ethics, approval and publication
- 📁 Student Handbook
- 📁 Conduct of research handbook
- 📁 Non-disclosure agreement for intellectual property rights
- 📁 Sample component reading list
- 📁 Policies and procedures relating to managing the student research component

5. Programme Accreditation

Applications for accreditation

3. For programmes leading to a degree or to graduate or postgraduate qualifications at levels 7 to 10, applications must contain the following information:
 - a. information that demonstrates the institution meets the criteria specified in rule 7.1:
 - b. evidence of internal quality assurance approval by the institution.

NZQA evaluates applications for programme accreditation using the criteria in Rule 7 of the NZQCF Programme Approval, Recognition and Accreditation Rules 2025.

Accreditation Criterion 1: Assessment and moderation

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate for the level, given the stated learning outcomes.

The educational organisation must demonstrate that it has effective and documented systems for assessment and moderation, including policies and procedures for internal and external pre- and post-assessment moderation, assessment appeals, and authenticity of student work.

The policies and procedures for assessment and moderation should also include provisions for learners to be assessed in te reo Māori.

All learning outcomes are important because they all contribute to the GPOs. The assessment must ensure that a 'pass' reflects the minimum acceptable level of performance for each learning outcome.

When designing assessment materials, education organisations should ensure that:

- all learning outcomes are assessed
- marking guidance includes criteria specifying the minimum acceptable level of performance required for each learning outcome

Suggestions for supporting documents:

 Policies and procedures for assessment and moderation

Accreditation Criterion 2: Resources

The institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

The requirements of a programme vary depending upon whether it is at the bachelor's or postgraduate level, a general degree, or a specialised qualification. Resource requirements will vary with the mode of delivery, such as laboratory, studio, fieldwork, online, and teaching space.

The accreditation of degrees and postgraduate programmes is site-specific. Education organisations intending to deliver the degree programme on multiple sites must provide details about each proposed delivery site.

The application should detail the specific resources according to each delivery site.

ACADEMIC STAFFING

The education organisation must demonstrate the following:

- the teaching staff are appropriately qualified and experienced (typically qualified at a minimum of one NZQCF level higher than the degree they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience
- the teaching staff hold a tertiary teaching qualification or have equivalent teaching experience; where teaching staff do not hold a tertiary teaching qualification and do not have sufficient teaching experience, the education organisation must commit to enrolling teaching staff in such a programme
- the components are taught by teaching staff engaged in active research in the same discipline or a discipline that supports the delivery of the programme and underpins its theoretical framework
- the programme is staffed sufficiently to ensure effective delivery across the range of content and that programme components are delivered by those qualified in the subject area of the component(s) they will deliver
- a gap analysis to determine whether any additional staffing is required, and the application includes a detailed recruitment plan, job descriptions for intended recruits where appropriate, staff development plans, and research plans appropriate to the programme implementation timetable
- the teaching staff supervising learners' research are experienced and have expertise in research supervision at the appropriate level. Where teaching staff are developing such experience, they are expected to work in a co-supervision model with an experienced supervisor in a secondary capacity for the first supervision and a lead capacity in a subsequent supervision
- the education organisation employs a sufficient number of teaching staff capable of delivering and assessing learners' research
- evidence of how internal research supervision capacity will be developed
- the education organisation formalises roles and responsibilities of the learner, supervisory staff from the education organisation and the host and, where relevant, the registration body where the programme includes practical, field or work-based components
- internal staff experience in Māori language and culture, appropriate knowledge, skills and tikanga Māori or evidence of professional development and/or recruitment planning to address this gap, depending on the programme's discipline

TEACHING FACILITIES

All degrees are site-specific. The application should include details related to each delivery site, and that there are sufficient teaching facilities appropriate for the delivery of the programme and for the projected enrolments, including:

- teaching space, faculty offices, laboratory or studio, library facilities or access
- areas for student recreational and research activities, and
- space that is specifically designated for the programme, if applicable

Where a degree will be delivered at multiple sites, the education organisation must provide evidence that there is a consistent standard of facilities and resources at all sites and that

learners have equitable access to resources, support services, and a consistent standard of teaching and delivery.

RESEARCH FACILITIES

The application should demonstrate sufficient research facilities for students, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated space or areas for research activities. Additionally, it should provide access to databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

The education organisation should include evidence of policies and procedures relating to:

- guidance, support, and management of student researchers
- the development and approval of student thesis/research projects
- mechanisms for ethical approval of student thesis/research projects
- the appointment of appropriately qualified, experienced supervisors, a code of conduct for student researchers and the supervisors
- the examination of the thesis and protection of intellectual property

EDUCATIONAL AND PHYSICAL RESOURCES

The application should include the range of resources necessary for the implementation and sustained delivery of the programme in all proposed modes of delivery, as well as a commitment to provide any additional resources and facilities required for its ongoing delivery.

This includes:

- adequate databases/e-journals, textbooks, reference materials, learning management systems (LMS), hardware and software, equipment for learning and teaching
- financial infrastructure, administrative systems, and resource management policies and practices
- development and acquisition schedules appropriate to the programme implementation timetable, if applicable

↩ [Distance online delivery](#)

SUPPORT SERVICES

The education organisation should:

- clarify how it supports its learners, academic staff, and support staff and specify the structured processes associated with supporting the delivery of the degree programme, such as an academic board or equivalent (with delegations to faculty or programme committees as appropriate)
- demonstrate that it has sufficient appropriately qualified and/or experienced support staff for learners and teaching staff. These include support systems and staffing for learner enrolment, pastoral care, learning and disability support, and support for Māori, Pasifika, and international learners

- provide evidence that it has policies and procedures to ensure learners and teaching staff are fully supported to meet the stated outcomes of the programme
- demonstrate that appropriate support services are in place or accessible to learners, including academic support, language support, library services, mental health and counselling, and other support services relevant to learners' study and life
- clarify how adequate and appropriate programme information, guidance and support systems are made accessible to learners

Suggestions for supporting documents:

- 📁 A table listing teaching staff who will deliver the degree, showing their discipline-specific qualifications, the component(s) they will deliver, their teaching qualifications, and research output specific to what they will teach
- 📁 CVs, research plans, and professional development plans of teaching staff
- 📁 Relevant documents for the selection of supervisors for research supervision, such as selection criteria for supervisors, roles and responsibilities for supervisors and researchers
- 📁 Evidence of resources or the plan to procure the resources to deliver the programme
- 📁 Evidence from the organisation's senior management about the availability of resources, including staff, finance and any special requirements for the ongoing viability/sustainability of the programme, e.g. a statement of attestation from the Chief Executive, Director, or equivalent

Accreditation Criterion 3: Support for delivery

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

Where an education organisation does not hold programme approval, it must demonstrate a formal agreement with the organisation that holds the programme approval.

An agreement between the parties is required and must include provisions for

- dispute resolution
- managing changes to the programme
- moderation of outcomes
- managing complaints about delivery and the quality of delivery
- involvement in programme and qualification review

Suggestions for supporting documents:

- 📁 An agreement with the programme approval holder

Accreditation Criterion 4: Programme review

There must be adequate and effective review of programme performance and the institution's capability to support the programme.

There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

The education organisation must demonstrate that there is an effective system for:

- the regular monitoring, ongoing evaluation and review of the programme, including structured processes associated with an academic board (or equivalent) and mechanisms for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities, Māori and other stakeholders are taken into account
- monitoring the efficacy of any improvements made to the programme as a result of any review
- making changes to the approved programme and ensuring that those changes are managed consistently with any external requirements, such as those mandated by professional registration bodies
- confirming that assessment and moderation systems support the credibility of learner outcomes
- confirming that academic staffing, support services, facilities, and educational and physical resources support sustained delivery of the programme
- determining whether the programme should continue to be delivered

Suggestions for supporting documents:

-  Policies and procedures for programme evaluation, review, and monitoring

Accreditation Criterion 5: Research activity required to deliver degrees and postgraduate qualifications

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research- teaching links are made in the curriculum are appropriate.

The Education and Training Act 2020 Section 454(3) states:

NZQA may not consent to the granting of an award of a kind referred to in subsection (1) unless it is satisfied that the award recognises the completion of a programme of advanced learning that—

(a) is taught mainly by people engaged in research;

Refer to **Approval Criterion 8** for the definition of research.

RESEARCH FACILITIES

The application should demonstrate that there are sufficient research facilities and resources for academic staff involved in delivering the programme, including laboratories and equipment relevant and appropriate to the programme's nature, as well as dedicated research spaces and areas, and databases and reference materials (both digital and physical) relevant to research in the programme's discipline.

SUPPORT OF STAFF INVOLVED IN RESEARCH

The education organisation must demonstrate that organisational structures and systems provide appropriate support for teaching staff to engage in research, including access to an appropriate ethics committee.

The ethics committee should include Māori membership or, at minimum, processes to ensure that staff and learner ethics applications for research incorporating aspects of te ao Māori are considered by Māori with the appropriate research and/or subject expertise.

The allocation of research time is an essential factor in supporting research engagement. Each educational organisation will have different methods of allocating time for staff to undertake research. Commonly, the workload formula with a staff research allocation is 0.2 FTE. Several cultural and capacity factors significantly influence research productivity and engagement, and educational organisations should adopt business and operational models that best suit their needs while ensuring that research time is allocated appropriately and that staff are encouraged to undertake research consciously.

The application should include details related to a quality assurance system for managing staff research, including documenting, monitoring, and reporting on staff research.

Activities that *support the conduct of research* include:

- management of staff who are either directly engaged in the conduct of research or are providing professional, technical, administrative or clerical support or assistance to those staff
- the development of training and activities for research components
- the supervision of students enrolled and undertaking research components

STAFF RESEARCH ACTIVITY AND LINKS TO THE CURRICULUM

Teaching is primarily carried out by individuals engaged in research, whose primary concern is advancing learning and scholarship, aiming to develop intellectual independence and analytical rigour.

The applicant should demonstrate how they will ensure that more than half of the programme's teaching staff, or the number of staff who represent more than half of the teaching hours of the programme, will be engaged in research either individually or

collaboratively and that institutional structures and policies are in place to support research.

A professional or applied degree may focus more on applied research, while a theory-based degree could produce more theoretical, strategic, and scholarly types of research. Educational organisations can consider inter, multi or transdisciplinary research as long as the knowledge is connected to the praxis of the programme.

The education organisation must demonstrate that it monitors the quantity and quality of research outputs of the staff teaching on the programme.

Evidence in the application should also be supplied of forward research planning (usually for a 3-5-year period) indicatively showing how the programme's research culture will unfold, how any emergent researchers will be developed to undertake independent projects, and how programme staff research will maintain an ongoing commitment to programme currency and contribute to knowledge in the discipline of the degree.

Active Research

In higher education institutions, an "active" researcher conducts research on an ongoing basis, produces outputs, contributes to the development of the research environment by participating in research activities and conferences, and may supervise research students. Research outputs differ according to the programme discipline. Posters and conference presentations, for example, should lead to more developed, published outputs.

A research culture should produce a balanced range of outputs appropriate to the discipline and nature of the degree. An institution's research culture should, over time, be developed to include engagement with and dissemination to broader domestic and international communities of research.

Note that staff who contribute to a programme's delivery but are not academic tutors, such as lab technicians or clinical placement assistants, are not expected to carry a research load; however, they can choose to do so.

Research activities

For further clarification, research includes:

- activity that leads to scholarly books, journal articles, and other nationally and internationally published outputs and presentations that offer new, recovered, or reinterpreted knowledge
- activity that leads to contributions to the intellectual underpinning of different ontologies and epistemologies, subjects, and disciplines (for example, dictionaries, scholarly editions, teaching materials that embody original research, or teaching practices or activities that produce original research)
- applications of existing knowledge to produce new or substantially improved materials, devices, products, designs, policies, granted patents, or creative outputs

- re-centring and revitalisation of knowledge (for example, the study of raranga, whakapapa narratives, waiata composition, navigational knowledge, translation studies, historical or literary archival studies, or ecological research) and
- the synthesis and analysis of previous research to the extent that the insights generated are new

It does not include:

- routine testing and data collection lacking analysis, interpretation and/or evaluation
- preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks where this does not embody new insights) or
- the legal and administrative aspects of intellectual property protection and commercialisation activities

↩ [Performance-Based Research Fund Guidelines for tertiary education organisations participating in Quality Evaluation, 2026 \(November 2023, pp.18-19\)](#)

Suggestions for supporting documents:

- 📁 Evidence of how the organisation is building its research culture, what facilities and systems are in place to support academic staff and student researchers in research
- 📁 Research activities, output over the last five years (if already engaged in the delivery of a degree-level programme), research plans (indicative 3-5 years) of academic staff allocated for the delivery of the programme
- 📁 Policies and procedures for research and research management of staff and students
- 📁 Funding and support mechanisms for supporting the research of staff and students
- 📁 Evidence of how staff research is linked to the components of the programme

6. Process for granting approval and accreditation

Rule 10. Granting of programme approval and granting of accreditation to institutions (other than universities)

1. NZQA will advise applicant institutions (other than universities) if any of the details in the application require further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit for accreditation applications.
4. Where NZQA is satisfied with the details in the relevant application, NZQA will grant, and advise the applicant institution of:
 - a. approval of the programme or recognition of the New Zealand programme:
 - b. accreditation to provide the approved programme, the New Zealand programme or part of the programme.
5. Where NZQA is not satisfied with the details in the application, NZQA will not approve the application, and will advise the applicant.
6. NZQA will publish on its website up to date and appropriate details of approved programmes, recognised New Zealand programmes and details of institutions accredited to provide approved programmes, New Zealand programmes or parts of them.

The process for application and evaluation

The degree programme approval and accreditation process involve both desk and panel evaluations.

Education organisations should inform NZQA at least three months before applying.

NZQA aims to complete the programme approval and accreditation process within six months of receiving the application, but this depends on the following:

- the quality of the application
- the time the applicant takes to respond to the RFI
- joint evaluation with another professional/regulatory body
- the availability of panellists
- the timing of panel visits
- the time the applicant takes to respond and meet any panel requirements after the panel visit

A general outline of the process:

- a. The preliminary evaluation process generally takes 30-45 working days. Depending on the quality of the application, it may take more time

- b. The education organisation has 20 working days to respond to the NZQA RFI. A request for an extension to submit the RFI response can be made
- c. Once the response is received, NZQA evaluates the response within 5-10 working days. Minor clarification may be sought
- d. NZQA initiates the panel evaluation process when all the requirements have been met. For details of panel roles, please refer to [the Guidelines for Degree Panels](#)
- e. The education organisation sends the final programme documentation to the panel members. The panel requires 4-6 weeks to review the documentation
- f. The panel visit typically lasts 2 days, with a pre-panel meeting held the day before. At the end of the second day, the panel may approve the programme, accompanied by a set of requirements, recommendations, or both
- g. The education organisation has 20 working days to respond to the panel's requirements, and the panel members have 5-10 working days to evaluate the response
- h. Simultaneously, NZQA prepares the final evaluation report, which usually takes 10 working days. The panel members and the education organisation have 2-5 working days to confirm the factual accuracy of the report
- i. Internal processing and approval generally take 5-10 working days

The diagram below outlines the process.

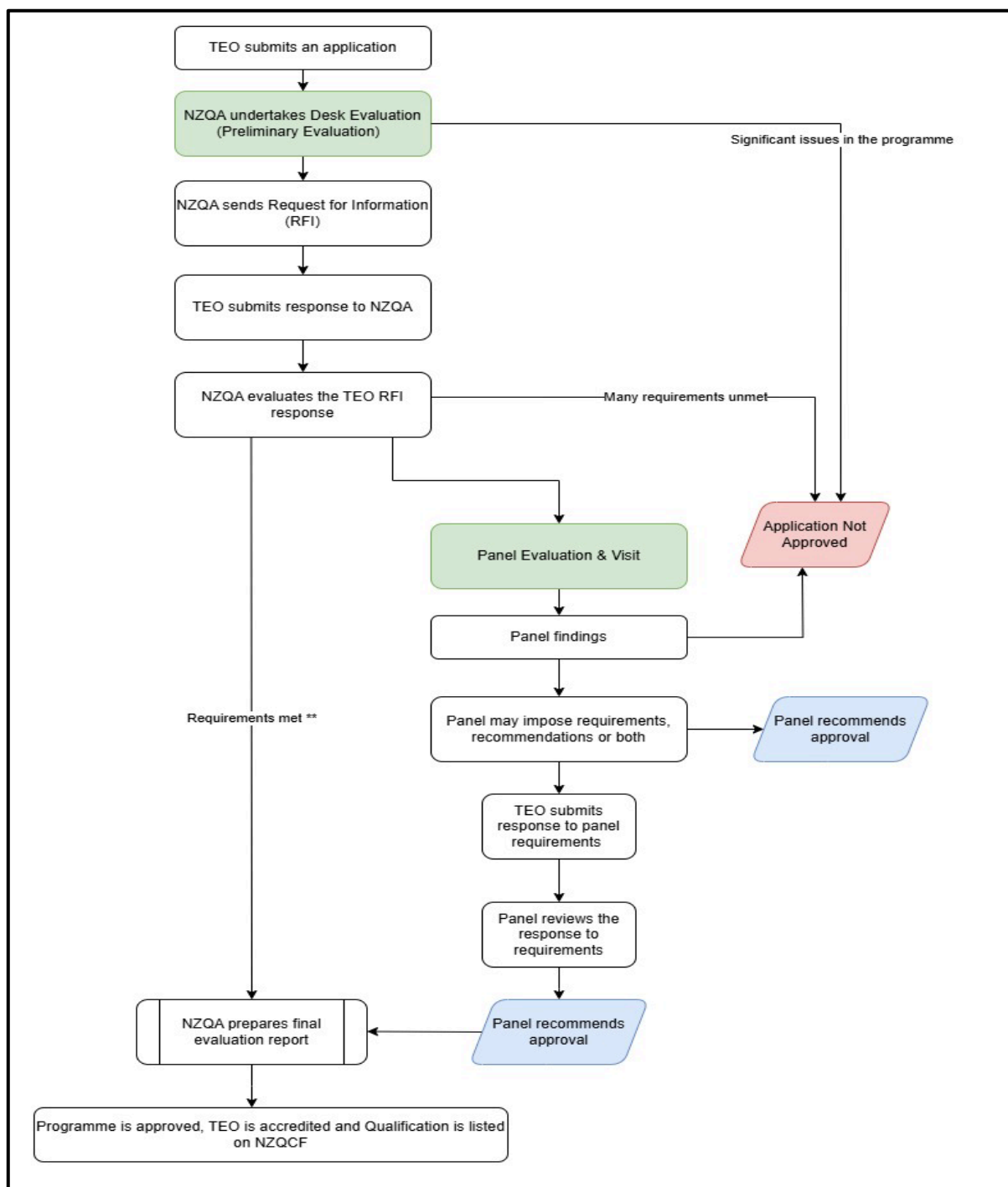


Figure 2: New application approval process

** Desk evaluation is appropriate for a new Level 7 or above programme only, where the proposed programme contains the same courses as an existing approved and accredited programme, such as

- a graduate diploma (Level 7) with the same courses and graduate profile outcome statements as part of a bachelor's degree or
- a postgraduate certificate (Level 8) with the same courses and graduate profile outcome statements as part of a (Level 9) master's programme

How to apply

↩ [Application instructions are set out in the *Online TEO applications* section of the NZQA website](#)

When the application is received, an email quoting an NZQA case number will be sent to the applicant. This number remains associated with the application throughout its outcome.

The application will be assigned to the Approvals and Accreditation or Quality Assurance Māori team. A separate email will be sent to the applicant, advising them of the Evaluator's name and contact details.

The Evaluator will commence the evaluation and contact the applicant if the submission lacks sufficient evidence.

NZQA will process applications within 130 working days, not including requests for information (RFIs). During an RFI, the application is on hold.

What will it cost?

↩ [Degree fees](#)

↩ [NZQA Fees](#)

7. Post-approval

Maintaining degree programme approval

13.2 To continue to maintain approval of a programme leading to a degree, graduate or post-graduate qualification at levels 7 to 10, institutions (other than universities) must:

- a. ensure the criteria specified in rule 4.1 continue to be met:
- b. ensure regular reviews of the programme are undertaken.

See Approval Criterion 7: Programme review.

Maintaining accreditation to provide a degree programme

15.2 To continue to maintain accreditation to provide an approved programme, New Zealand programme or part of them leading to a degree, graduate or postgraduate qualification at levels 7 to 10 institutions (other than universities) must:

- a. ensure the criteria specified within rule 7.1 continue to be met:
- b. undertake self-assessment:
- c. provide the programme (or part) as it was approved, including adhering to the programme regulations, unless a specific change has been approved in writing by NZQA:
- d. participate and cooperate in external evaluation and review:
- e. participate and cooperate in monitoring, which will consist of either:
 - (i) annual visits to the institution by the NZQA appointed monitor, reports by the monitor on the implementation of the programme, and reviews of the first graduating years of programmes by the institution; or
 - (ii) where NZQA permits, self-monitoring in accordance with any conditions imposed by NZQA.

Ongoing monitoring of the quality of the programme and the educational outcomes for learners. This includes reviewing data on graduate outcomes, such as employment outcomes and student engagement, with further investigation.

Lapse of Accreditation

Under Section 439(1) of the Act, an accreditation to provide an approved programme lapses when—

- (a) 12 months have passed since accreditation was granted and the institution has not during that time provided all or part of the programme to which the accreditation relates
or
- (b) 12 months have passed since the institution last provided all or part of the programme to which the accreditation relates;

- or
- (c) the programme to which the accreditation relates ceases to be an approved programme;
- or
- (d) the status of the qualification to which the accreditation relates is discontinued on the Qualifications and Credentials Framework. Education organisations must contact Approvals and Accreditation to request an extension to accreditation.

Please contact qaadmin@nzqa.govt.nz

DEGREE MONITORING

NZQA requires all degree programmes to be monitored annually.

Following approval and accreditation of a degree programme, NZQA and the educational organisation will agree on who is best placed to act as the degree monitor.

For more information, see [the Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10](#).

Reviewing Qualifications

Qualification and Micro-credential Listing Rules 2025 4.1(d),
(i) the accredited organisations are required to undertake a comprehensive review of a degree programme at least once every five years.

Qualification reviews are a key element of an institution's quality assurance and enhancement framework, which is based on engagement with various internal and external stakeholders, as well as self-assessment of programme delivery.

The qualification review includes a review of the programme, as both are intertwined. Refer to **Approval Criterion 7: Programme review**

Depending on the resulting changes, a Type 2 or a new programme approval and accreditation may be required.

Below is general guidance on conducting a review. Each educational organisation must have internal policies and procedures for qualification and programme reviews.

Stage 1 - Planning the review

The objective of the review is to determine whether the existing qualification and programme is still relevant, fit for purpose, and continue to meet the needs of the

stakeholders. Additionally, an internal plan clarifies the agreed-upon approach, timelines, and respective roles and responsibilities.

The review should be conducted according to the internal processes underpinned by relevant policies and procedures in the educational organisation's quality management system (QMS).

Stage 2 - Preparing for a review

The educational organisation will need to, but not be limited to:

- a. gather data to help inform the review, for example:
 - industry, employers' community, Māori^[1], Pasifika, graduates and learners' views
 - educational organisation holding accreditation to deliver the same programme [if any]
 - workforce and skill trends
 - occupational skill profiles
- b. feedback on the utility of the current qualification and programme
- c. legislative changes or social, industrial and technological shifts
- d. requirements of relevant professional recognition bodies

Stage 3 – Conducting the review

Self-assessment is at the centre of a qualification review process.

The self-assessment exercise should include the following:

- a. the delivery of the programme over the duration of the period under review
- b. considerations of the recommendations made by the degree monitor and relevant professional body where the qualification leads to any form of registration
- c. the relevance and need for the qualification and programme from the perspective of students, graduates, industry, professional bodies, Māori, Pasifika, and relevant communities
- d. strategic purpose, graduate profile outcomes, further study, and employment pathways
- e. areas for improvement and how the educational organisation plans to rectify any identified problem areas
- f. areas of strength and weaknesses of the qualification, programme and its delivery
- g. analysis of the previous degree monitoring reports and APERs
- h. future development of the qualification and programme

^[1] *whanau, hapu, iwi and where appropriate, hapori Māori*

8. Changes to approved degree programmes

Rule 16.1 and 16.2

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.
2. Before an institution carries out a Type 2 change to an approved programme, the institution must:
 - a. [..]
 - b. obtain approval from NZQA for the change after applying to NZQA and providing the information in rule 16.3.

Changes to a programme may result from ongoing quality management and improvement or changes in the industry or sector.

If changes made to one programme impact associated or linked programmes, updated programme documents must be supplied for all affected programmes. If several Type 2 changes below are incorporated within an application, NZQA may deem the cumulative changes sufficiently significant to affect the programme to the extent that a new programme approval and accreditation application may be required.

TYPE 1 CHANGES:

Rule 3.1:

Type 1 change means one or more changes to components of an approved programme which do not impact on the programme as a whole

Below are some examples of changes considered to be as Type 1:

- updates to the strategic purpose of the qualification or aim of the programme to improve the legibility while retaining the same intent. *For degrees and above, the strategic purpose of the qualification is generally the programme's aim.*
- minor changes or amendments to the content section of the qualification
- minor changes to education or employment pathways as long as these continue to align with the strategic purpose and graduate profile outcomes of the qualification.
- updates to indicative component content
- minor changes to the wording of component titles, aims, and some learning outcomes
- adjustments to the delivery order of components
- amendments to practical/non-practical assessment methods and assessment weightings
- minor change to the redistribution of the learning hours (directed and self-directed hours)

- minor changes to the approved practicum hours (in alignment with the requirements of the professional and other regulatory bodies, where relevant) that do not have an overall impact on the programme
- addition of online-only offshore delivery (if the programme is already approved for 100% distance/online and qualification is appropriate for the intended countries)
- change to holiday weeks
- addition of the part-time duration of the programme
- change to entry requirements (if the programme does not involve a professional or regulatory body), e.g.:
 - changing the English Language requirements while meeting the minimum requirements set in the Programme Approval, Recognition and Accreditation rules.
 - minimum age requirements or selection criteria
 - procedures, e.g. literacy and numeracy tests or applicant interviews
- adjustment to Assessment Grade Key

Rule 16. Changes to approved programmes by institutions

1. Before an institution carries out a Type 1 change to an approved programme, the institution must notify NZQA of the change.

Email the changes to qaadmin@nzqa.govt.nz. The changes must be approved by NZQA before the implementation.

TYPE 2 CHANGES:

Rule 3.1:

Type 2 change means one or more changes to components of an approved programme which do have an impact on the programme as a whole

Below are some examples of changes considered to be as Type 2:

- update to the strategic purpose and GPOs, where the intent of the qualification is changing, and there is an impact on the programme structure. The GPOs of the qualification are linked to the component learning outcomes; therefore, any changes to the GPOs may impact the component learning outcomes
- change to programme title. *Generally, at degree and above, the qualification title is the same as the programme title.*
- major changes to learning outcomes, e.g., impacting on alignment with GPOs
- change to the programme structure, including removing, replacing, and adding components (compulsory and elective), major/specialisation/pathway components
- significant change to programme length and structure, e.g. moving from a semester to trimester delivery
- change to the entry requirements to include or exclude a requirement for learning/assessment to be undertaken in a place of work
- change to delivery mode, including online delivery

- change to the overall assessment methodology, e.g., from achievement-based to competency-based, or from practical to theoretical

Rule 16.3

3. The information required for the purposes of an application for a Type 2 change under rule 16.2 is:
 - a. full details of the changes made to the approved programme and any impacts on the accreditation of institutions to provide the programme or part of the programme:
 - b. information that demonstrates the programme continues to meet the criteria specified in rule 4.1:
 - c. evidence of internal quality assurance approval by the institution:



Rule 17. Process and notification of result of application for Type 2 programme changes

1. NZQA will advise applicants if any of the details in the application for a Type 2 change requires further work.
2. NZQA may establish a panel to assess the application.
3. NZQA may carry out a site visit.
4. Where NZQA is satisfied with the details in the application, NZQA will approve the application and advise the applicant.
5. If there are a significant number of changes made to the programme NZQA may decline the application and require a new programme approval application to be submitted.
6. Where NZQA is not satisfied with the details in the application, NZQA will decline the application, and will advise the applicant.
7. NZQA will publish on its website up to date and appropriate details of the approved changes to the programme.

Type 2 change applications for an approved degree programme must also include the following:

- rationale for the changes
- evidence of consultation
- evidence of support from stakeholders, including relevant registration body if applicable

Suggestions for supporting documents:

-  Programme document with tracked changes, including mapping of learning outcomes and GPOs, where applicable
-  Evidence of consultation with the relevant stakeholders

8. Delivering degree-level or higher programmes at additional sites

Graduate and postgraduate certificates, diplomas, and degrees are accredited for delivery at specific delivery sites only.

NZQA approval is needed to deliver degree-level or higher programmes from a new or additional site, whether it's permanent or temporary.

Temporary delivery sites for degrees

Email our Client Services team before commencing the delivery at a temporary site.

Only once the temporary site is approved should the institution begin delivery.

Email qaadmin@nzqa.govt.nz.

Permanent delivery sites for degrees

To begin delivery at an additional permanent site, submit a site accreditation application to NZQA.

If the proposed additional site is new to NZQA, submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal and email the permanent delivery site form following the above set out process.

NZQA will evaluate the Site accreditation application alongside the requested permanent delivery site.

If the permanent site is already approved

If the site is already registered with NZQA as a permanent delivery site, then submit an 'Other' application titled 'Site accreditation' in the MyNZQA providers portal only.

9. Joint degree between a university and non-university institution

These can occur between a New Zealand university and another non-university tertiary education organisation where the contribution of each is substantial. For jointly awarded qualifications, both Universities New Zealand and NZQA engage for the purposes of approval and accreditation.

The information below should be provided with an application for a joint degree programme.

The following procedures have been agreed upon between NZQA and Universities New Zealand (UNZ). There are three possibilities with three different requirements:

- If the qualification is awarded solely in the name of a university, Universities New Zealand's Committee on University Academic Programmes (CUAP) procedures would apply, as set out in the CUAP booklet.
- If awarded solely in the name of a non-university tertiary education organisation, the relevant procedures outlined in NZQA policy would apply.
- For a degree awarded in the name of two tertiary education organisations, one of which is a university, a combination of the procedures will apply (e.g., negotiated between the institutions).

ONE SET OF DOCUMENTATION

If the application involves a university and Te Pūkenga – New Zealand Institute of Skills and Technology, wānanga or a PTE, the applicant should submit only one set of documentation.

The documentation needs to be submitted to NZQA first. After the initial evaluation, and only if it addresses all requirements, the application will be submitted to CUAP by one of the due dates specified below.

ONE APPROVAL PROCESS

When NZQA receives the application, an initial analysis of the documentation will be undertaken to ensure the application meets the relevant criteria.

NZQA will follow the standard application process, which includes a panel visit. If the application is satisfactory, NZQA will engage with CUAP in a timely manner, aligning with CUAP's cycles, i.e., by 1 May or 1 September.

NZQA will attach any comments to the documentation so that CUAP can consider them in the same manner as comments from any university.

If there are concerns, CUAP will discuss these with NZQA.

When the application meets the relevant criteria, CUAP will recommend approval and notify NZQA.

CUAP will advise NZQA and the applicant if the application is not approved.

10. Sub-contracting

An accredited education organisation can arrange for another organisation to provide all or part of an approved programme on their behalf. NZQA considers this a sub-contracting arrangement.

There are different requirements when an education organisation engages a sub-contractor. These requirements depend on whether the sub-contractor involved has accreditation for the programme or not.

Sub-contractor has accreditation

If the education organisation proposes to use a sub-contractor, and both have accreditation the education organisation should notify NZQA of the arrangement and provide a copy of the signed agreement.

Sub-contractor doesn't have accreditation

If the education organisation has accreditation for the programme but the sub-contractor does not, the education organisation must apply to NZQA for approval to engage the sub-contractor and provide the required information, including a copy of the signed agreement.

Rule 20

1. Where an institution (other than a university) proposes to use a sub-contractor to provide an approved programme, a New Zealand programme, or part of a programme on the institution's behalf, and the institution and the sub-contractor are both accredited to provide the programme (or part), the institution must notify NZQA of the sub-contracting arrangement prior to the programme (or part) being provided, and supply the following information with that notification:
 - a. a copy of the sub-contracting agreement which must outline the responsibilities and obligations of the parties:
 - b. the duration of the arrangement:
 - c. the reasons for the arrangement:
 - d. confirmation that any advertising and other information provided to prospective students clearly shows that the study or training involved is provided under a sub-contracting arrangement.
2. Where an institution (other than a university) proposes to use a sub-contractor to provide an approved programme, New Zealand programme or part of a programme that the institution is accredited to provide, and the sub-contractor does not itself hold accreditation, the institution must apply to NZQA for approval to engage the sub-contractor prior to any provision of the programme (or part) by the sub-contractor.

3. Applications under rule 20.2 for approval to engage the sub-contractor must include the following information:
 - a. the name of the sub-contractor:
 - b. identification of the programme(s) or part(s) to be provided under the arrangement:
 - c. the rationale for the proposed sub-contracting arrangement:
 - d. a copy of the sub-contracting arrangement between the institution and the sub-contractor:
 - e. evidence of internal quality assurance approval by the institution.
4. NZQA will grant approval to an application under rule 20.2 where it is satisfied that:
 - a. the institution remains responsible for the sub-contractor meeting all of the institution's obligations that are relevant for the accreditation:
 - b. the sub-contractor will meet all relevant obligations in the Act and in rules made under section 452 of the Act in relation to the provision of the programme or part:
 - c. there is a formal documented arrangement between the holder and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the provision of the programme or part:
 - d. the information and advertising for the study or training clearly states that it is provided through a sub-contracting arrangement:
 - e. all student enrolments are through the institution, and the institution maintains all student enrolment and academic information.
5. To continue to maintain approval under rule 20.4 an institution must ensure the sub-contracting is conducted at all times in accordance with the requirements set out in paragraphs (a) to (e) of rule 20.4.

A clear rationale is required if the accredited organisation is not delivering the programme itself, and delivery of the entire programme by a sub-contractor is proposed.

A panel and a site visit may be considered depending on the subcontracting arrangement.



Memo to: Academic Committee
From: Prof Martin Carroll, DCE Academic
Subject: Educational Performance Indicator Commitments (EPIC) Report
Classification: Unclassified
Date: 25 June 2026

Purpose

To present the Educational Performance Indicator Commitments (EPIC) Report to the Academic Committee for consideration.

Background

The report presents performance against the priority Educational Performance Indicator Commitments (EPIC) measures, including course completion, first-year retention and qualification completion. It also provides commentary on the wider suite of TEC Educational Performance Indicator Commitments monitored by the institution, together with broader non-EPIC performance commitments that support strategic outcomes.

Recommendation

That the Academic Committee:

1. Note the current performance and proposed commitments across the priority Educational Performance Indicator Commitments (EPIC) measures.
2. Endorse the Educational Performance Indicator Commitments (EPIC) Report.

Attachments

Educational Performance Indicator Commitments (EPIC) Report.

Course Completions

Course Completions	2023 actual	2024 actual	2025 actual	MIT & Unitec 2025 actual	MIT & Unitec 2027 target	MIT & Unitec 2028 target	MIT & Unitec 2029 target
Foundation / Levels 1–2 (TEC Target >75%)							
- MIT non-Māori, non-Pasifika graduates	77.0%	86.8%	75.6%	80.8%	80.8%	81.3%	81.8%
- Unitec non-Māori non-Pasifika graduates	96.3%	94.0%	98.8%				
- MIT Māori graduates	59.4%	74.0%	77.2%	79.2%	79.2%	79.7%	80.2%
- Unitec Māori graduates	100.0%	72.2%	95.9%				
- MIT Pasifika graduates	51.6%	71.0%	76.5%	77.9%	77.9%	78.4%	78.9%
- Unitec Pasifika graduates	89.5%	73.2%	95.3%				
Vocational - provider-based / Levels 3–7 (TEC Target >78%)							
- MIT non-Māori, non-Pasifika graduates	83.1%	83.2%	84.9%	85.3%	85.3%	85.8%	86.3%
- Unitec non-Māori non-Pasifika graduates	84.9%	85.2%	85.6%				
- MIT Māori graduates	69.8%	69.1%	71.5%	74.3%	74.5%	76.5%	78.5%
- Unitec Māori graduates	74.0%	73.4%	79.4%				
- MIT Pasifika graduates	69.6%	69.7%	75.0%	74.5%	74.5%	76.5%	78.5%
- Unitec Pasifika graduates	65.0%	70.0%	73.2%				
Higher education / degree+ (TEC Target >80%)							
- MIT non-Māori, non-Pasifika graduates	93.1%	94.0%	94.6%	92.7%	92.7%	93.2%	93.7%
- Unitec non-Māori non-Pasifika graduates	90.2%	91.8%	91.2%				
- MIT Māori graduates	89.0%	90.6%	92.4%	89.8%	89.9%	90.9%	91.9%
- Unitec Māori graduates	86.2%	85.5%	86.2%				
- MIT Pasifika graduates	86.4%	90.6%	91.5%	89.3%	89.4%	90.4%	91.4%
- Unitec Pasifika graduates	82.8%	84.0%	84.8%				

Course completion performance across both institutions has improved significantly over recent years and is above TEC benchmark expectations in most areas. While achievement disparities remain for some learner groups, particularly Māori and Pacific learners, performance trends are positive and targets have been set to support continued improvement and the ongoing reduction of equity gaps.

First-year Retention

First-year retention	2023 actual	2024 actual	2025 actual	MIT & Unitec 2025 actual	MIT & Unitec 2027 target	MIT & Unitec 2028 target	MIT & Unitec 2029 target
Vocational - provider-based / Levels 3–7 (TEC Target >61%)							
- MIT non-Māori, non-Pasifika graduates	60.2%	67.3%	78.2%	74.4%	75.2%	75.7%	76.2%
- Unitec non-Māori non-Pasifika graduates	61.8%	74.0%	72.8%				
- MIT Māori graduates	46.7%	60.0%	36.4%	45.2%	46.5%	51.5%	56.5%
- Unitec Māori graduates	52.3%	52.9%	50.0%				
- MIT Pasifika graduates	75.0%	40.9%	56.9%	53.6%	55.2%	57.2%	59.2%
- Unitec Pasifika graduates	49.5%	47.2%	50.8%				
Higher education / degree+ (TEC Target >70%)							
- MIT non-Māori, non-Pasifika graduates	85.7%	84.0%	86.8%	80.7%	81.0%	81.5%	82.0%
- Unitec non-Māori non-Pasifika graduates	74.0%	79.1%	76.2%				
- MIT Māori graduates	78.1%	70.9%	72.6%	69.0%	69.7%	72.7%	75.7%
- Unitec Māori graduates	72.6%	69.6%	65.5%				
- MIT Pasifika graduates	74.4%	72.8%	77.6%	74.4%	74.7%	75.2%	75.7%
- Unitec Pasifika graduates	57.6%	74.9%	68.2%				

First-year retention is a key predictor of longer-term learner success and qualification completion. Performance remains strong in many areas, although improving retention outcomes for Māori and Pacific learners remains a priority. Targets reflect both the institution's learner success ambitions and the scale of organisational change associated with integration.

Qualification Completions

Qualification Completions	2023 actual	2024 actual	2025 actual	MIT & Unitec 2025 actual	MIT & Unitec 2027 target	MIT & Unitec 2028 target	MIT & Unitec 2029 target
Vocational - provider-based / Levels 3–7 (TEC Target >58%)							
- MIT non-Māori, non-Pasifika graduates	61.9%	64.2%	63.2%	62.4%	62.5%	63.0%	63.5%
- Unitec non-Māori non-Pasifika graduates	65.0%	61.1%	61.9%				
- MIT Māori graduates	41.9%	48.4%	45.7%	47.3%	49.3%	51.3%	53.3%
- Unitec Māori graduates	48.4%	48.8%	50.0%	46.6%	48.6%	50.6%	53.1%
- MIT Pasifika graduates	45.8%	48.8%	46.7%				
- Unitec Pasifika graduates	46.8%	43.5%	46.5%				
Higher education / degree+ (TEC Target 50%-60%)							
- MIT non-Māori, non-Pasifika graduates	79.8%	74.1%	75.7%	68.0%	67.7%	68.2%	68.7%
- Unitec non-Māori non-Pasifika graduates	68.4%	61.3%	61.2%				
- MIT Māori graduates	45.7%	42.9%	42.3%	43.2%	45.1%	49.1%	55.1%
- Unitec Māori graduates	41.4%	52.2%	44.3%	47.0%	49.9%	53.9%	57.9%
- MIT Pasifika graduates	56.4%	52.5%	51.2%				
- Unitec Pasifika graduates	38.2%	50.2%	40.7%				

Qualification completion remains a priority measure as it reflects learners successfully achieving their intended qualification outcomes. Concomitantly, MIT and Unitec are very interested in the “distance travelled” EPI signalled in the Government’s Tertiary Education Strategy 2025-2030 (p12). Our own survey data shows that most early-leavers do so to enter employment, suggesting a level of success.

While course completion and retention performance has strengthened, qualification completion rates have improved more gradually. The institution will continue to focus on programme design, learner support and progression pathways to improve qualification completion outcomes over time.

Other EPIC Measures

In addition to the priority EPIC measures presented above, MIT and Unitec monitors the wider suite of TEC Educational Performance Indicator Commitments, including Māori and Pacific participation, progression rates, expected graduate measures, research degree completions and external research income. These measures are monitored through regular educational performance reporting processes and contribute to the institution's overall assessment of learner success, equity, research performance and financial sustainability.

7.3 Non-EPI Performance Commitments

In addition to EPICs, MIT and Unitec monitors a broader range of indicators that support the delivery of its strategic outcomes and Investment Plan commitments. These indicators recognise that institutional success extends beyond educational performance and includes learner experience, workforce outcomes, stakeholder engagement, organisational capability, research contribution and financial sustainability.

As a newly merged institution, MIT and Unitec is continuing to review and align measures previously used across both organisations. While many indicators are already monitored through existing academic, learner success, organisational and financial reporting processes, others will continue to be refined as reporting systems, data capability and organisational integration mature.



Memo to: Academic Committee

From: Simon Nash, DCE Learner Experience and Success

Contributors: Helen Perry, Head of Academic Quality
Jeff Honey, Insights Business Partner

Subject: 2025 Student Survey Annual Reports (MIT and Unitec)

Classification: Unclassified

Date: 26 June 2026

Recommendations

That the Academic Committee

- receive the 2025 MIT End of Course Survey Report, MIT Lecturer Survey Report and Unitec Student Course Surveys Institutional Summary Reports; and
- endorse the proposed actions arising from the reports to support the ongoing enhancement of teaching quality and the learner experience across both institutes.

Background

The Learning and Teaching Committee considered the annual student survey reports for MIT and Unitec, providing institutional oversight of learner feedback on course and teaching experiences during 2025. With thanks to:

- Joce Williams and Jeff Honey who presented the Unitec Student Course Survey.
- Helen Perry who presented the MIT Student Course Survey and Lecturer Survey report.

The reports present institution-level analyses of surveys conducted each semester at MIT and Unitec campuses. Analyses relate to student feedback, response rates, learner satisfaction, course content and teaching and other key themes, together with recommended actions to support continuous improvement. While the surveys are currently undertaken using separate systems, they collectively provide assurance of teaching quality and identify opportunities to enhance the learner experience across both institutes.

A future single survey will be established for the integrated MIT & Unitec.

Summary

Across both institutes, the reports indicate consistently positive student experiences, with high levels of satisfaction relating to teaching quality, learner support and course delivery. Response rates remained strong, providing confidence in the robustness of the findings.

The reports also identify opportunities for continued enhancement, including strengthening the sharing of effective teaching practice, supporting improvement planning for lower-performing courses, improving communication with students regarding actions taken in response to survey feedback, and continuing to monitor equity of learner experience across priority learner groups.

The Learning and Teaching Committee endorsed the reports and recommends that Academic Committee receive the reports and endorse the proposed improvement actions.

Attachments

- 2025 MIT End of Course Survey Report
- 2025 MIT Lecturer Survey Report
- 2025 Unitec Student Course Surveys – Institutional Summary Report

END OF COURSE SURVEY REPORT 2025

Purpose

To provide the Academic Committee with a summary and brief analysis of the results for the 2025 End of Course Survey

Relevant to:	<i>Schools, MIT service centres Compliance with MIT quality setting</i>
Context:	<i>Academic Centre provides insights into the effectiveness of feedback mechanisms and ability to respond to students feedback.</i>
Policy reference:	<i>AC8/1 (10.3. a, b, c) SAER ToR 2.7.6a, b, f</i>
Internal stakeholders:	<i>HoS, GM Schools, SAER Committee, Academic Committee</i>
External stakeholders:	<i>NZQA, graduates, employers, community, IAGs</i>

Commentary

- 29297 out of 32926 students course enrolments, 88.98% (84.7% in 2024), were given the survey.
- 45.65% of those given the survey to complete (i.e. where courses in Canvas were published and had no survey exemption) responded to the survey, with 13373 responses received from a total of 29297 surveys distributed.
- Therefore, in total, 40.62% of students enrolled at MIT responded to the survey (34.40% in 2024).
- Of the 1666 Canvas courses that had 1 or more students, 419 were not published (568 in 2024). A number of these not published courses are be short courses <6 weeks long.
- The mean response to all the six questions was 4.31 same as last year (1-5 scale, 1 = Strongly Disagree to 5 Strongly Agree). The median (midpoint of the distribution) for all the questions is *5 Strongly Agree* except for one which is *4 Agree*. The mode (most frequently occurring) for all questions is *5 Strongly Agree*. Across all questions % Strongly Disagree was 2.11% of the responses (1.86% in 2024).
- School of Hospitality, Tourism and Service Industries had the highest response rate (59.95%) of survey requests sent; Maritime had the lowest (17.49%).
- Overall satisfaction in 2025 (87.73%) is slightly higher than 2024 (87.1%)
- Priority group responses reflected the response of the entire cohort. Students who identified they have a disability were slightly less satisfied than other priority groups.

Recommendation

That Academic Committee accepts the report.

Responsible for report:

Alanah Malkani

Supported by:

Helen Perry
Head of Academic Quality

Context

This annual report provides an overview of the operation and outcomes from the 2025 student survey system (MyKoha). It provides statistics and a brief analysis of outcomes from End of Course surveys at an Institute and School level. End of Course survey reports were provided to lecturers who taught the course and Head of School the week after the survey window closed. Results from Lecturer Surveys (Teaching Evaluation Surveys) are provided in a separate report. Appendix 1 details the process for MyKoha.

Comparison to Previous Years

2025 End of Course statistics have been compared to 2024 statistics where possible. The importance ratings were asked for 2025 surveys. See Appendix 2 for a context of question changes and analysis in 2025 in comparison to 2024. It is difficult to draw any direct conclusions on the impact of this change in the response rates in 2025.

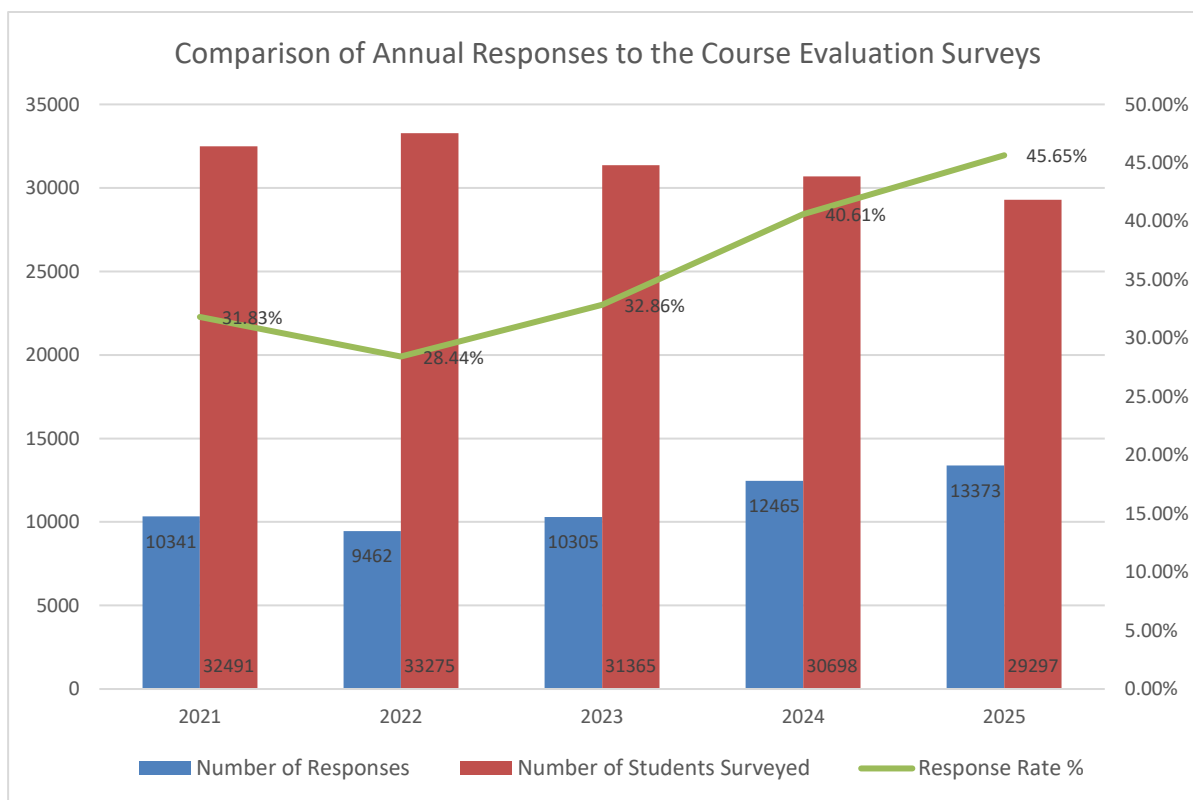
Analysis

Overall Response Rate

The overall MyKoha survey response rate in 2025 was 45.65% of those given the survey to complete (i.e. where courses in Canvas were published and able to be surveyed), with 13373 responses received from a total of 29297 course enrolments for courses published in Canvas. There are less published Canvas courses (student course enrolments) but more responses for 2025 than 2024.

The response rates in this report are based on the total number of students enrolled in Canvas being the number of students who were sent a survey to complete (29927), not the number of student course enrolments in the SMS (32926). Short courses less than six weeks long accounts for the majority of this discrepancy, along with a small number of course survey exemptions, eg one course surveys a whole programme.

The total number of responses received for 2025 was 13373.

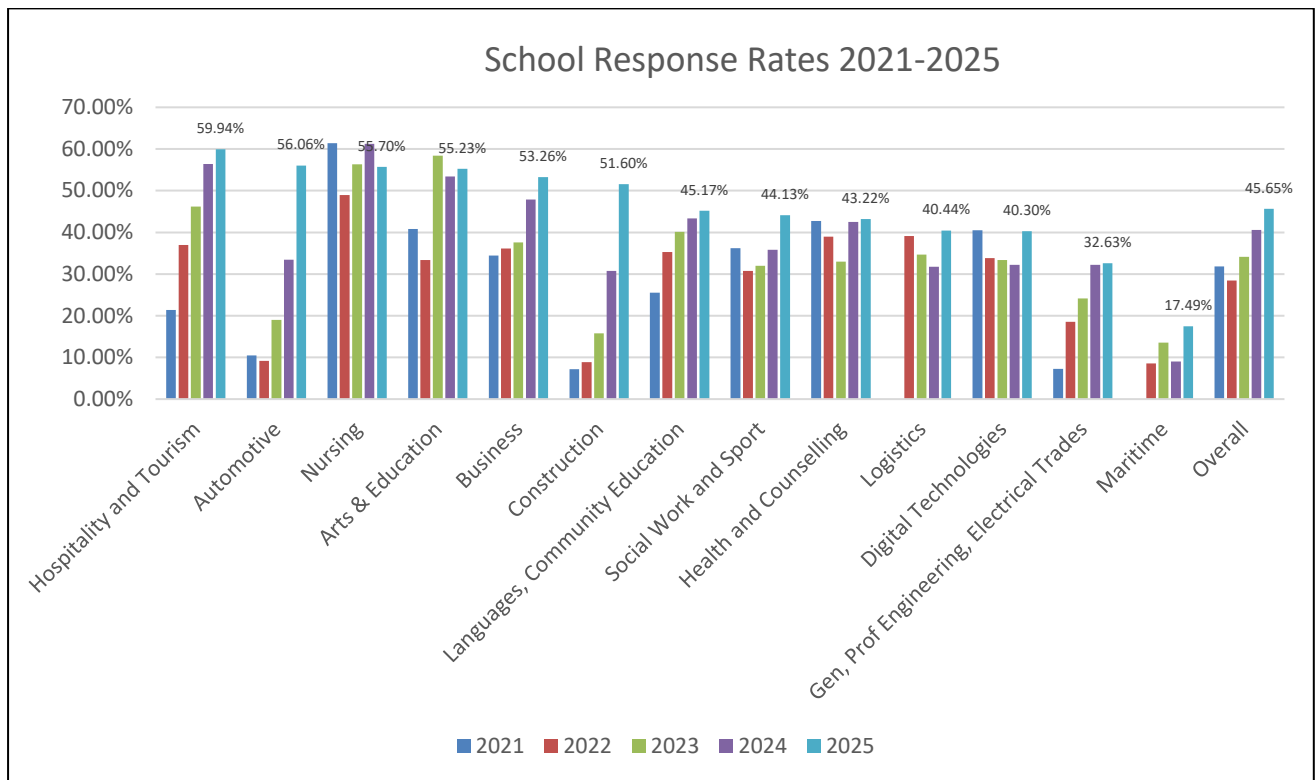


	2021	2022	2023	2024	2025
Number of Responses	10341	9462	10305	12465	13373
Number of Students Surveyed	32491	33275	31365	30698	29297
Response Rate %	31.83%	28.44%	32.86%	40.61%	45.65%

As shown in the table below, Hospitality, Tourism and Service Industries had the highest completion rate with 59.94% of students sent the survey, and Automotive, Plumbing and Refrigeration & Air Conditioning was second with 56.06%. The lowest response rate is from Maritime (17.49%). Green and red denote gains or losses in response rates compared to 2024.

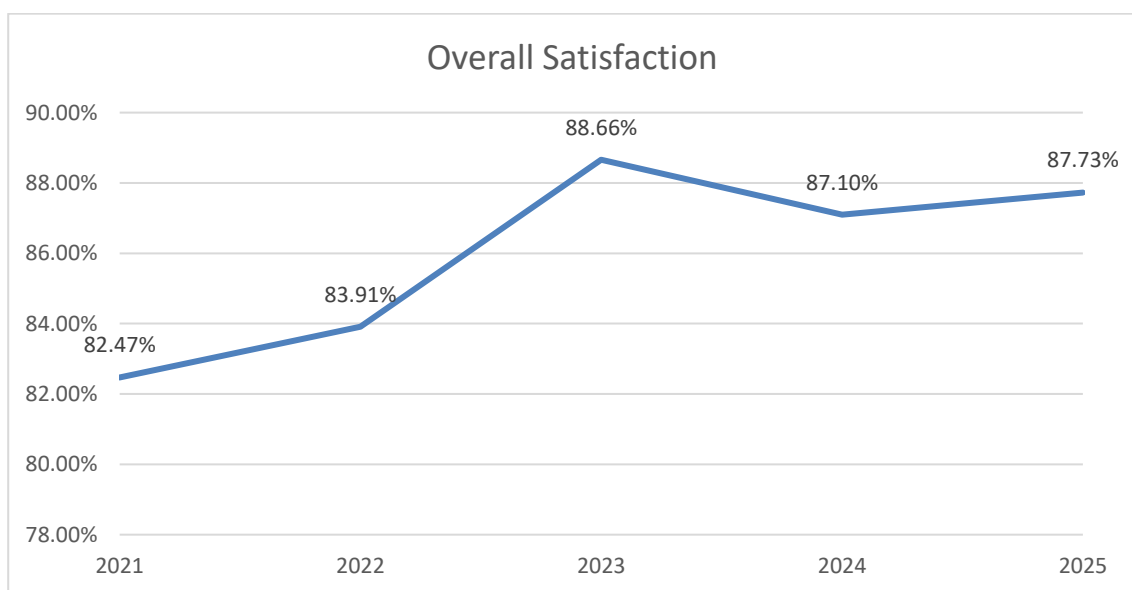
School	Responses 2025	Students Surveyed in 2025	Response Rate 2024	Response Rate 2025	Change
1.Hospitality, Tourism and Service Industries	992	1655	56.42%	59.94%	↑ +3.52%
2.Auto, Plumb and R&A	1499	2674	33.43%	56.06%	↑ +22.63%
3.Nursing	2536	4553	61.24%	55.70%	↓ -5.54%
4.Arts and Education	1003	1816	53.41%	55.23%	↑ +1.82%
5.Business	1233	2315	47.86%	53.26%	↑ +5.40%
6.Construction	339	657	30.74%	51.60%	↑ +20.86%
7.Languages and Community Education	879	1946	43.32%	45.17%	↑ +1.85%
8.Social Work and Sport	1033	2341	35.84%	44.13%	↑ +8.29%
9.Health and Counselling	1666	3855	42.53%	43.22%	↑ +0.69%
10.Logistics	167	413	31.75%	40.44%	↑ +8.69%
11.Digital Technologies	557	1382	32.24%	40.30%	↑ +8.06%
12.General, Professional Engineering and Electrical Trades	1033	3166	32.24%	32.63%	↑ +0.39%
13.Maritime	432	2470	9.04%	17.49%	↑ +8.45%
Overall	13373	29297	40.61%	45.65%	↑ +5.04%

Overall response rates increased from 40.61% in 2024 to 45.65% in 2025, reflecting a positive year-on-year improvement in student engagement with the end of course evaluation process. The majority of schools recorded increased response rates, with particularly strong gains observed in Auto, Plumb and R&A, Construction, Business, Logistics, and Social Work and Sport. While some variation remains across schools, the overall upward trend indicates improved reach and uptake of course evaluations in 2025, strengthening the robustness of institutional feedback data. It is likely that the increase in response rates is due to consolidation of survey questions to six in 2025 as against ten in 2024 reducing respondent burden (See Appendix 2), however this cannot be directly attributed to this change.



Overall Student Satisfaction

Overall student satisfaction was measured using the question, 'Taking into account all aspects of this course (its content, structure, assessments and teaching) how would you rate this course.' With Agree and Strongly Agree responses combined to produce the Overall Satisfaction result. The trend indicates consistently high and stable satisfaction over time, reflecting sustained positive learner perceptions. Of note, this reporting period captures the full five-year period in which the MyKoha survey tool has been used for course evaluations, providing a consistent and reliable basis for interpreting the trend over time.



Responses to Each End of course Survey Question

The current survey contains six questions, students were asked to respond to each of these questions on a scale of 1-5. Below is a table of survey results for the six questions:

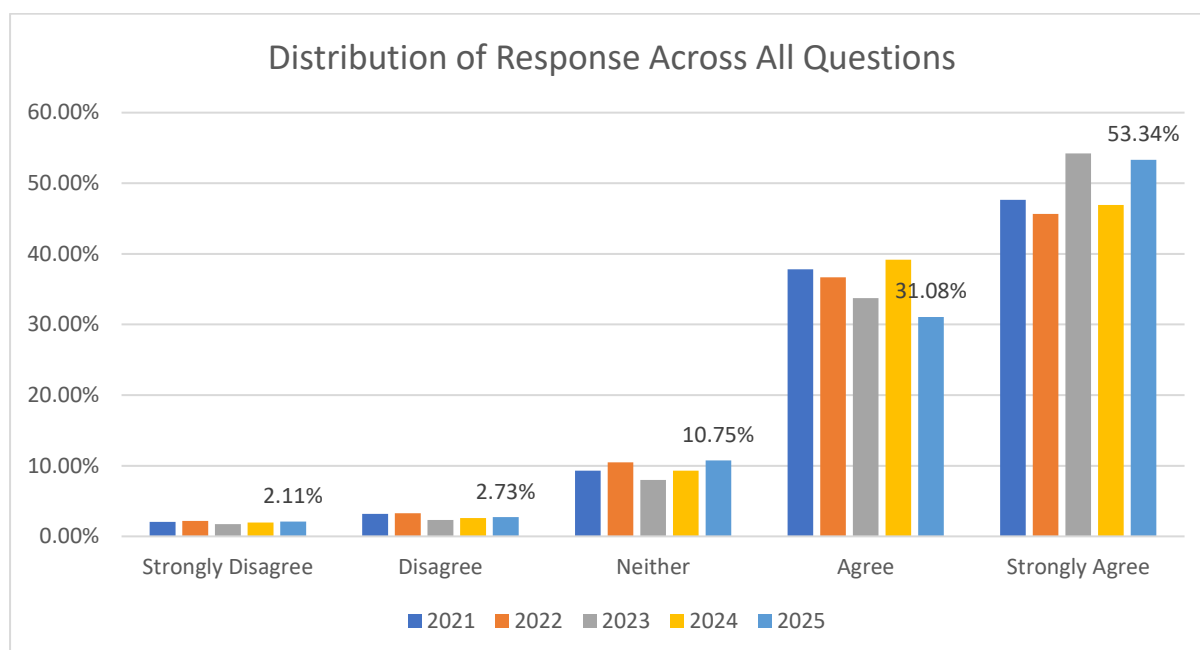
Question	5 Strongly Disagree (SD)	4 Disagree (D)	3 Neither Agree or Disagree (N)	2 Agree (A)	1 Strongly Agree (SA)	n	Mean	% Agree or Strongly Agree
The course followed the expected course outline	211	216	752	4553	7641	13373	4.44	91.19%
The pace of the course was fair and reasonable	289	381	1071	4223	7409	13373	4.35	86.98%
I was given all the course information I needed to succeed	232	223	657	4267	7994	13373	4.46	91.69%
The course assessment (assignment) requirements were communicated clearly	275	387	892	4058	7761	13373	4.39	88.37%
The course was inclusive of Māori knowledge	560	712	4003	3901	4197	13373	3.78	60.55%
Taking into account all aspects of this course, how would you rate the course overall	126	267	1248	3937	7795	13373	4.42	87.73%
Average	282	364	1437	4157	7133	13373	4.31	84.42%

*See changes in questions in 2025 in Appendix 2

- Satisfaction (% Agree / % Strongly Agree) across all six questions in 2025 ranged from 60.55% to 91.69%, with mean scores ranging from 3.78 to 4.46, indicating consistently positive learner perceptions of course quality and delivery. *Strongly disagree* was selected by only 2.11% across all questions.
- The highest mean score (4.46) was recorded for the question “*I was given all the course information I needed to succeed*”, reflecting strong performance in course communication and clarity of expectations.
- The lowest mean score (3.78) was for the question “*The course was inclusive of Māori knowledge*”, with a comparatively high proportion of neutral responses, indicating variability in learners’ experiences across courses.

Distribution of Data

This data does not follow a normal distribution curve. The data is heavily skewed towards the positive.



The median (midpoint of the distribution) for all the questions is 5 *Strongly Agree* except for one which is 4 *Agree*. The mode (most frequently occurring) for all questions is 5 *Strongly Agree*.

Question	Median	Mode
Q1. The course followed the expected course outline	5	5
Q2. The pace of the course was fair and reasonable	5	5
Q3. I was given all the course information I needed to succeed	5	5
Q4. The course assessment (assignment) requirements were communicated clearly	5	5
Q5. The course was inclusive of Māori knowledge	4	5
Q6. Taking into account all aspects of this course (its content, structure, assessments and teaching how would you rate this course	5	5

Overall Satisfaction vs Individual question satisfaction

As shown above, the average % Agree or Strongly Agree for all five questions is 83.76%. The question, *Taking into account all aspects of this course (its content, structure, assessments and teaching how would you rate this course* used to measure overall student satisfaction was higher at 87.73%. Students are more satisfied with their courses overall than in individual aspects of them.

Importance of questions to student's cohort

Students were asked to rate how important they felt each question was on a scale from 1- 3 (selecting Low, Medium, High which equates to 1,2 or 3). The mean response to the questions themselves is on a scale 1-5. *Importance Mean* is the mean response to asking students how important they felt that particular question was (on a scale 1-3 where 1 = Low, 2 = Medium and 3 = High). Low, Medium and High show percentage of students who answered Low, Medium or High.

This dual scale enables MIT to understand what services/support students think are important.

Questions	Mean	How important is this to you?
I was given all the course information I needed to succeed.	4.46	2.82
The course followed the expected course outline.	4.44	2.68
The course assessment (assignment) requirements were communicated clearly.	4.39	2.79
The pace of the course was fair and reasonable.	4.35	2.71
The course was inclusive of Māori knowledge.	3.78	2.11

Of note the question with the highest mean is also the question with the highest importance, and the question with the lowest mean is also lowest on importance.

Overall satisfaction across course evaluation questions remained high in 2025, with % Agree/Strongly Agree results ranging from 60.55% to 91.69% and mean satisfaction scores between 3.78 and 4.46. Questions rated as most important by students, particularly those relating to course information, assessment communication, and course structure, also recorded the highest satisfaction outcomes, indicating a strong alignment between student priorities and perceived course quality.

The course was inclusive of Māori knowledge recorded both the lowest satisfaction mean (3.78) and the lowest importance mean (2.11). While not prioritised equally by all students, this area remains a visible and meaningful component of the learning experience.

Priority Group/Demographic Responses

Response Rate

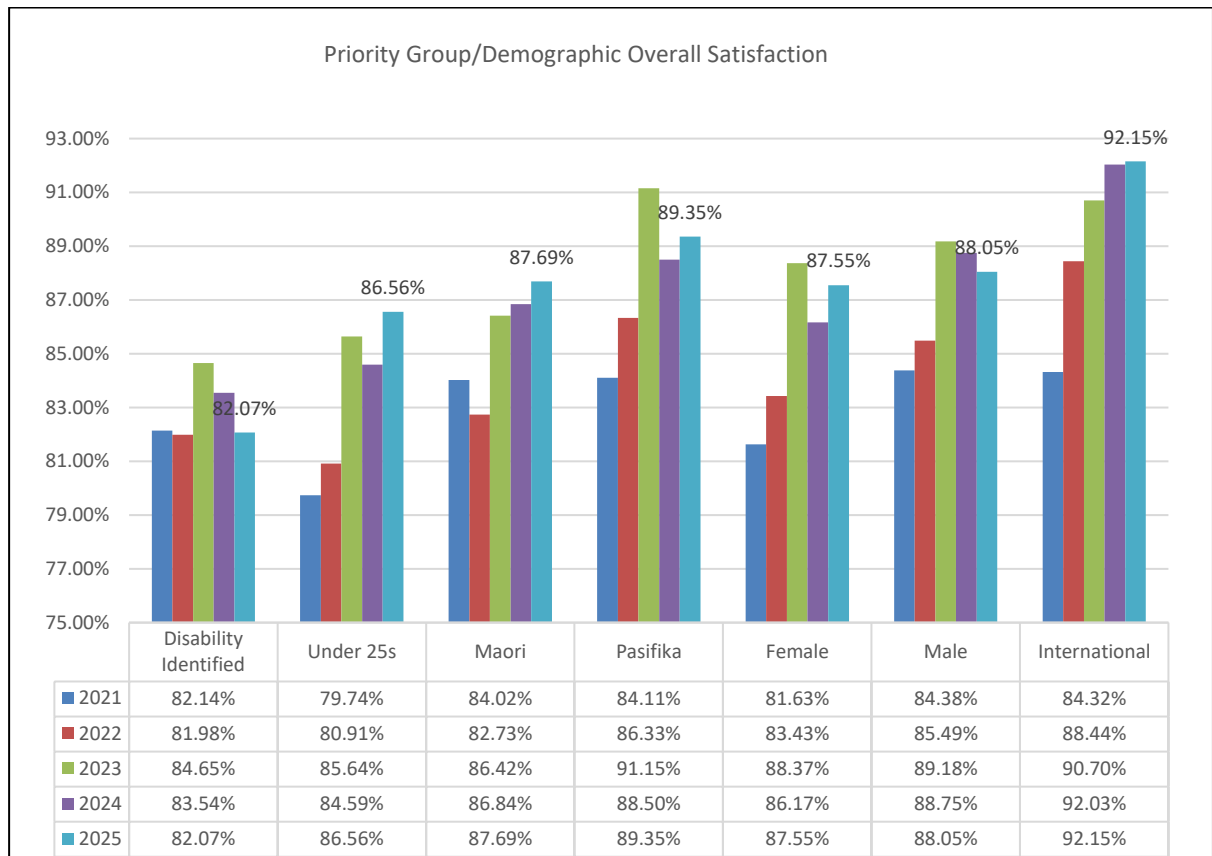
The response rates of priority groups Māori, Pasifika, under 25, and Students with Disabilities are included in the table below. The demographics for gender and international students is also shown. The percentage numbers show the numbers of student responses per grouping i.e., out of all females sent the survey, 61.29% responded. Students are in two or more groups, e.g., female students may be Under 25 and Pasifika, as well as International.

The response rate of students with disabilities is very low. The response rate of female students is much higher than male students. However, there is a relatively high proportion of female students in the Schools of Nursing and Health and Counselling. For this reason, analysis of responses by gender would not be meaningful.

	2024 Survey Responses %	2025 Survey Responses %
Maori	10.15%	11.00%
Pasifika	24.90%	26.63%
Under 25s	44.02%	50.39%
Male	35.73%	38.66%
Female	64.19%	61.29%
International	11.39%	11.52%
Students with Disabilities	2.39%	1.59%

Priority Group Overall Satisfaction

Priority groups show varied overall satisfaction. Pasifika, Māori, International and male students have higher than average satisfaction. Students with a disability and Under 25s have the lowest satisfaction rates as shown in the chart below.



Satisfaction rates have marginally increased for all priority groups except for disability and Male students. Students with an identified disability continue to show least satisfaction and Pasifika students the highest satisfaction. International, Male and Female satisfaction rates are included as part of the demographics data.

Limitations of/Point of note about the data

Students study (and are surveyed on) between 1 and up to around 20 courses per year. While most students study less (around 8 courses), a few students study more depending on course credit size in the programme. There were 32,926 unique students and 13373 survey responses. School of Secondary Tertiary studies (SSTS) has not been included in this report. The School of Secondary Tertiary Studies surveys their students on a term basis rather than the end of the course. While MIT Trades Academy (MITTA) is also included in overall statistics, MITTA data does not represent a school.

Data has not been analysed by Campus or Schools as they are very different from each other and contain different discipline areas with varying numbers of students per discipline.

There were 1667 Canvas courses with 1 or more students. Of those courses, 419 were not published. 185 of these courses were in the Maritime school, most courses were STCW short courses.

MyKoha was first implemented in 2021. The data analysed has been similar for this period, with minor shifts in trends across the dataset. The table below illustrates that the response rates have consistently improved over the past five years.

Year	Response Rate	% Change vs Previous Year
2021	31.83%	
2022	28.44%	-3.39%
2023	32.86%	4.42%
2024	40.61%	7.75%
2025	45.65%	5.04%

Summary of 2025 End of Course Survey

- The overall response rate over the past three years from 2023-2025 has seen significant gains in response rate over 2021-2022 of surveyed students.
- Of the thirteen Schools compared in this report, twelve Schools recorded significant gains in response rates in 2025 over 2024. The gains in response rates ranging from +0.39% in the School of General, Professional Engineering and Electrical Trades to +22.63% in the School of Auto, Plumb and R&A.
- The School with the highest aggregate Response rate is Hospitality, Tourism and Service Industries (59.94%).
- The School with the lowest aggregate Response rate is Maritime (17.49%).
- Overall student satisfaction is slightly higher in 2025 (87.73%) compared to 2024 (87.10%).
- Students with a disability identified are the least satisfied priority group, followed by Under 25s.
- Students rank their overall satisfaction with their course higher than they rank their satisfaction with individual elements.
- Overall course quality remains strong in 2025, with high levels of agreement (88–92%) across most measures and consistently strong mean scores, indicating that learners continue to experience courses as well-designed and effectively delivered.
- According to students' response, MIT does the following well:
 - I was given all the course information I needed to succeed
 - The course followed the expected course outline
- Course pace and assessment communication show slightly greater variability, suggesting opportunities for targeted enhancement in workload management and clarity of assessment expectations within some programmes.
- The inclusion of Māori knowledge remains the most mixed aspect of the learner experience, with a high proportion of neutral responses.

Going forward in 2026

In 2026, MyKoha survey tool will continue to be implemented with integrated MITU solution being developed for 2027.

Appendix 1

Purpose and process for MyKoha

The requirements for End of Course and Teaching Evaluation surveys are detailed in the Evaluation, Review and Monitoring Policy (AC8) and associated procedures. Surveys are mostly conducted online using MyKoha. The surveys which remain paper-based are conducted in areas where Internet connection is not available, or students do not have Internet-capable devices to use in the classroom, e.g. School of Secondary Tertiary Studies, Serco and in the community.

MIT uses the MyKoha survey tool to conduct end-of-course surveys. The questions are pre-set. MyKoha automatically runs surveys. Lecturers/Administration teams do not have to request surveys. The software reads the end date of the course and opens a survey 10 working days before that date. It emails students an individual link that they can use to access the survey. The survey window closes 5 working days after the end date of the course.

MyKoha uses questions measured on a Likert scale to interrogate course organisation, learner expectations, delivery, workload and commitment to Te Tiriti O Waitangi. The survey questions gather data using a dual scale to assess the importance of each of the core questions.

MyKoha imports data on gender, priority groups, Māori, Pasifika, under 25s, students with disability and international students from the SMS and matches it to students through Canvas. This gives MIT potential to review data trends and initiate improvements targeted at serving these groups better. It is anticipated that the use of this tool will generate trend data to allow MIT to examine the data more effectively to drive improvements in learner experiences.

Results from end-of-courses surveys are collated and reported to Schools. Survey results are used in the PER process and other evaluative processes at MIT. Kaiako are expected to provide feedback back to their cohorts and outline what improvements will be made.

Results from end-of-course surveys are analysed and reported annually to the Academic Committee. The statement "Overall this course is good" is used to determine overall student satisfaction.

Appendix 2

Context of question changes in 2025 and analysis of outcomes:

As seen in the table below the number of questions in 2025 were brought down to six from 10 in 2024

Questions 2025	Questions 2024
End of Course	End of Course
1.The course followed the expected course outline	1.The course followed the expected course outline.
2.The pace of the course was fair and reasonable	3.The course delivery and pace were fair and reasonable.
	4.The course difficulty was manageable.
	5.The course workload was manageable.
3.I was given all the course information I needed to succeed.	I was given all the course information I needed to succeed.
	6.I felt safe and welcomed in the course.
4.The course assessment (assignment) requirements were communicated clearly	7.The course assessment (assignment) requirements were communicated clearly.
	8.The course assessments matched the learning outcome(s).

5.The course was inclusive of Māori knowledge	9.The course was inclusive of Māori knowledge
6.Taking into account all aspects of this course (its content, structure, assessments and teaching), how would you rate the course overall?	10.Taking into account all aspects of this course (its content, structure, assessments and teaching), how would you rate the course overall?
Importance Question	Importance Question
Across all the five questions	The course was inclusive of Māori knowledge.

The 2025 course evaluation reduced the number of end-of-course questions from ten to six by consolidating several related areas into broader statements. Previously separate questions on pace, workload, difficulty, assessment alignment, and student safety were merged, while the overall course rating question remained unchanged.

This reduction simplifies the survey and is expected to improve response rates. However, it limits the level of detailed feedback, as students may consider multiple factors when responding to a single question, resulting in averaged responses. Questions relating to safety and welcome were removed from the course survey and are now measured through lecturer evaluations, reducing duplication. Inclusivity is still addressed through the question on Māori knowledge.

In 2025, a Start of Course Survey was introduced in the first two to four weeks of the semester. It includes four quantitative questions and one open-ended question focused on areas lecturers may address during delivery. One question is repeated in the end-of-course survey, while the remaining questions are repeated in the lecturer survey. In addition, all Canvas courses must now include a “You Said, We Did” page to show students how their feedback has been acted on.

In 2025, there were 32,926 student enrolments. Of these, 30,275 students were invited to complete the Start of Course Survey, representing 91.94% of enrolments, with a response rate of 37.45%. The difference between the number of invites and total enrolments is likely due to students in unpublished courses. End-of-course and lecturer surveys were sent to 29,297 students, achieving a response rate of 45.65%. Fewer end-of-course invitations were likely due to short courses and the exclusion of withdrawn or inactive enrolments.

Start and End of Course/Lecturer survey results are compared across four quantitative questions below to examine changes in student perceptions of teaching quality, support, and assessment communication:

Comparison of Outcomes - Institute			
Positive % Agreement (Strongly Agree, Agree)			
Question	Start of Course	End of Course/Lecturer	% Change
My lecturer makes me feel safe and welcome in the course.	94.50%	94.17%	-0.33%
The course assessment (assignment) requirements have been communicated clearly.	90.68%	88.38%	-2.30%
My lecturer explains key ideas and difficult material clearly.	89.98%	91.37%	1.39%
My lecturer is responsive when I need support.	90.52%	91.29%	0.77%

- Consistently high student experience outcomes were maintained from start to end of course, with positive % agreement remaining close to or above 90% across all measures, indicating sustained teaching quality and student satisfaction.

- Perceptions of teaching clarity and lecturer support improved over the course, with both *“explains key ideas clearly”* and *“responsive when I need support”* showing increases in positive agreement, suggesting growing student confidence as courses progressed.
- A strong sense of safety and belonging remained stable, with minimal change in positive agreement, reinforcing this as an established strength across courses.
- Assessment clarity showed a slight decline by end of course, indicating a potential area for improvement around ongoing communication or reinforcement of assessment expectations as courses progress.

LECTURER SURVEY REPORT 2025

Purpose

To provide the Academic Committee with a summary and brief analysis of the results for the 2025 Lecturer Survey

Relevant to:	<i>Schools, MIT service centres Compliance with MIT quality setting</i>
Context:	<i>Academic Centre provides insights into the effectiveness of feedback mechanisms and ability to respond to student feedback.</i>
Policy reference:	<i>AC8/1 (10.3. a, b, c) SAER ToR 2.7.6a, b, f</i>
Internal stakeholders:	<i>HoS, GM Schools, SAER Committee, Academic Committee</i>
External stakeholders:	<i>NZQA, graduates, employers, community, IAGs</i>

Commentary

- The response rate for the lecturer survey was 45.65% of students surveyed (40.61% in 2024).
- The mean response to survey questions was 4.60 (1-5 scale, 1 = Strongly Disagree to 5 Strongly Agree), which in 2024 was 4.59. The median and modes for all questions were 5. Across all questions % Strongly Disagree (1) was only 1.40% of the responses (1.49% in 2024).
- Priority group responses reflected the responses of the entire cohort. Students with disabilities were less satisfied than other priority groups.
- In 2025 the number of lecturer survey questions were reduced to five questions (seven questions in 2024). The response rates saw a significant increase in 2025 across ten of the 13 Schools indicative of better engagement from learners with the survey tool.
- Overall, surveying would be more effective if all courses with enrolled students are published, raising individual number of survey requests within individual Schools.
- MyKoha Lecturer average response rates per School, and average satisfaction have been compared for the years 2021-2025.

Recommendation

The Academic Committee approves the report.

Responsible for report:

Alanah Malkani

Supported by:

Helen Perry
Head of Academic Quality

2025 Lecturer Survey

Report Purpose

The purpose of this report is to provide results from Lecturer Evaluation Surveys. It provides statistics and a brief analysis of outcomes at an Institute and School level. Individual results from surveys were provided to the lecturer and Head of School the week after the survey window closed for each course. Results from End of Course Surveys including the impact of survey changes in 2025 are provided in a separate report. It is recommended to read the End of Course report first because it provides information about MyKoha, 2025 survey changes and response rates in general.

Comparison to Previous Years

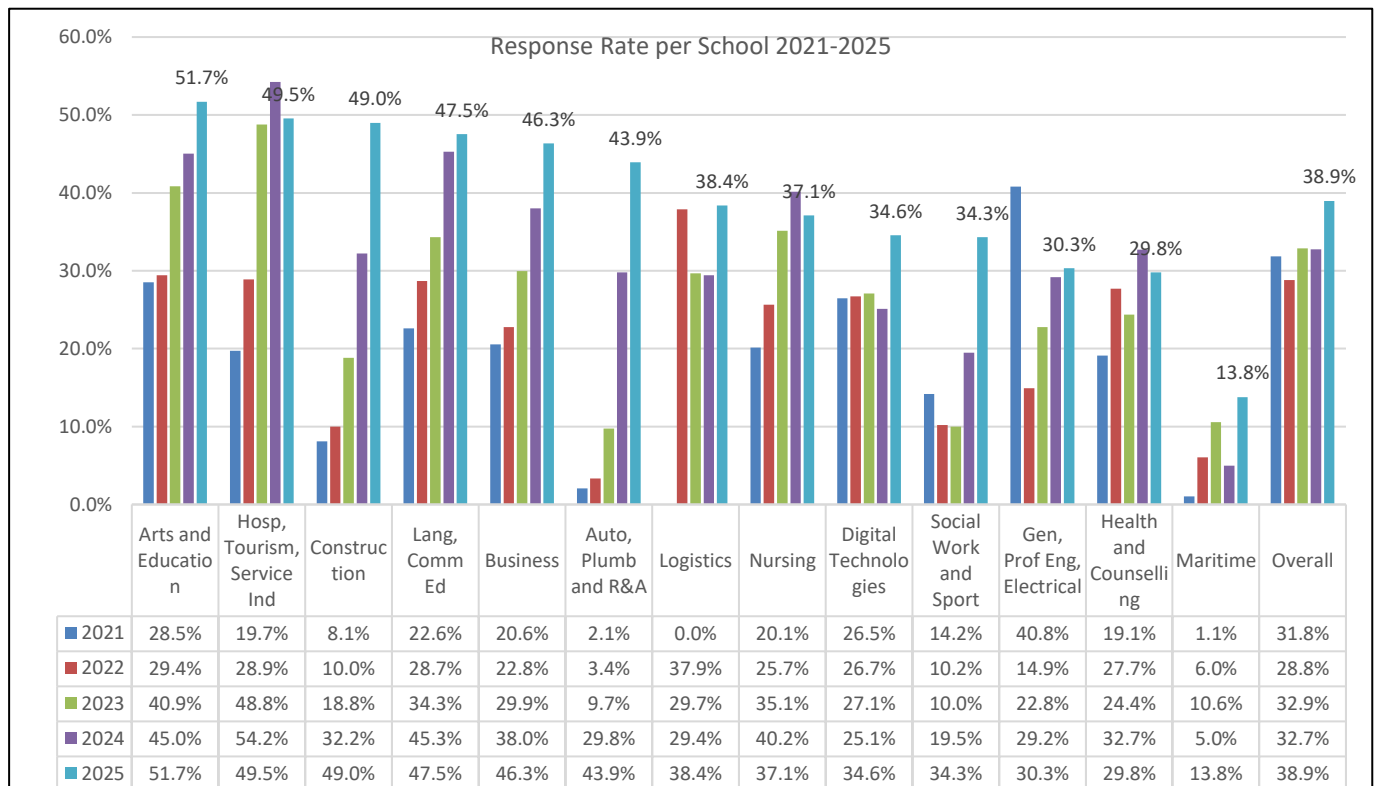
2025 Lecturer Survey statistics can for the most part be compared to 2024 statistics. However, there are a number of subject areas which have moved between Schools in previous years but EBS/Canvas still separates them, which makes direct comparison at a School level of these less meaningful. While overall response rates have risen for 2025 and eleven of the thirteen Schools reported have response rates 30% and above, only two Schools have response rates below 30% (Six in 2024).

In the same manner as for the 2025 Course Evaluation questions, the questions asked in 2025 lecturer evaluation were reduced and consolidated. (See Appendix 1 for the comparison of 2025 questions against 2024).

Analysis

Overall Response Rate

When students are sent survey requests, they complete the End of Course Survey questions, and they are then asked to complete a survey about one or more lecturer, who they select from a drop-down menu in MyKoha. Because some courses have more than one lecturer assigned, there are more responses for Lecturer surveys (14954) than for the Course Evaluations (13373).

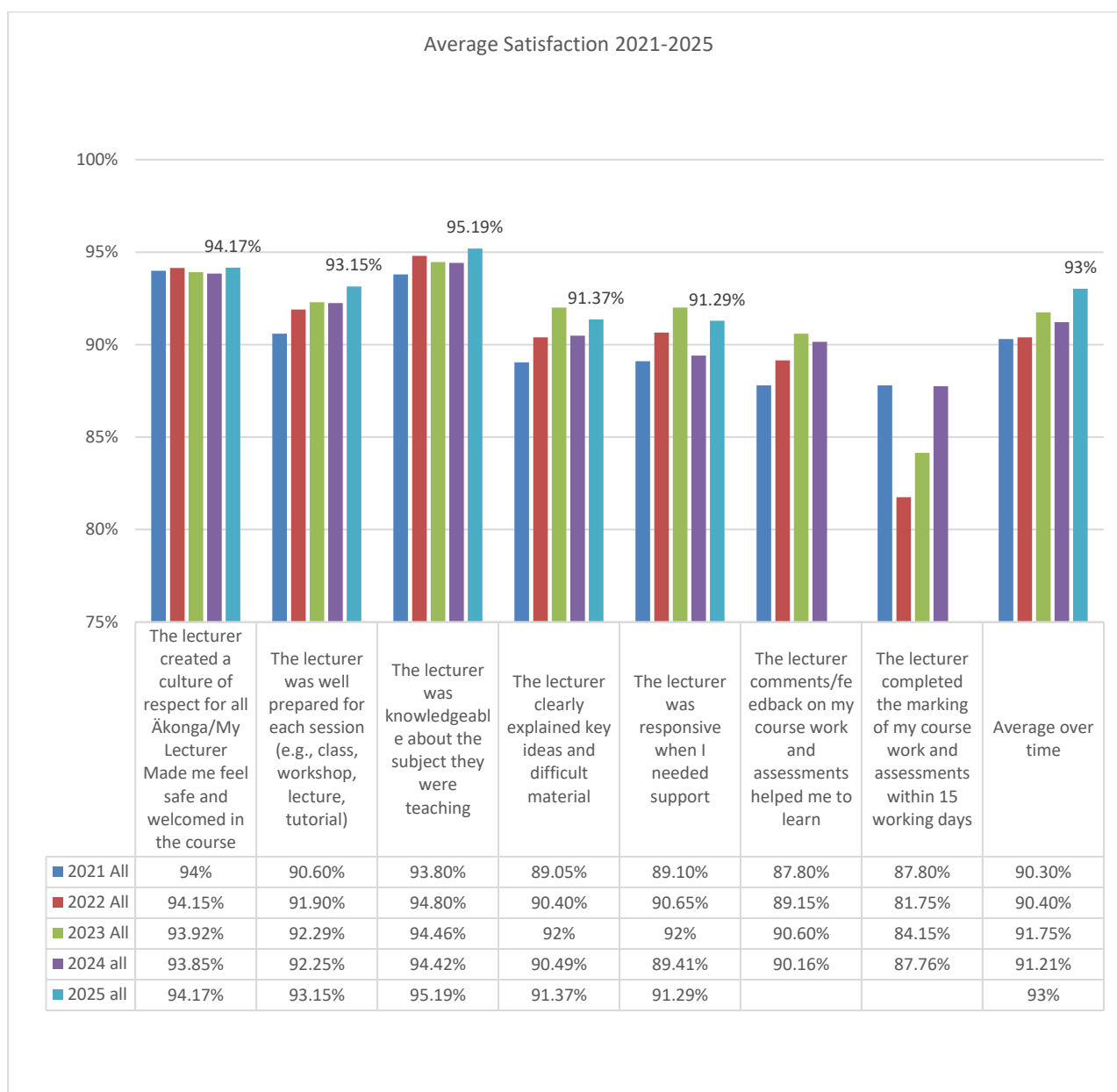


School	Responses	Invited count in 2025	Response Rate 2024	Response Rate 2025	% change
1.Arts and Education	1017	1968	45.0%	51.7%	↑+6.6%
2.Hosp, Tourism, Service Ind	1023	2065	54.2%	49.5%	↓-4.7%
3.Construction	316	645	32.2%	49.0%	↑16.8%
4.Lang, Comm Ed	894	1881	45.3%	47.5%	↑2.2%
5.Business	1222	2637	38.0%	46.3%	↑8.3%
6.Auto, Plumb and R&A	1595	3631	29.8%	43.9%	↑14.1%
7.Logistics	180	469	29.4%	38.4%	↑9.0%
8.Nursing	3592	9683	40.2%	37.1%	↓-3.1%
9.Digital Technologies	528	1528	25.1%	34.6%	↑9.5%
10.Social Work and Sport	1085	3163	19.5%	34.3%	↑14.8%
11.Gen, Prof Eng, Electrical	1024	3377	29.2%	30.3%	↑1.2%
12.Health and Counselling	1857	6231	32.7%	29.8%	↓-2.9%
13.Maritime	621	4507	5.0%	13.8%	↑8.8%
Overall	14954	41785	32.7%	38.9%	↑6.2%

Ten schools had a significant increase in their response rates in 2025, the % increase ranging from 16.8% to 1.2%. While three schools had a decrease in response rates, the % decrease ranging from -4.7% to -2.9%. Nursing sent out the highest number of survey requests (9683) and received 3592 (37.10%) responses. Maritime sent out the third highest number of survey requests (4507) and received 621 student responses, with the lowest % of responses (13.78%).

Overall Student Satisfaction

Lecturer surveys do not contain an 'overall' question that can be used to measure overall satisfaction, however this can be measured using the mean of all questions. The combined % Agree or Strongly Agree for the questions, shows there is an overall satisfaction of 93.03% this year (as shown in chart and table below), up slightly from 2024.



Question	Mean	Median	Mode
My lecturer made me feel safe and welcomed in the course.	4.62	5.00	5.00
My lecturer was well prepared for each session (e.g., class, workshop, lecture, tutorial).	4.59	5.00	5.00
My lecturer was knowledgeable about the subject they were teaching.	4.66	5.00	5.00
My lecturer clearly explained key ideas and difficult material.	4.55	5.00	5.00
My lecturer was responsive when I needed support.	4.56	5.00	5.00
Overall Mean across all Questions	4.60	5.00	5.00

Responses to Each Lecturer Survey Question

The overall satisfaction (% Agree or Strongly Agree) across all questions is 93% with a mean value of 4.60. There is a narrow range of means for each question (4.55-4.66), this is more than the same figures for 2024 (overall satisfaction of 91.21% and means range of 4.43-4.59).

The highest mean is again for the question *My lecturer was knowledgeable about the subject they were teaching* (4.66 in 2025 vs 4.62 in 2024). The modal average (the most common or popular response) for

this question was 5, as was the median, and the response *Strongly disagree* was selected by 1.11% of respondents (slightly lower from 1.17% in 2024).

The lowest mean is for the question My lecturer clearly explained key ideas and difficult material, (4.55, increased from 4.50 in 2024). The modal average for this question was 5, as was the median and the response Strongly disagree was selected by 1.54% of respondents' vs 1.75% in 2024.

According to students' responses, MIT does the following well:

- My lecturer was knowledgeable about the subject they were teaching.
- My lecturer made me feel safe and welcomed in the course.
- My lecturer was well prepared for each session (e.g., class, workshop, lecture, tutorial).

Priority Group/Demographic Responses

The response rates of priority groups have increased in 2025 across all groups except for female and Students with disabilities.

	2024 Survey Responses %	2025 Survey Responses %
Maori	10.15%	11.00%
Pasifika	24.90%	26.63%
Under 25s	44.02%	50.39%
Male	35.73%	38.71%
Female	64.19%	61.24%
International	11.39%	11.54%
Student with Disabilities	2.39%	1.59%

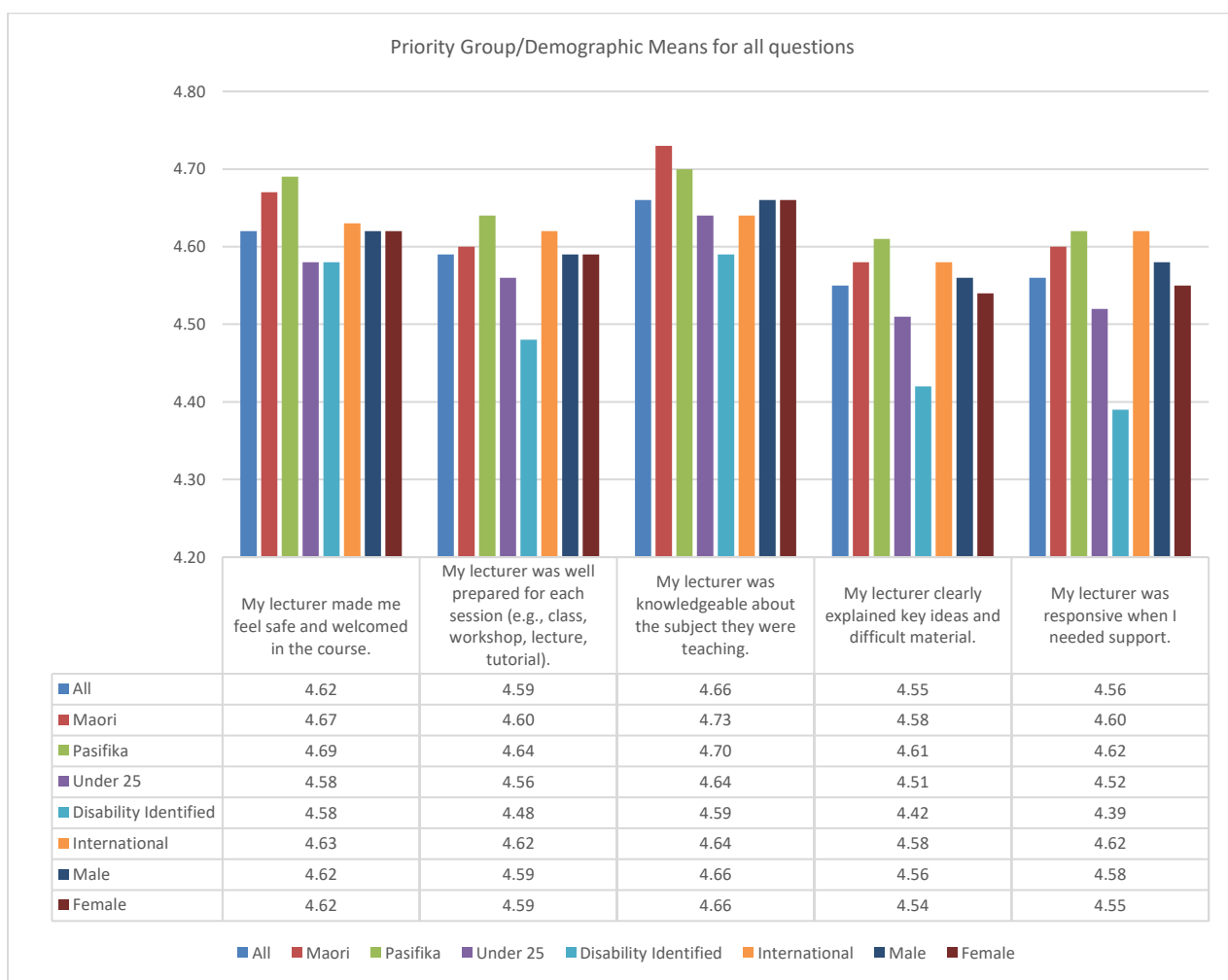
Priority Group Overall Satisfaction

There is no question to measure overall satisfaction for Lecturer surveys. Below is a breakdown of MyKoha means for priority groups/demographic data.

Responses to Each lecturer Survey Question for Priority Groups/Demographics

The chart below shows results aggregated responses to each of the five questions asked in 2025 for priority groups Māori, Pasifika, Under 25s, Student with Disabilities and International.

While the highest mean is still for question 3 *My lecturer was knowledgeable about the subject they were teaching* (4.66-4.56), the range is higher than for 2024 (4.62- 4.43).



Summary

- According to students' response, MIT does the following well:
 - My lecturer was knowledgeable about the subject they were teaching.
 - My lecturer made me feel safe and welcomed in the course
 - My lecturer was well prepared for each session (e.g., class, workshop, lecture, tutorial)

- According to students' response, the areas of improvement are:
 - My lecturer clearly explained key ideas and difficult material.
 - My lecturer was responsive when I needed support
 There is little difference between top and bottom (4.66 - 4.55)

- Priority learner responses follow the trend of whole institute responses.
- Students with disabilities and Under 25s are the least satisfied groups.

Appendix 1

Comparison of 2025 lecturer survey questions against 2024 questions

Questions 2025	Questions 2024
My lecturer made me feel safe and welcomed in the course	The lecturer created a culture of respect for all students.
My lecturer was well prepared for each session (e.g., class, workshop, lecture, tutorial).	The lecturer was well prepared for each session (e.g., class, workshop, lecture, tutorial).
My lecturer was knowledgeable about the subject they were teaching.	The lecturer was knowledgeable about the subject they were teaching.
My lecturer clearly explained key ideas and difficult material.	The lecturer clearly explained key ideas and difficult material.
My lecturer was responsive when I needed support.	The lecturer was responsive when I needed support.
	The lecturer comments/feedback on my course work and assessments helped me to learn.
	The lecturer completed the marking of my course work and assessments within 15 working days.

In 2025, the lecturer survey was refined to focus more strongly on students' sense of safety, belonging, and the quality of direct learning interactions, while maintaining continuity in core measures of preparation, subject knowledge, clarity of explanation, and responsiveness. Two assessment-related questions included in 2024, timeliness of marking and usefulness of feedback, were removed, streamlining the lens to the in-class and relational aspects of teaching practice. This streamlining improves response consistency and clarity by reducing survey length and concentrating on areas most directly influenced by lecturer engagement. As a result, 2025 data provides a more focused reflection of the student learning experience, while slightly limiting direct comparability with 2024 in relation to assessment practices.

2025 Student Course Surveys Institutional Summary

Te Korowai Kahurangi | Te Puna Āko

April 2026


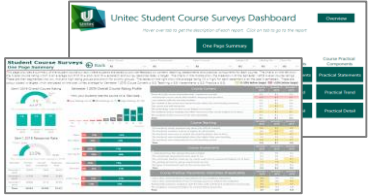
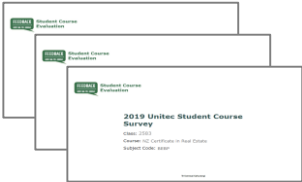


Student Course Surveys Overview

Unitec's student course surveys are designed to provide a robust and consistent approach of measuring course performance across all of Unitec. Student course surveys are a key requirement for self-evaluation and an enabler for the improvement of course and programme delivery based off student feedback.

Each semester, students are asked to provide feedback on course structure, content, assessments, teaching and practical components (if applicable) via an online survey. The base survey questions were informed by NZQA's Key Evaluative Questions and Tertiary Education Indicators. Feedback on the question design was received from students, teachers, Academic Leaders, HoS and Deans and the Unitec Ako Ahimura Committee.

The student course surveys provide reporting at three levels catered for different audiences. Student verbatim comments are only included in the individual course/ class reports due to the need for confidentiality.

Reporting	Content	Audience	Location
<p>Institutional Report</p> 	<ul style="list-style-type: none"> Analysis and reporting of performance at institutional, school and priority group level 	<p>All Unitec staff Academic Governance Committees</p>	<p>Te Aka / The Nest</p>
<p>Student Course Survey Power BI Dashboard</p> 	<ul style="list-style-type: none"> Interactive dashboard which allows the ability to filter data by school, programme, course, class, priority group and semester Detailed reporting of response rates, overall course ratings, course content, teaching, assessments and practical components School, programme and course priority matrices 	<p>Heads of School Academic Leaders Programme Managers Academic staff Support staff</p>	<p>Available to all Power BI users Link</p>
<p>Course/ Class Reports</p> 	<ul style="list-style-type: none"> Course/ class specific PDF report for current semester Student ratings and verbatim comments on course content, teaching, assessments and practical components (if applicable) Student verbatims are only reported for those students who have given consent to pass onto teaching staff 	<p>Heads of School Academic Programme Managers Course Teacher only (due to confidential student comments)</p>	<p>Saved in secure folders for HoS/APMs to distribute to teaching staff</p>

2025 Executive Summary

- Students rate Unitec's overall course experience 8.4 out of 10 in 2025, which shows a continued increase over the past 6 years and is at the highest level since surveys began
- Ratings towards all aspects of course delivery (course content and structure, teaching, assessments and practical components) have also continued to increase and are at historically high levels
- Despite the strong positive overall trends at an institute level, there are inconsistencies with some programmes and courses receiving low ratings. Because of the robust data available, this survey provides the ability to identify and target these programmes and courses to understand reasons for poor ratings and develop action plans
- Reasons why students give high course ratings are driven by teaching quality (knowledgeable, supportive, approachable), having well structured courses and a connection with practical and real life examples.
- Reasons why students give low course ratings are driven by teacher quality (unprepared and unclear), assessments (unclear, misaligned, overloaded) and poor course structure and organisation. These drivers of high and low ratings align with statistical driver modelling conducted a few years ago.
- Pacific and International students show higher overall course ratings than non-Pacific and domestic students while Māori, under 25yrs and disabled learners show lower course ratings in terms of parity
- 11,886 surveys were completed out of 32,991 sent in both semesters of 2025 which equates to an overall response rate of 36.0%. This level was an increase from the 33.2% shown in 2024 and the highest we have reached since surveys began
- Even though we received the highest response rate to date, response rates do vary by school and programme. We strongly encourage staff to share the results with their students (if not this semester, then next). Sharing the results will demonstrate we value students' feedback and support continued high engagement by students.

Survey Response Rates

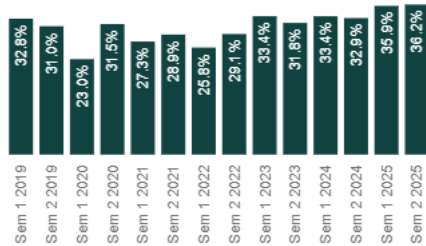
To ensure a representative sample of results and to enable robust measurement at a school, programme and course level, it is imperative that high response rates are reached. 11,886 surveys were completed out of 32,991 sent in both semesters of 2025 which equates to an overall response rate of 36.0%. This level was an increase from the 33.2% shown in 2024 and the highest we have reached since surveys began.

Despite continued efforts to drive staff and student engagement, response rates by school continue to be varied and show an inconsistent level of engagement across schools and programmes throughout Unitec.

The schools that have shown the largest increase in response rates in recent years are Applied Business (65.9% for all of 2025) and Bridgepoint (51.5%). Trades and Services have doubled their response rates in 2025 driven by increased efforts amongst staff and a targetted leaderboard campaign to encourage participation.

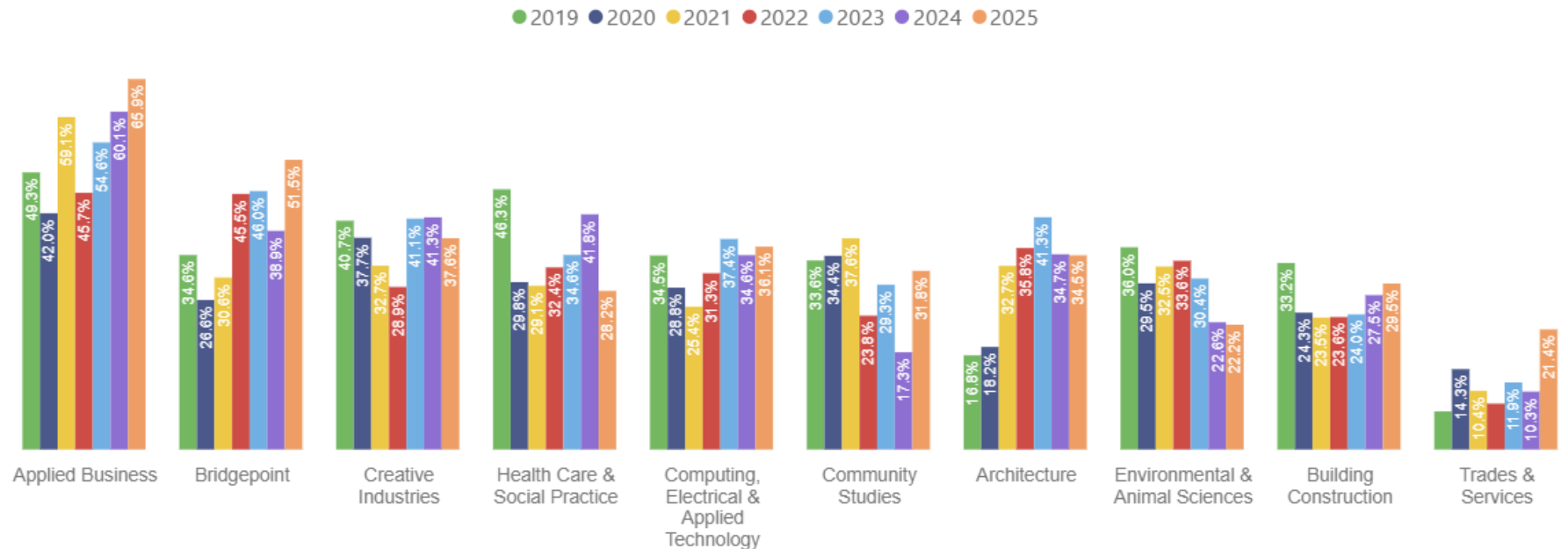
Best practice learnings of receiving high response rates centre on staff being engaged in the process and endorsing the survey to their students and also closing the loop with students explaining how their feedback is being used to make improvements to the courses.

Survey Response Rates



Semester	Surveys Sent	Surveys Completed	Response Rate
Sem 1 2019	20643	6767	32.8%
Sem 2 2019	16621	5147	31.0%
Sem 1 2020	16666	3836	23.0%
Sem 2 2020	17593	5540	31.5%
Sem 1 2021	19916	5432	27.3%
Sem 2 2021	18081	5234	28.9%
Sem 1 2022	18641	4812	25.8%
Sem 2 2022	17810	5180	29.1%
Sem 1 2023	16079	5368	33.4%
Sem 2 2023	17353	5511	31.8%
Sem 1 2024	16343	5454	33.4%
Sem 2 2024	16600	5467	32.9%
Sem 1 2025	16608	5957	35.9%
Sem 2 2025	16383	5929	36.2%
Total	245337	75634	30.8%

Survey Response Rates by School



Overall Course Performance

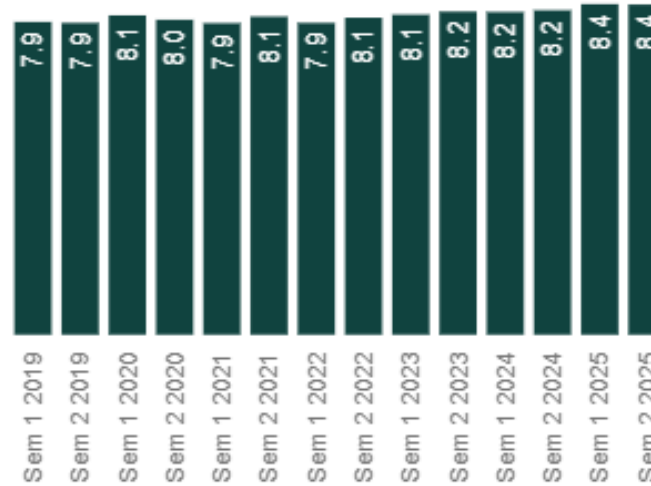
- Overall course ratings
- Overall course ratings segment profiling
- Reasons for high and low course ratings
- Priority matrices

Overall Course Ratings

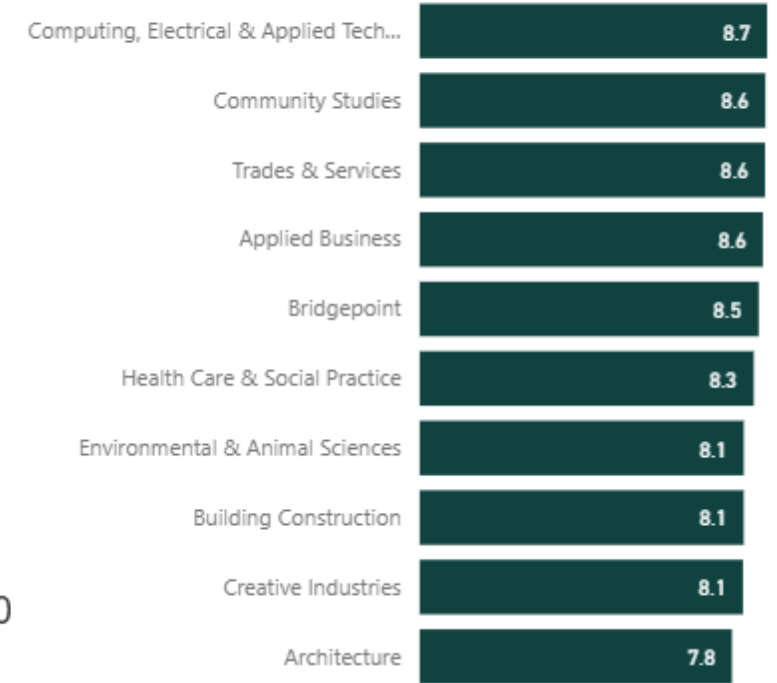
Students rate Unitec's overall course experience 8.4 out of 10 in 2025, which follows a continued increase over the past 6 years and is at the highest level since surveys began.

Schools with the highest ratings include Computing, Electrical and Applied Technology (8.7 out of 10), Community Studies (8.6), Trades and Services (8.6) and Applied Business (8.6) while Architecture show the lowest ratings after a drop shown in 2025 from 8.1 to 7.8 in 2025.

Overall Course Ratings (average out of 10)

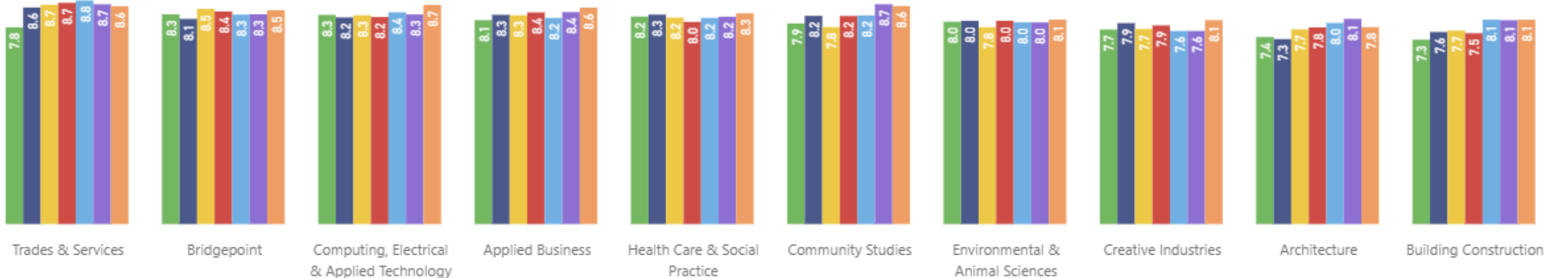


2025 Overall Course Ratings by School (average out of 10)



Overall Course Rating by School (average rating out of 10)

● 2019 ● 2020 ● 2021 ● 2022 ● 2023 ● 2024 ● 2025



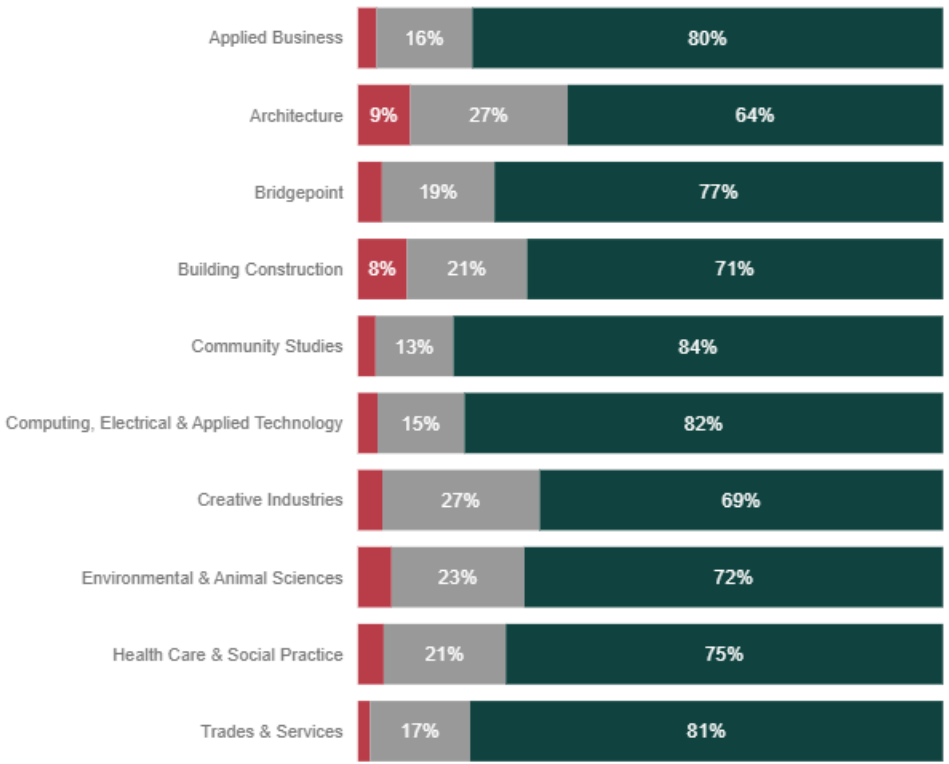
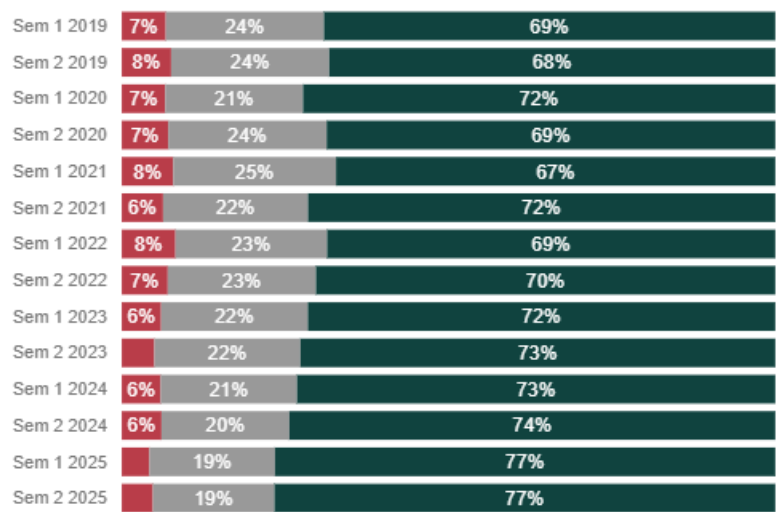
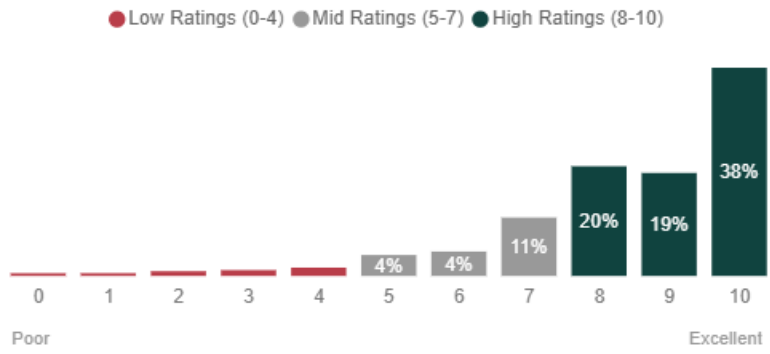
Overall Course Segment Profiling

Segmenting the overall ratings that students give each course into low, medium and high rating groups provides a more detailed and visual way to compare performance when compared to an overall average rating.

As shown below, there is more variation by school using this analysis. The top performing schools show strong proportions of high ratings while the lower performing schools such as Architecture and Creative Industries show greater proportions of low and mid ratings.

2025 Overall Course Rating Segments

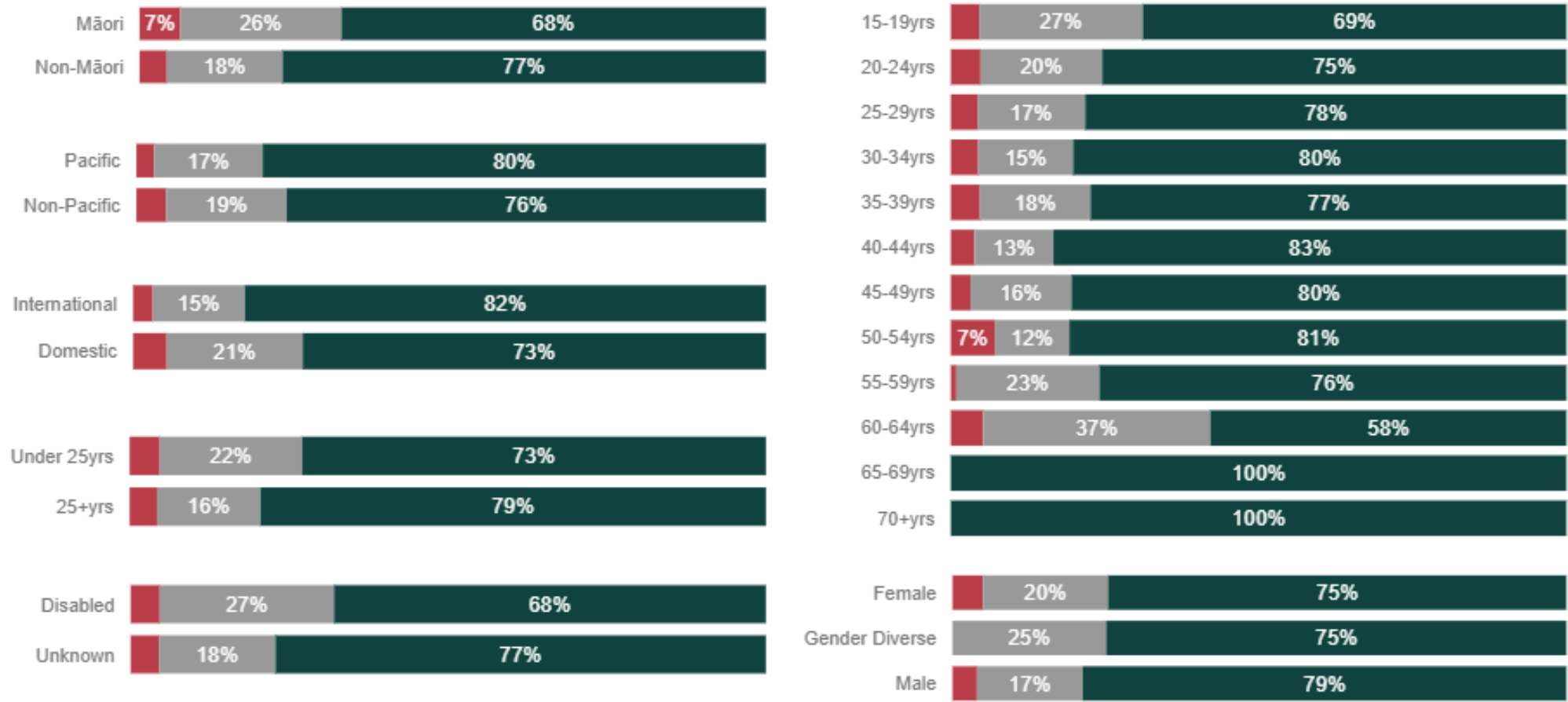
How students rate the course on a 10pt scale...



Overall Course Segment Profiling

The percentage of students that give high course ratings (8-10 out of 10) is higher amongst Pacific and International students when compared to their opposites. Māori students, students being under 25 years and disabled learners show lower course ratings in terms of parity. There is a clear trend of course ratings increase as the student age increases.

2025 Overall Course Rating Segments



Reasons for High Course Ratings (those who rate the course 8-10 out of 10)

Using AI (Copilot) to analyse student comments for the question “For what reasons to you give the course a high rating” shows the large impact teaching performance has on overall course satisfaction. Having well structured and relevant content is also important in driving student ratings.

Themes	% of Comments	Description	Examples
Exceptional Teaching Quality	44%	<p>Students repeatedly praise lecturers for being knowledgeable, supportive, clear, patient, approachable, enthusiastic, and well prepared.</p> <ul style="list-style-type: none"> • Clear explanations • Real world examples • Patience with questions • One to one help • Encouraging, friendly, and supportive behaviour • Passion and energy in teaching 	<p>“teacher’s knowledge and explanation.”</p> <p>“Melinda knows what she is teaching”</p> <p>“He always answers our questions and never fails to clear our doubts.”</p> <p>“The lecturer is excellent, makes the content enjoyable.”</p> <p>“Dr. Irene Park has a very empathetic way of teaching and shows utmost care for each and every student.”</p>
Clear, Well-Structured Courses	22%	<p>Students consistently highlight good structure, logical flow, clear instructions, and easy to follow content.</p> <ul style="list-style-type: none"> • Clear weekly structure • Logical progression of topics • Good use of Moodle • Clear assessment instructions • Digestible content 	<p>“good structure of teaching.”</p> <p>“Well structured course, lecturer gave us good explanations.”</p> <p>“The course was clearly structured and the lecturer was helpful.”</p> <p>“Always clear instructions and always willing to help.”</p>
Practical, Real-World, Career-Relevant Learning	18%	<p>Students love when courses connect theory to practice and prepare them for real jobs. This theme appears across business, accounting, economics, HR, leadership, and design thinking.</p> <ul style="list-style-type: none"> • Real world examples • Practical assessments • Hands on activities • Industry relevance • Skills they can use immediately 	<p>“whole course was on practical basis”</p> <p>“lectures have real life examples and application”</p> <p>“This course was very useful for my practical life.”</p> <p>“Hands-on experience and industrial based learning”</p> <p>“It is a practical course... teaching methods are good.”</p>
Supportive & Engaging Learning Environment	10%	<p>Students repeatedly mention feeling supported, comfortable, encouraged, and engaged. This includes both the lecturer’s behaviour and the classroom atmosphere.</p> <ul style="list-style-type: none"> • Feeling comfortable asking questions • Friendly and supportive lecturers • Interactive classes • Good discussions • Encouraging environment 	<p>“I felt comfortable asking questions and got help when I needed it.”</p> <p>“It is very interactive and comfortable... allowing students to provide questions and comments.”</p> <p>“Friendly, supportive peer and professor.”</p> <p>“Very engaging learning techniques.”</p>
Rich, Useful, Relevant Content	6%	<p>Students appreciate content that is informative, comprehensive, interesting, and relevant to their future careers.</p> <ul style="list-style-type: none"> • Depth and richness of content • Relevance to NZ context (e.g., taxation, Māori business) • Interesting topics • Useful skills for employment • Insightful case studies 	<p>“It is rich in information”</p> <p>“useful and professional knowledge”</p> <p>“The content is detailed and the class structure is clear”</p> <p>“The course content is great and insightful”</p> <p>“Because it teaches you the importance of research methods...”</p>

Reasons for Low Course Ratings (those who rate the course 0-4 out of 10)

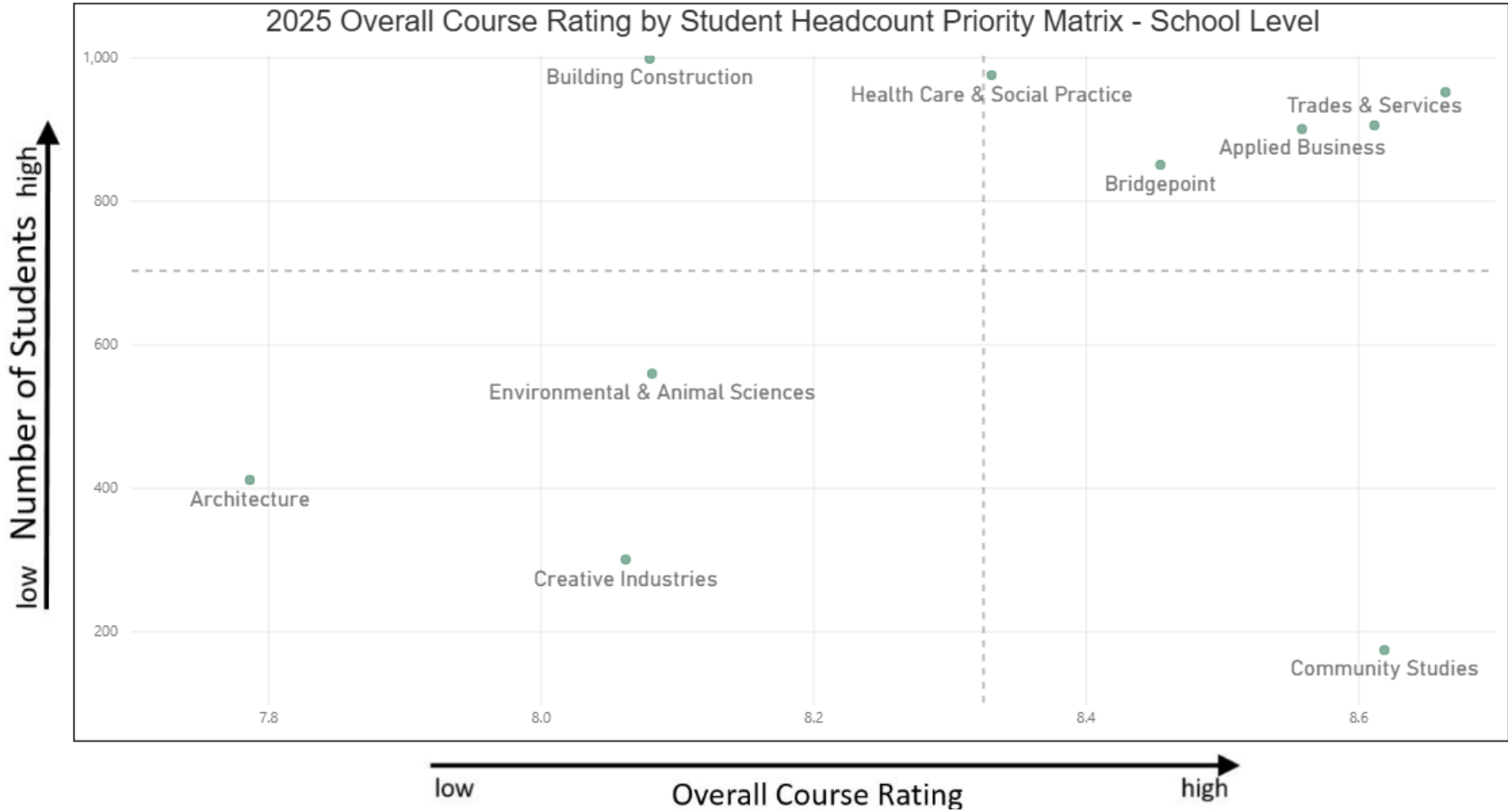
Using AI (Copilot) to analyse student comments to the question “For what reasons to you give the course a low rating” shows that teaching and assessments have the greatest impact. Teaching quality, structured and relevant content are reasons for both high and low course ratings highlighting the overall impact these have on course satisfaction.

Themes	% of Comments	Description	Examples
Poor Teaching Quality & Delivery	38%	<p>Students repeatedly describe teaching as unclear, unprepared, boring, rushed, slow, overly theoretical, or simply ineffective.</p> <ul style="list-style-type: none"> Lecturers reading slides verbatim Lack of examples or practical application Harsh or discouraging communication styles Language barriers Teachers appearing unprepared or unfamiliar with content Inconsistent or contradictory explanations 	<p>“The teaching of the course is slow paced and in general very uninteresting...”</p> <p>“The lecturer keeps reading her own PowerPoint slides in class...”</p> <p>“The lecturer’s teaching was not understandable... most of the topics were confused.”</p> <p>“He just reads off the slides... nothing is really explained properly.”</p>
Assessment Issues (Unclear, Misaligned, Overloaded)	27%	<p>Students frequently report that assessments do not match what is taught, are unclear, or are too heavy relative to the course.</p> <ul style="list-style-type: none"> Rubrics not matching questions Conflicting instructions from different staff Excessive workload or unrealistic expectations Harsh or inconsistent marking Assessments released too late or changed last minute Group work issues (unequal contribution, unfair weighting) 	<p>“Assessment instructions not clear. Every professor says different things.”</p> <p>“The assessment questions and grading rubric were different and unclear...”</p> <p>“Assignments were too many for this subject.”</p> <p>“Marking system is very strict so most of the students are failed.”</p>
Poor Course Structure & Organisation	18%	<p>Many students describe courses as disorganised, confusing, rushed, or lacking logical flow.</p> <ul style="list-style-type: none"> Disjointed weekly content Timelines that don’t align with assessments Classes starting late or ending early Multiple lecturers giving conflicting information Large class sizes with insufficient support 	<p>“The course is poorly designed...”</p> <p>“Overall the structure of the course is confusing...”</p> <p>“The course was not structured or planned well.”</p> <p>“The beginning was very rushed... the end dropped in standard.”</p>
Lack of Support, Guidance & Feedback	12%	<p>Students repeatedly express feeling unsupported, confused, or left to self teach.</p> <ul style="list-style-type: none"> Slow or no response to emails Limited availability for questions Tutors unable to answer assessment queries Feedback that is vague, contradictory, or unhelpful Students feeling afraid to ask questions due to lecturer behaviour 	<p>“No guidance is given to students... and then they fail.”</p> <p>“Students don’t have any clue about the expectation of the assignment.”</p> <p>“I didn’t feel like I was given answers that made sense...”</p> <p>“The lecturer is not supportive to clear the ambiguities.”</p>
Content Not Relevant or Practical	5%	<p>Students often feel the content is outdated, irrelevant to their major, too theoretical, or not aligned with industry expectations.</p> <ul style="list-style-type: none"> Content not tailored to specialisations Overlap with other courses Too much theory, not enough practical application Outdated materials Tasks unrelated to real world skills Students questioning the value for money 	<p>“This course is not practical for my business analytics course.”</p> <p>“Most of the content... was already known by the students.”</p> <p>“The course aligns differently with industry practices and expectations.”</p> <p>“It felt like we were just studying the SAME thing over and over again.”</p>

School Priority Matrix

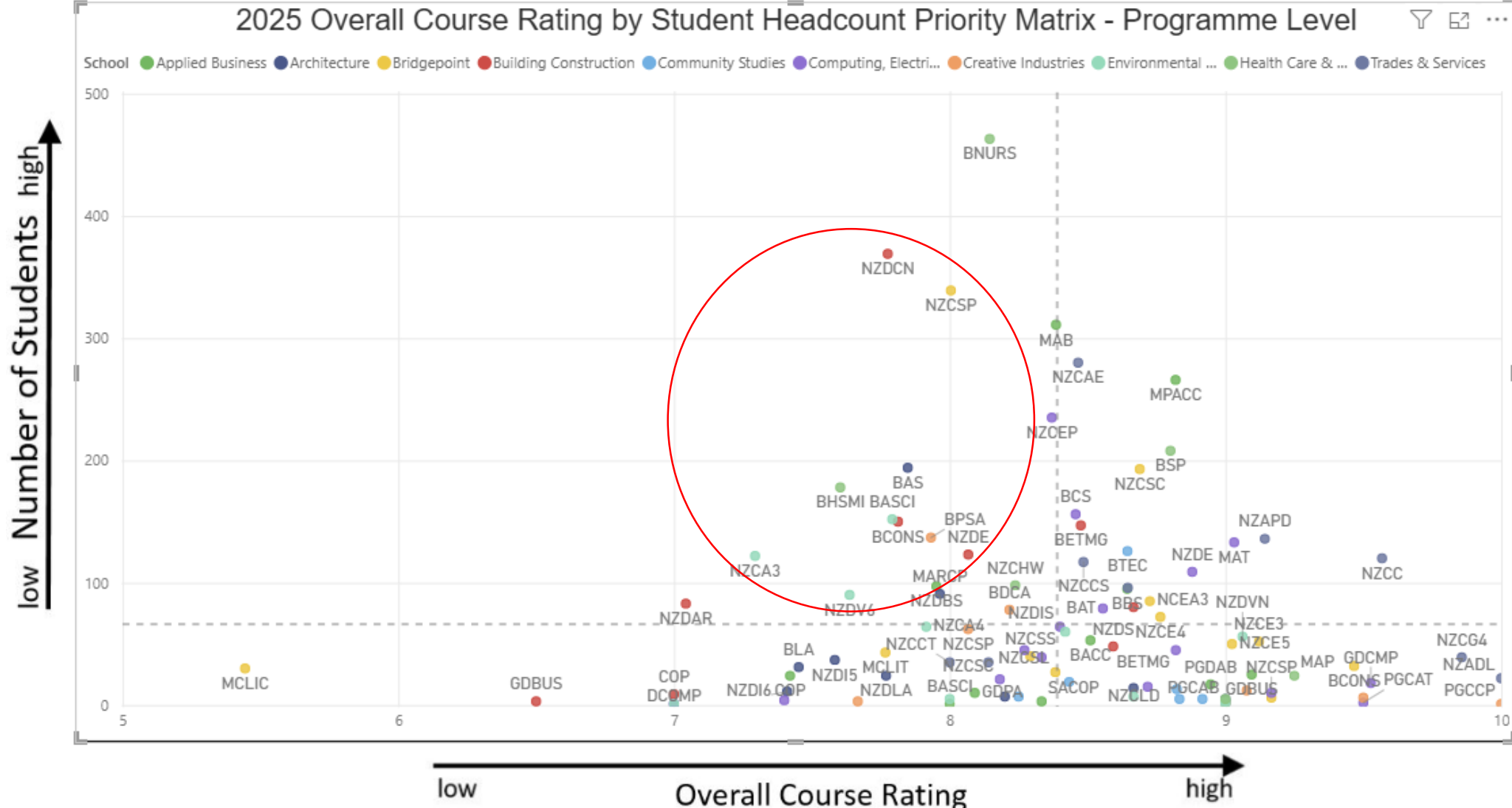
School performance can also be plotted using a priority matrix that plots each school's size/ value (approx number of students enrolled in each course) by performance (average course ratings). Those positioned top left are considered a priority (higher value with lower performance when compared to other schools) while those top right are considered strong performers (high value with high performance). The dotted lines that create the four quadrants are based off the average across all schools.

Based on overall course performance and number of students, any improvement in Building Construction, Environmental and Animal Sciences, Architecture and Creative Industries will have the largest impact on Unitech's overall result.



Programme Priority Matrix

Similar analysis can be conducted at a programme & course level and for priority groups via the [Student Course Surveys Power BI Dashboard](#)



Course Delivery Performance

- Course content & structure
- Course teaching
- Course assessments
- Practical components (if applicable)
- Online delivery

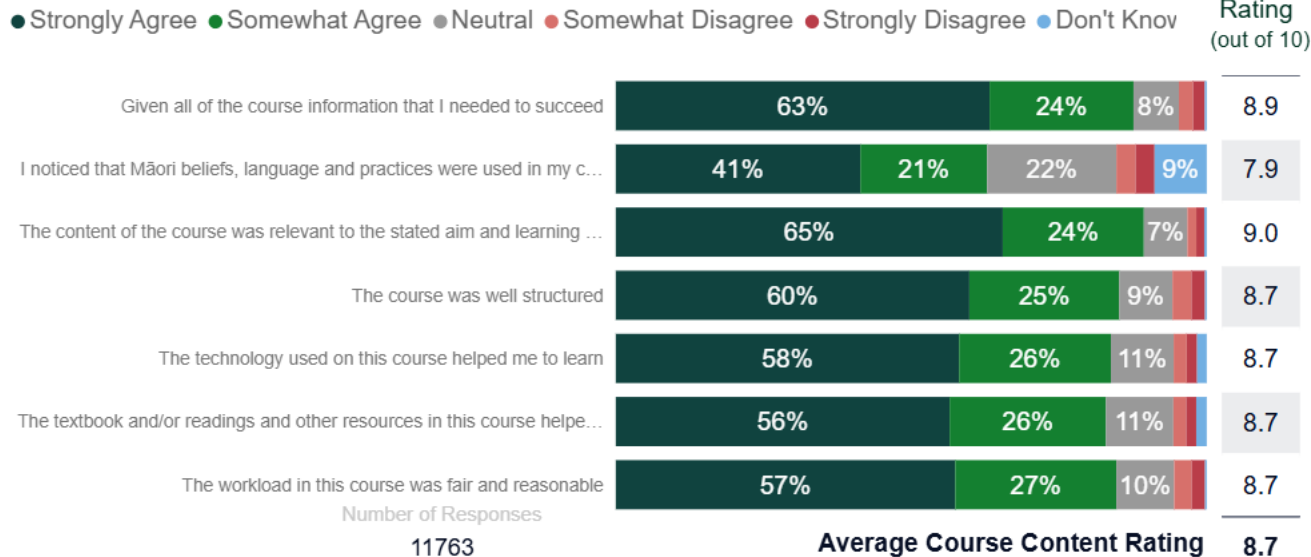
Course Content and Structure

Overall, students show high ratings of each course content and structure statement with lower endorsement of the statement “I noticed that Māori beliefs, language and practices were used in my course”. The wording of this statement may still be unclear for learners, who could also have a limited understanding of the ways ‘beliefs’ for example may be evident in a course.

Despite the high ratings overall, analysis of student comments highlight that some students are asking for more clarity, preparedness and a slower pace with some of the courses as some students are feeling overwhelmed.

2025 Course Content and Structure Ratings

Thinking specifically about the course content and structure, how much do you agree with each of the following statements?



Using AI (Copilot), we can analyse student comments to the question “If you have any additional comments about the course requirements, structure, content, resources or teaching facilities, please enter them below”

2025 Student Themes	% of Comments	Description	Examples
Teaching Quality & Delivery	33%	Students consistently comment on lecturer clarity, preparedness, pace, communication, and classroom management. Feedback ranges from highly positive to deeply critical.	<p>“The teaching was excellent, and the lecturer explained everything clearly...”</p> <p>“The lecturer often arrives late... class did not begin until 3:45pm or even 3:50pm.”</p> <p>“He should teach students rather than just reading out of the slides which anybody can do.”</p>
Course Structure, Workload & Sequencing	26%	Students frequently describe courses as content heavy, rushed, poorly sequenced, or unevenly paced. Many feel overwhelmed.	<p>“A lot of information packed into such short amount of time made it challenging to stay on top of assignments.”</p> <p>“It felt like a huge workload second half of semester... we are all exhausted.”</p> <p>“Course structure was a little confusing... delivery schedule wasn't consistently followed.”</p>
Assessment Clarity, Guidance & Fairness	19%	Students want clearer instructions, exemplars, rubrics, and alignment between teaching and assessment.	<p>“Assignment questions need to be refined to clearly define what the question wants.”</p> <p>“Group assessment has a lot of workload with unclear instruction regarding the content and marking rubric.”</p> <p>“An exemplar for assignment two would have been helpful</p>
Learning Resources, Moodle & Technology	13%	Students frequently mention issues with Moodle organisation, missing materials, outdated slides, broken links, and poor classroom technology.	<p>“Some contents of Moodle was unclear... screenshots were quite fuzzy and unreadable.”</p> <p>“It would be helpful if lectures could be recorded... sometimes it's hard to fully understand everything during the live session.”</p>

Course Content and Structure

Student ratings of all course content and structure statements have increased over the past 6 years to be at the highest level since surveys began. The statement “I noticed that Māori beliefs, language and practices were used in my course” receives high ratings for Community Studies, Health Care and Social Practice and Bridgepoint while Environmental and Animal Sciences and Building Construction show lower endorsement in comparison.

Average Ratings for Course Content Statements

● 2019 ● 2020 ● 2021 ● 2022 ● 2023 ● 2024 ● 2025



2025 Course Content Ratings by School

School	Given all of the course information that I needed to succeed	I noticed that Māori beliefs, language and practices were used in my course*	The content of the course was relevant to the stated aim and learning outcomes	The course was well structured	The technology used on this course helped me to learn	The textbook and/or readings and other resources in this course helped me to learn	The workload in this course was fair and reasonable	Total
Community Studies	9.0	9.2	9.1	8.8	9.0	8.8	8.9	9.0
Health Care & Social Practice	8.9	8.5	8.9	8.6	8.8	8.7	8.7	8.7
Trades & Services	9.0	7.1	9.1	8.9	8.7	8.7	9.0	8.6
Bridgepoint	8.8	8.2	8.8	8.7	8.7	8.7	8.5	8.6
Applied Business	8.8	7.8	8.9	8.7	8.8	8.6	8.5	8.6
Computing, Electrical & Applied Techn...	8.8	7.6	8.9	8.6	8.7	8.5	8.6	8.5
Environmental & Animal Sciences	8.8	7.1	9.1	8.5	8.5	8.4	8.6	8.4
Architecture	8.5	7.5	9.0	8.5	8.4	8.5	8.2	8.4
Building Construction	8.5	7.3	8.7	8.5	8.6	8.4	8.4	8.3
Creative Industries	8.5	7.8	8.6	8.2	7.7	7.8	8.4	8.1
Other	8.6	5.4	8.9	8.1	8.4	8.4	7.8	7.9
Total	8.8	7.8	8.9	8.6	8.6	8.5	8.6	8.5

Course Teaching

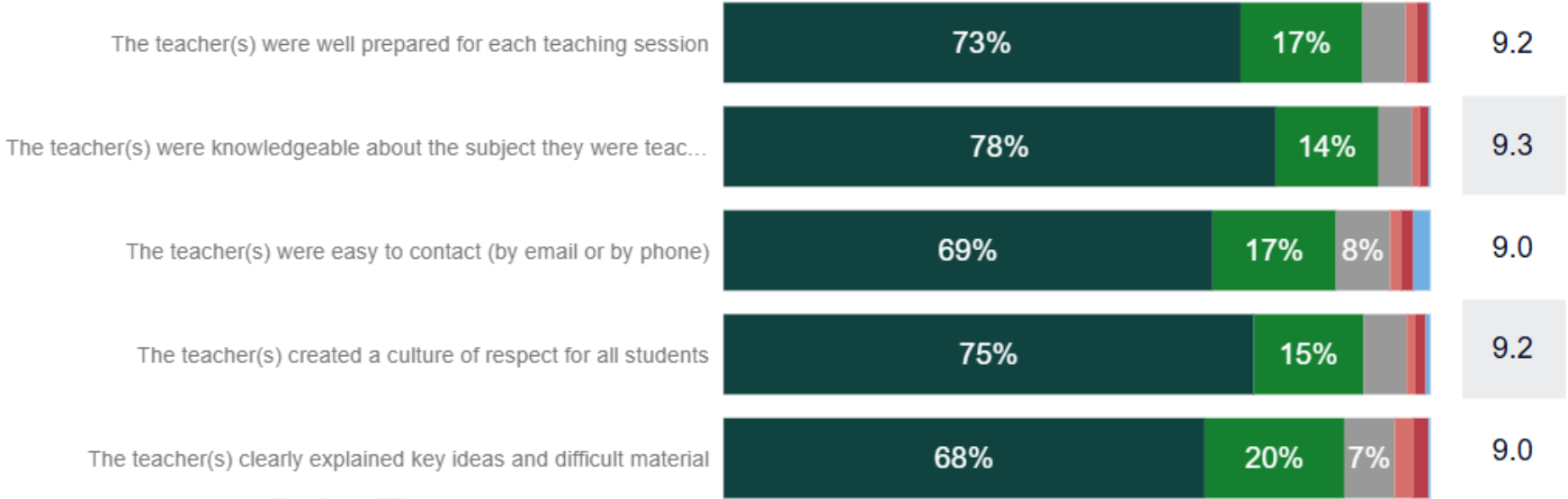
Students are asked to rate a number of statements pertaining to the teaching performance of each course. Teacher ratings remain strong across all statements with particularly strong levels shown with teachers being knowledgeable about the subject, creating a culture of respect for all students and being well-prepared for each session. Analysis of student comments (next slide) supports these areas but also highlights some inconsistency in teaching performance as some students are also asking for more consistency, clarity, organisation and preparedness from their teachers.

2025 Course Teaching Ratings

Thinking specifically about the course teaching, how much do you agree with each of the following statements?

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree
- Don't Know

Average Rating (out of 10)



Number of Responses

11598

Average Course Teaching Rating

9.1

Course Teaching Comments

How did the teacher(s) help you with your learning?

2025 Student Themes	% of Comments	Description	Examples
Clear, Effective Explanations & Strong Subject Knowledge	34%	Students repeatedly emphasise how much they value teachers who explain concepts clearly, break down complex ideas, and demonstrate deep expertise.	<p>“always willing to help, when I ask question, answers in positive attitude.”</p> <p>“They supported my learning by explaining concepts clearly, providing relevant examples...”</p> <p>“He explained everything in a very understandable manner.”</p>
Approachability, Supportiveness & Availability	28%	Students comment on how approachable and supportive teachers are — both in class and outside it.	<p>“1 on 1 help if needed was helpful, and fast responses with emails.”</p> <p>“Always available to answer questions and very helpful floating around and giving 1:1 time.”</p> <p>“She created a safe and inclusive environment that made it easy to ask questions.”</p>
Constructive, Timely & Helpful Feedback	17%	Students appreciate when teachers give clear, actionable comments that help them improve.	<p>“provide feed back from the lecture really help my learning”</p> <p>“Regular feedback on assessments helped me improve”</p> <p>“Adding comments on my assessment on what to fix and how I could improve my grade”</p>
Engaging, Interactive & Inclusive Teaching Methods	14%	Students consistently highlight how much they enjoy interactive activities, group work, real-life examples, and hands on learning.	<p>“A lot of interaction activities and group work which made the learning fun and engaging.”</p> <p>“Teachers promoted teamwork through group projects and discussions.”</p>
Creating a Positive, Respectful & Safe Learning Environment	7%	Many comments emphasise the emotional and relational aspects of teaching — respect, cultural safety, encouragement, and empathy.	<p>“The teachers created a supportive learning environment that motivated me”</p> <p>“She created a safe and inclusive environment that made it easy to ask questions”</p> <p>“Being present, reachable, responsive, helpful and incorporating a Māori perspective to learning.”</p>

Is there anything you would like the teacher(s) to change about their teaching on this course?

2025 Student Themes	% of Comments	Description	Examples
Teaching Quality & Clarity of Instruction	38%	Students frequently report unclear explanations, inconsistent guidance, difficulty understanding expectations, and lack of structured teaching.	<p>Preparation, Organisation & Professionalismvisions apply in real cases...”</p> <p>“Teacher sometimes doesn't seem to know what she's teaching or is not confident in it.”</p> <p>“Better explaining and guiding documents... lots of people agree.”</p>
Preparation, Organisation & Professionalism	24%	Students perceive poor preparation, late starts, disorganisation, and inconsistent communication.	<p>“Lecturer often arrives late... class did not begin until 3:45pm.”</p> <p>“Classes were never well prepared... long periods of silence while the lecturer figured out how to teach us something.”</p> <p>“Some teaching material is still locked and not accessible.”</p>
Learning Environment, Attitude & Interpersonal Behaviour	16%	Teaching Methods & Learning Designand teacher attitude	<p>“Create an inviting environment... this class lacked this immensely.”</p> <p>“Lecturers never spoke to students kindly... so unapproachable.”</p> <p>“Be more patient... don't make students feel stupid for asking questions.”</p>
Communication & Responsiveness	13%	Students want clearer, more timely, and more consistent communication.	<p>“Answering emails and Moodle questions would be good...”</p> <p>“Communication through email needs improvement.”</p> <p>“Clearly state the assessment requirements and don't add things over time.”</p>
Creating a Positive, Respectful & Safe Learning Environment	9%	Students want more engaging, interactive, and practical learning experiences.	<p>“Stop reading from the PowerPoint slides.”</p> <p>“Add more practical content and examples.”</p> <p>“Every class was just the lecturer talking for 2 hours.”</p>

Course Teaching

Student ratings of all course teaching statements have increased over the past 6 years to be at the highest level since surveys began. Ratings are high across all schools.

Average Ratings for Course Teaching Statements

● 2019 ● 2020 ● 2021 ● 2022 ● 2023 ● 2024 ● 2025



2025 Course Teaching Ratings by School

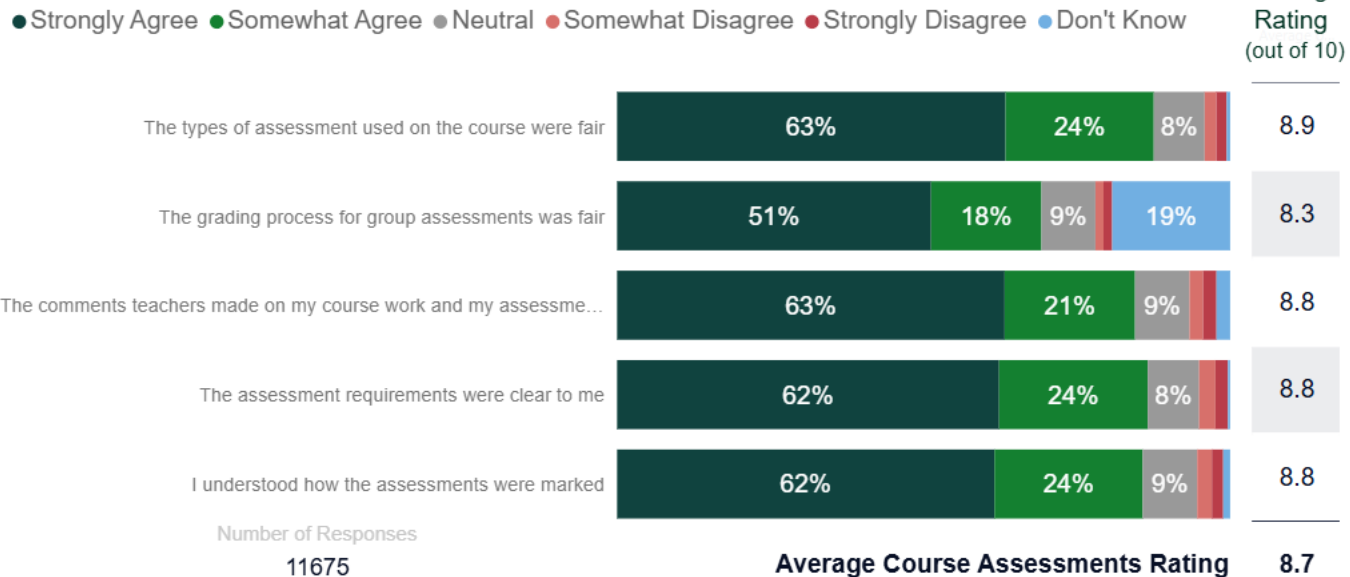
School	The teacher(s) clearly explained key ideas and difficult material	The teacher(s) created a culture of respect for all students	The teacher(s) were easy to contact (by email or by phone)	The teacher(s) were knowledgeable about the subject they were teaching	The teacher(s) were well prepared for each teaching session	Total
Other	8.9	9.0	9.5	9.6	9.5	9.3
Community Studies	9.0	9.4	9.1	9.5	9.4	9.3
Trades & Services	9.2	9.2	9.3	9.4	9.3	9.3
Applied Business	9.0	9.3	9.0	9.3	9.2	9.2
Bridgepoint	8.9	9.1	9.1	9.2	9.1	9.1
Environmental & Animal Sciences	8.8	9.2	8.7	9.4	9.2	9.1
Architecture	8.8	9.1	8.9	9.4	9.1	9.0
Computing, Electrical & Applied Technology	8.8	9.1	8.9	9.2	9.1	9.0
Health Care & Social Practice	8.8	9.2	9.0	9.1	8.9	9.0
Creative Industries	8.7	9.1	8.5	9.4	9.0	8.9
Building Construction	8.6	8.8	8.7	9.0	8.7	8.8
Total	8.8	9.1	8.9	9.2	9.1	9.0

Course Assessments

Student ratings towards course assessments are high across each statement. Analysis of student comments highlight some students are asking for more clarity and consistency in assessment briefs and faster marking and feedback.

2025 Course Assessment Ratings

Thinking specifically about the course assessments, how much do you agree with each of the following statements?



Using AI (Copilot), we can analyse student comments to the question “If you have any additional comments about the course assessment, please enter them below”

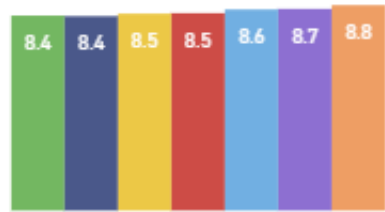
2025 Student Themes	% of Comments	Description	Examples
Clarity & Consistency of Assessment Instructions	34%	Students frequently mention unclear briefs, shifting requirements, vague rubrics, contradictory instructions, and confusion about expectations	<p>“The explanation of the assessment requirement was confusing at most of the times and lacked clarity.”</p> <p>“She keeps changing the assessment requirements... creating confusion.”</p>
Delayed, Missing, or Insufficient Feedback & Marks	25%	A major frustration: slow marking, no comments, grades released too late to improve future work	<p>“Still haven’t received marks yet.”</p> <p>“We got the marks but no feedback.”</p>
Group Work Challenges & Fairness Issues	20%	Students describe unequal contribution, dysfunctional groups, unfair peer review, discrimination, and concerns about being graded as a group.	<p>“My marks shouldn’t depend on other members.”</p> <p>“I had to do everything... cannot rate them honestly.”</p>
Workload, Timing, and Assessment Clashes	13%	Students report too many assessments, heavy workload, overlapping deadlines, and insufficient time	<p>“Too much of assessments... stressful when combined with whole program.”</p> <p>“Assessment schedules clashed with other classes.”</p>
Assessment Design, Resources, and Academic Integrity Concerns	8%	Covers misalignment with teaching, outdated assessments, lack of resources, unclear tools, and AI misuse concerns.	<p>“Tests too large for the time given.”</p> <p>“Students used AI during tests... unfair to honest students.”</p>

Course Assessments

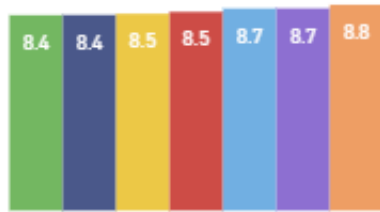
Student ratings of all course assessment statements have increased over the past 6 years to be at the highest level since surveys began.

Average Ratings for Course Assessments Statements

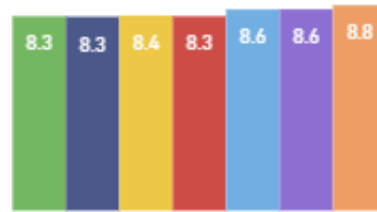
● 2019 ● 2020 ● 2021 ● 2022 ● 2023 ● 2024 ● 2025



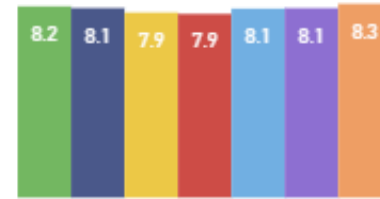
I understood how the assessments were marked



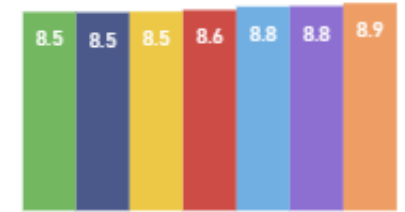
The assessment requirements were clear to me



The comments teachers made on my course work and my assessment helped me to learn



The grading process for group assessments was fair



The types of assessment used on the course were fair

School	I understood how the assessments were marked	The assessment requirements were clear to me	The comments teachers made on my course work and my assessment helped me to learn	The grading process for group assessments was fair	The types of assessment used on the course were fair	Total
Trades & Services	9.1	9.1	9.2	8.9	9.1	9.1
Computing, Electrical & Applied Technology	9.0	9.0	9.0	8.6	9.1	8.9
Community Studies	9.0	8.9	9.0	8.1	9.2	8.9
Applied Business	8.9	8.9	8.9	8.6	8.9	8.9
Health Care & Social Practice	8.9	8.9	8.8	8.4	9.0	8.8
Bridgepoint	8.8	8.9	8.9	8.4	8.9	8.8
Building Construction	8.6	8.6	8.4	8.1	8.7	8.5
Environmental & Animal Sciences	8.8	8.6	8.6	7.6	8.9	8.5
Creative Industries	8.4	8.6	8.5	7.6	8.8	8.4
Architecture	8.3	8.4	8.5	7.5	8.7	8.3
Total	8.8	8.8	8.8	8.3	8.9	8.7

Course Practical Components

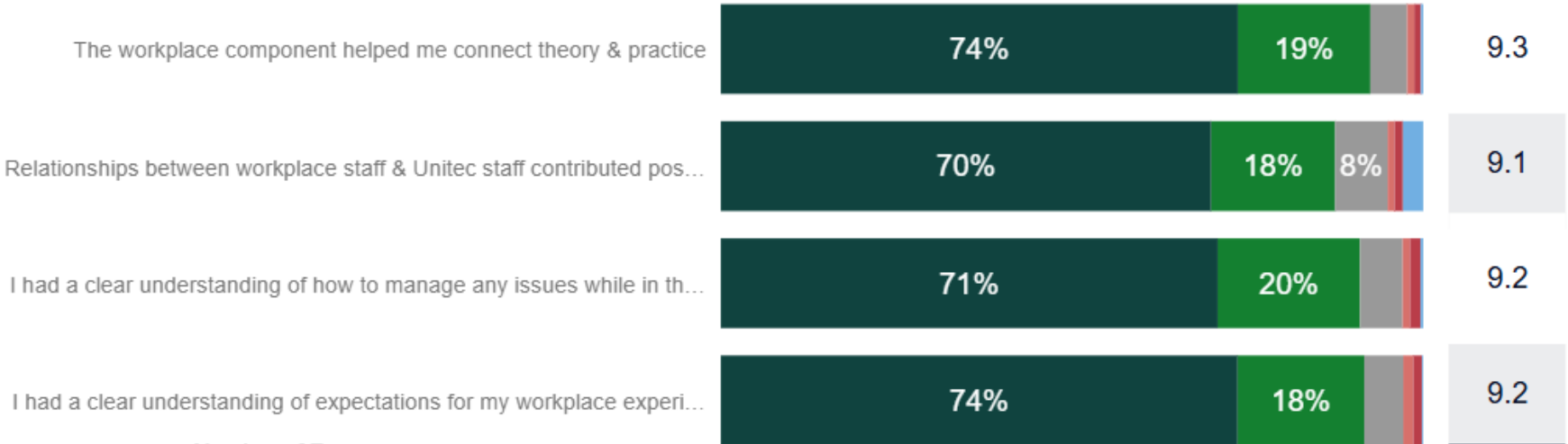
Students who have a practical component to their course are asked to rate a number of statements which all receive high endorsement at a total level.

2025 Course Practical Component Ratings

Thinking specifically about the work practica/ placements/ internships, how much do you agree with each of the following statements?

- Strongly Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree
- Don't Know

Average Rating (out of 10)



Number of Responses

1979

Average Course Practical Components Rating

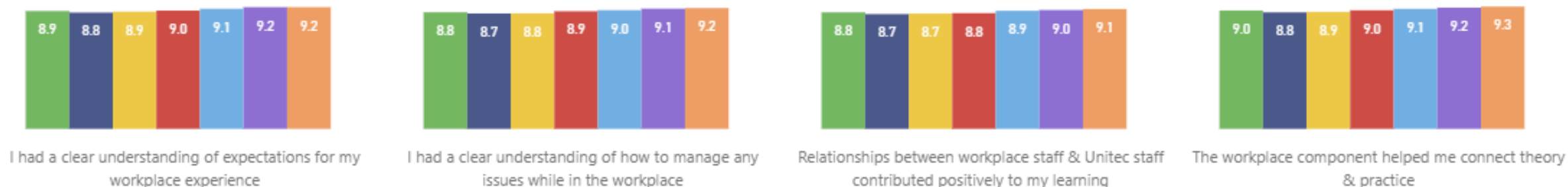
9.2

Course Practical Components

Similar to the other course areas that we measure in the survey, ratings towards the practical components are the highest since surveys began and high across all schools.

Average Ratings for Course Practical Components Statements

● 2019 ● 2020 ● 2021 ● 2022 ● 2023 ● 2024 ● 2025



2025 Course Practical Component Ratings by School

School	I had a clear understanding of expectations for my workplace experience	I had a clear understanding of how to manage any issues while in the workplace	Relationships between workplace staff & Unitec staff contributed positively to my learning	The workplace component helped me connect theory & practice	Total
Trades & Services	9.6	9.5	9.5	9.6	9.6
Computing, Electrical & Applied Technology	9.4	9.3	9.4	9.4	9.4
Community Studies	9.5	9.3	9.3	9.4	9.4
Health Care & Social Practice	9.4	9.3	9.3	9.5	9.4
Applied Business	9.1	9.1	9.0	9.1	9.1
Creative Industries	9.2	8.8	8.9	9.3	9.1
Environmental & Animal Sciences	9.1	9.0	8.4	9.2	8.9
Building Construction	9.0	8.9	8.9	9.0	8.9
Bridgepoint	8.9	8.8	8.9	8.9	8.9
Architecture	8.8	8.9	8.6	8.7	8.8
Total	9.2	9.2	9.1	9.3	9.2

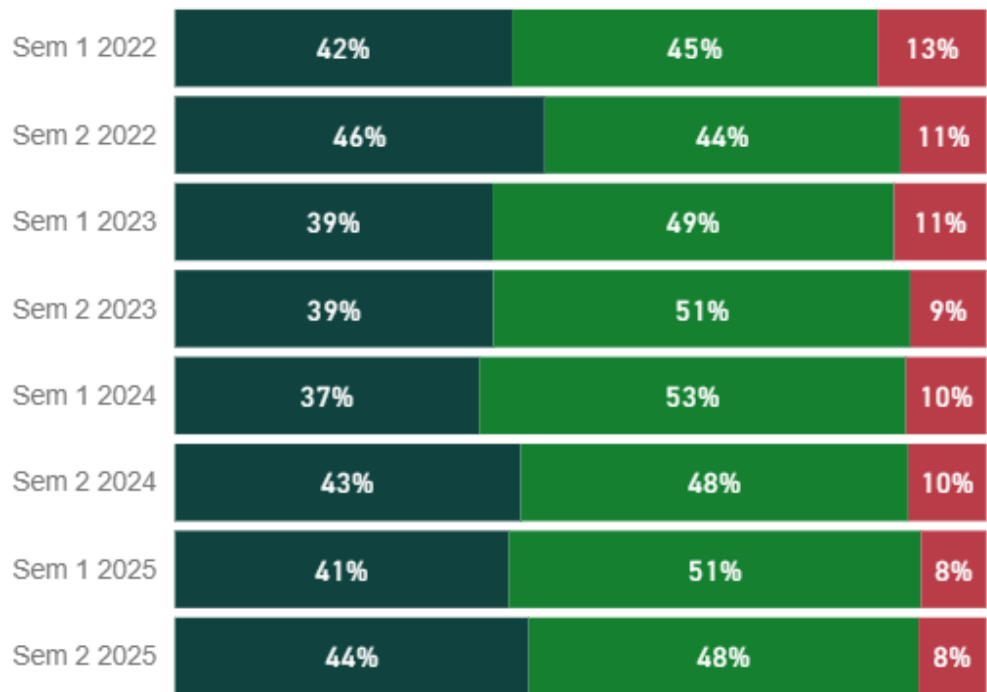
Online Learning

Students are asked to rate the online delivery of the course. This question was introduced in semester one 2022.

The highest ratings are shown by Community Services and Bridgepoint while Architecture, Creative Industries and Environmental and Animal Sciences show lower ratings in comparison

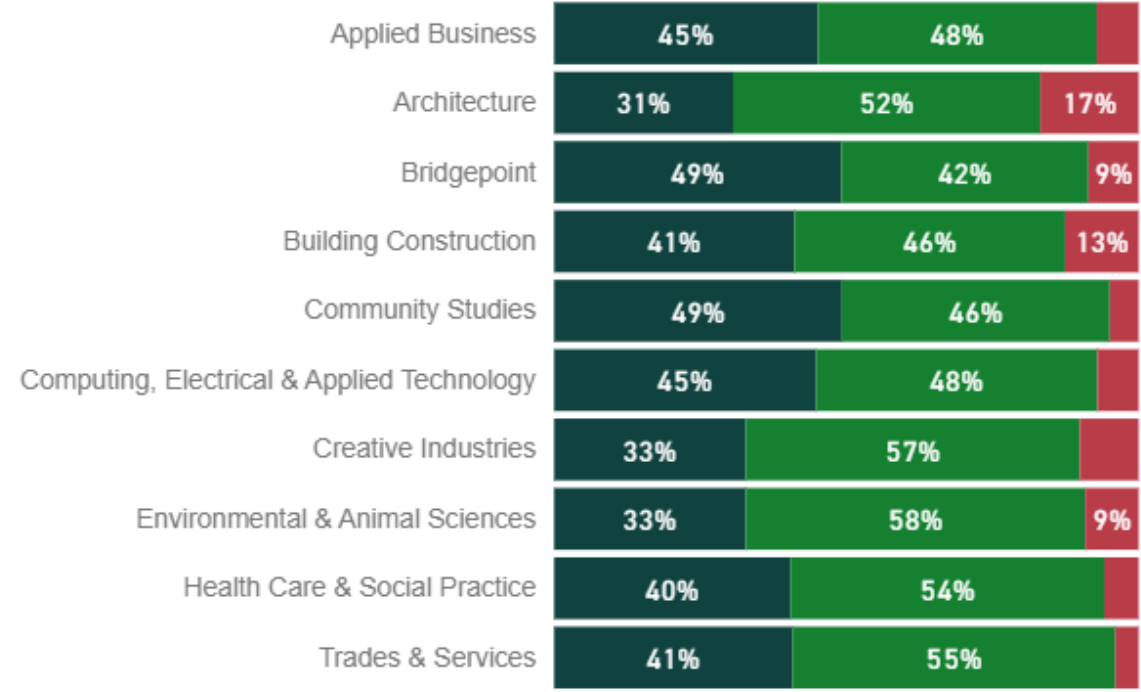
How would you rate the remote/ online learning experience for this course? - Semester

● Better than expected ● About what I expected ● Not as good as I expected



How would you rate the remote/ online learning experience for this course? - School

● Better than expected ● About what I expected ● Not as good as I expected



Online Learning

Analysis of student comments asking what improvements could be made with the online delivery of the course centre on improved quality of technology, easier navigation of Moodle and a desire to have all lectures recorded.

What improvements could be made with the online delivery of this course?

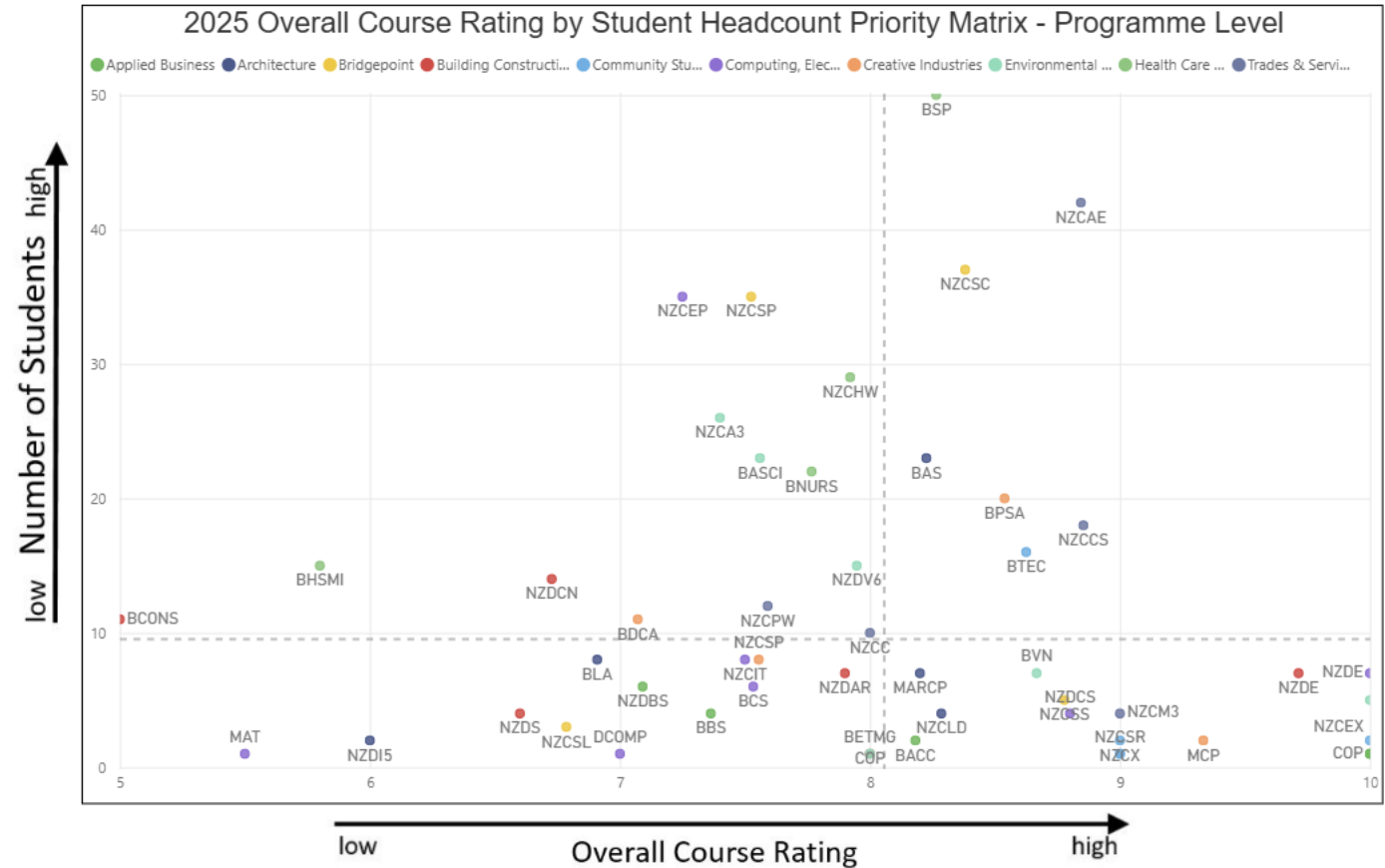
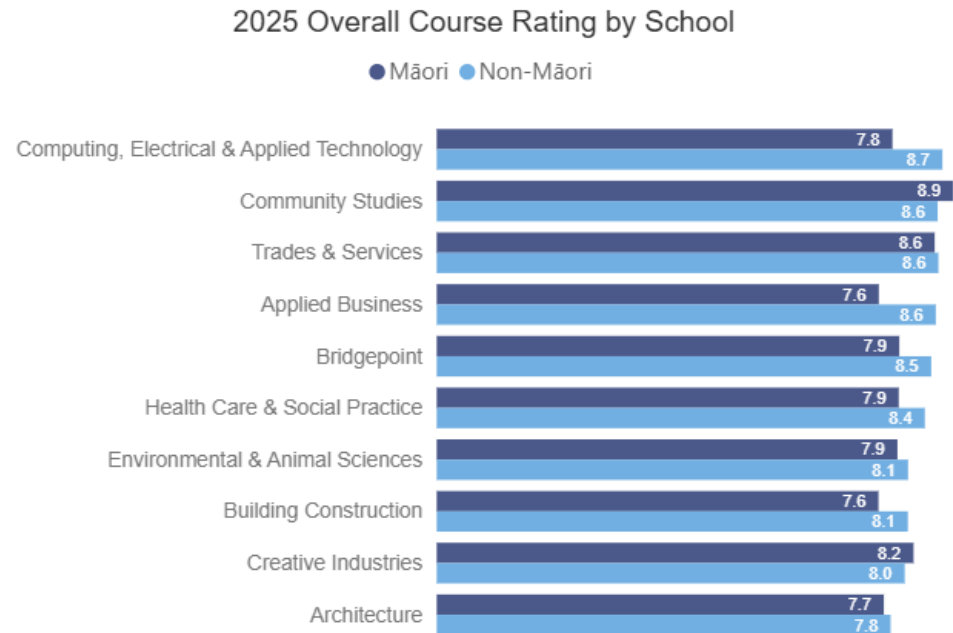
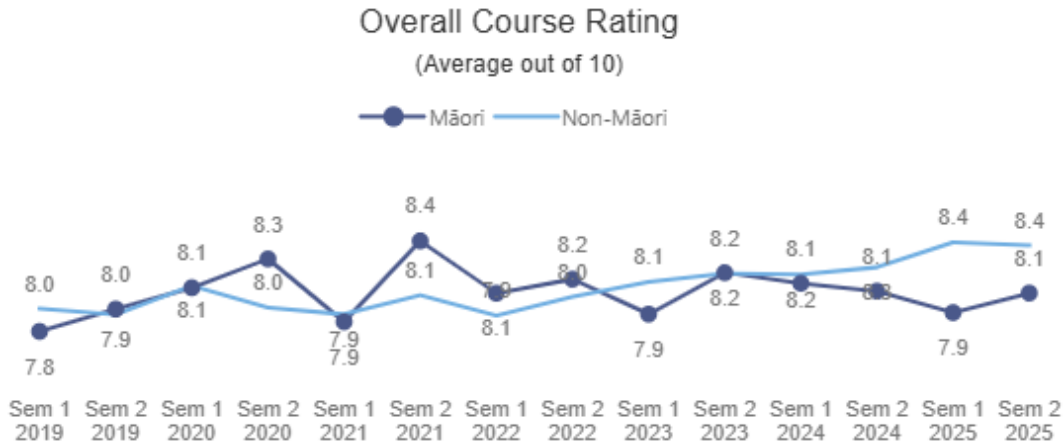
2025 Student Themes	% of Comments	Description	Examples
Quality & Reliability of Technology (Audio, Video, Echo360, Cameras, Wi Fi)	32%	Students repeatedly report poor audio, unclear video, broken recordings, unstable Wi Fi, and inconsistent use of Echo360	<p>"Again, just ensuring that the microphone is on. It's quite hard to watch the lectures online when all I can see are hand gestures."</p> <p>"Echo can be very glitchy and impossible to watch."</p>
Moodle / Online Platform Navigation & Organisation	24%	Students struggle to find materials, navigate inconsistent layouts, and deal with outdated or missing content.	<p>"Moodle can be confusing and hard to navigate at times."</p> <p>"Go and have a look at Otago Polytec's Moodle page... On Unitec's Moodle every course looks different, different tabs, different colours, hard to navigate."</p>
Desire for Recorded Lectures & On Demand Access	21%	Students strongly want all classes recorded, uploaded promptly, and kept accessible for revision.	<p>"Recordings of lectures saved on Moodle so we can access it at a later date."</p> <p>"There should be recorded lecture... if in case anyone missed the lecture."</p>
Need for More Resources, Examples, Tutorials & Clearer Instructions	15%	Students want more learning materials, clearer explanations, more examples, and step by step guidance.	<p>"More examples to be shown and explained."</p> <p>"Provide recordings of learning material... PPT alone is not enough."</p>
Preference for In Person Learning (or Hybrid)	8%	Many students prefer face to face learning and feel online delivery is less effective or unsuitable for their subject.	<p>"Face to face is so better than online."</p> <p>"Online is not ideal for learning as it's hard to hear. In class is best."</p>

Priority Groups

- Māori Performance
- Pacific Performance
- International Performance
- Disabled Learner Performance

Māori Performance

The gap between Māori and non-Māori students has widened in 2025 for overall course satisfaction. This is predominantly driven by large gaps shown for Applied Business, Computing, Electrical and Applied Technology, Bridgepoint, Building Construction and Health Care and Social Practice.



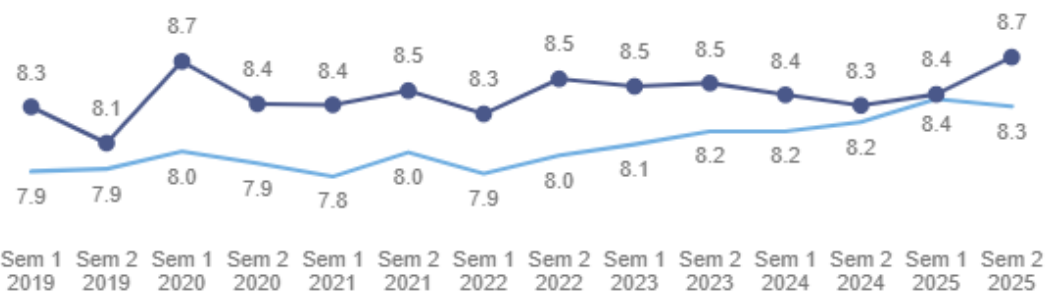
This matrix plots each programme's size/ value (approx number of students) by performance (overall course ratings) so that you can visually see which programmes can be targeted and need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes) while those top right are considered strong performers (high value with high performance). The dotted lines that create the 4 quadrants are based off the average across all programmes. This priority matrix can drill down to course level using the [Student Course Survey Power BI Dashboard](#)

Pacific Performance

Pacific student overall course ratings have increased in 2025 to reach 8.7 out of 10 in semester 2 2025 which is the highest level shown since 2020.

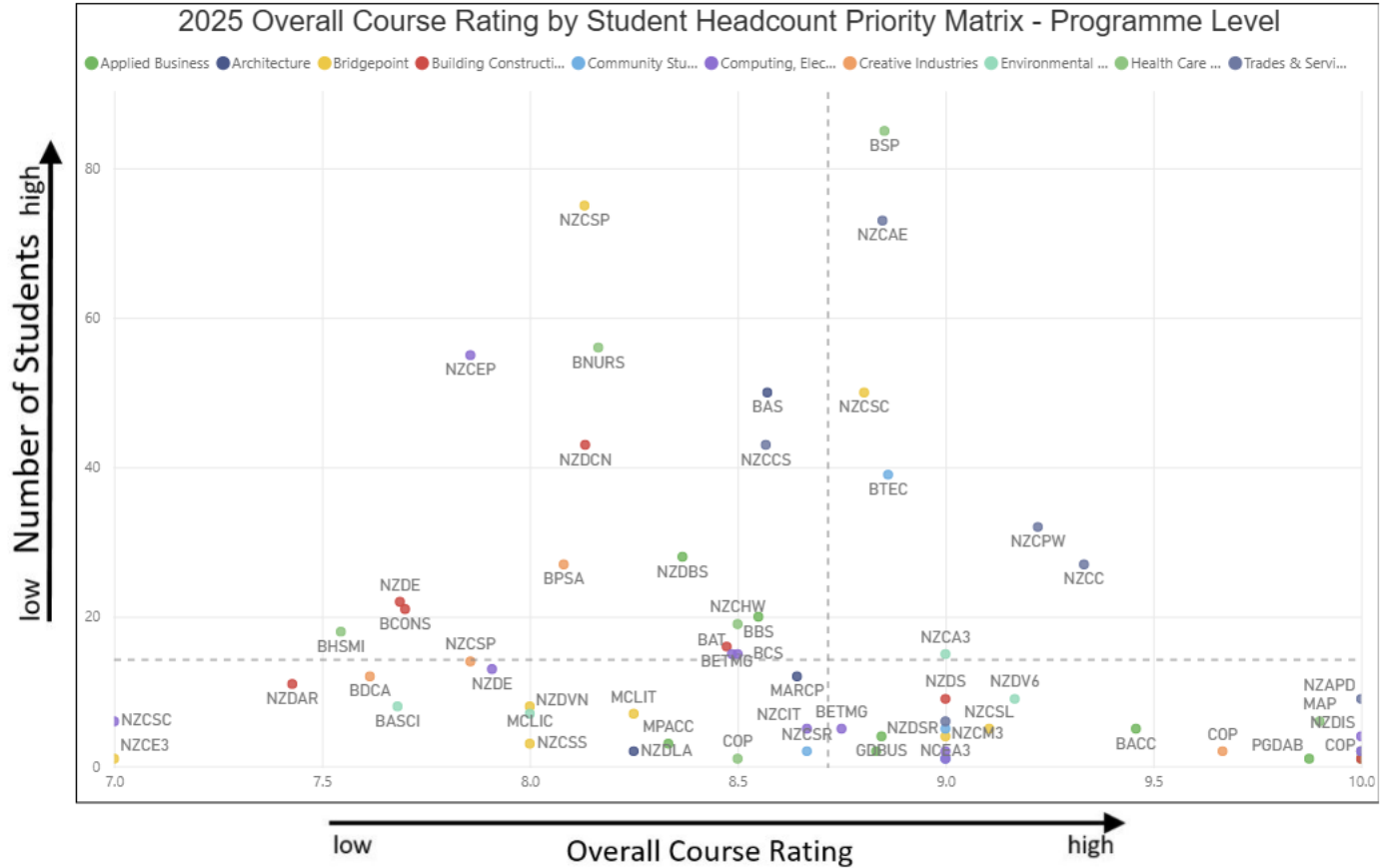
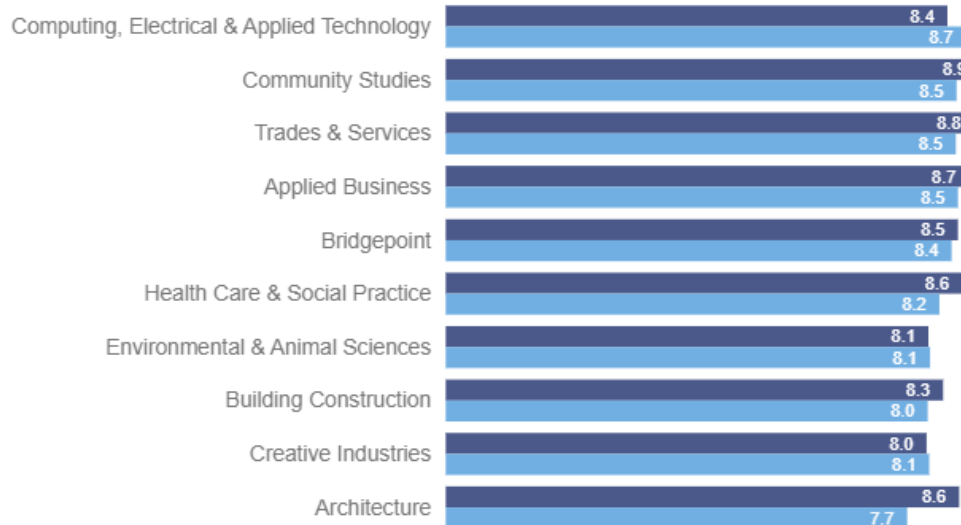
Overall Course Rating
(Average out of 10)

● Pacific ● Non-Pacific



2025 Overall Course Rating by School

● Pacific ● Non-Pacific

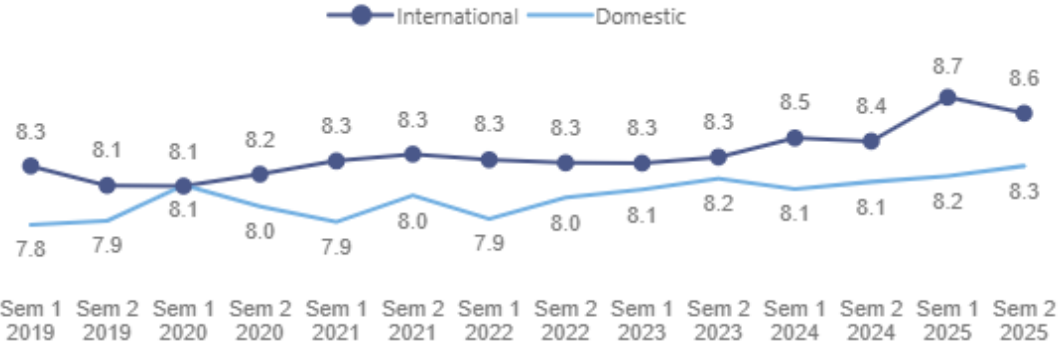


This matrix plots each programme's size/ value (approx number of students) by performance (overall course ratings) so that you can visually see which programmes can be targeted and need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes) while those top right are considered strong performers (high value with high performance). The dotted lines that create the 4 quadrants are based off the average across all programmes. This priority matrix can drill down to course level using the [Student Course Survey Power BI Dashboard](#)

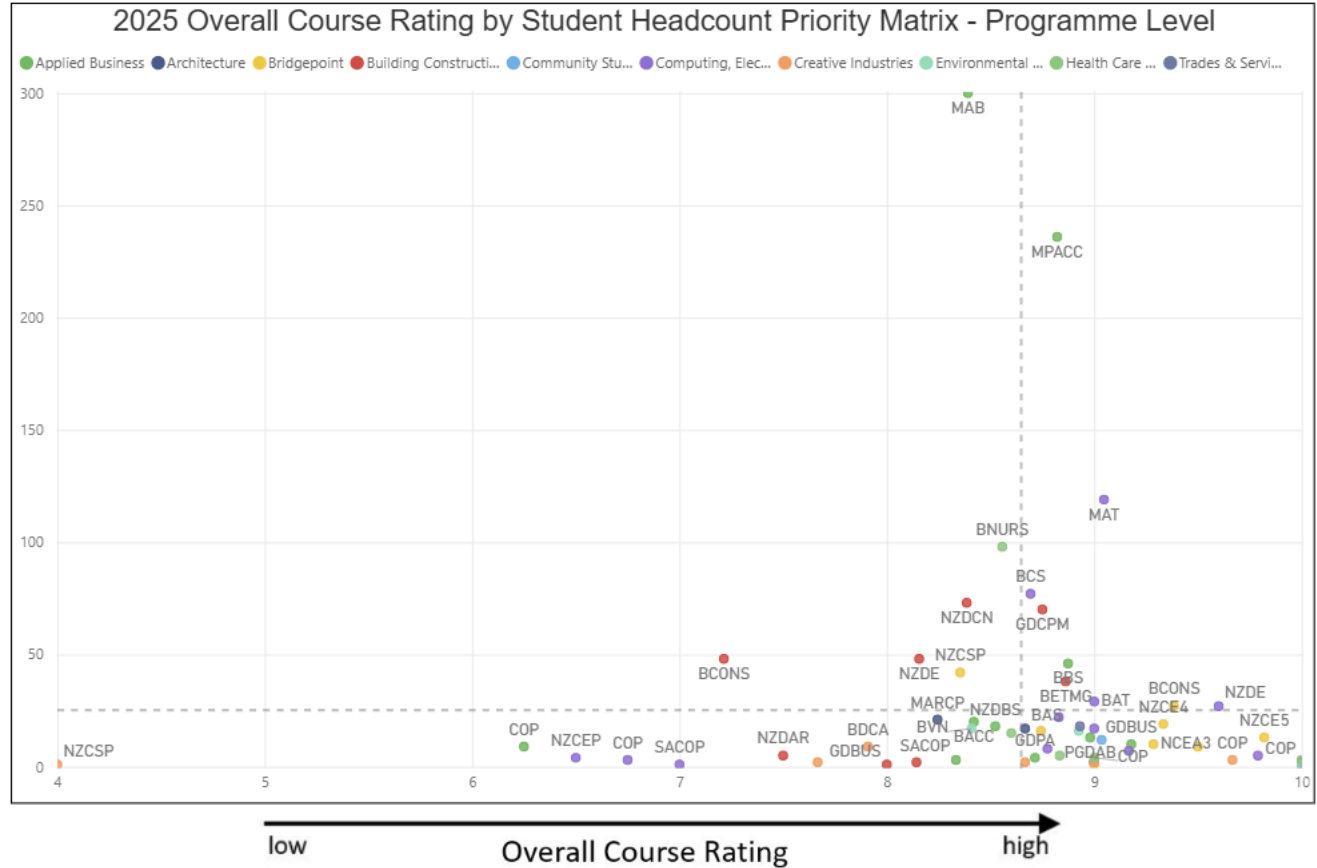
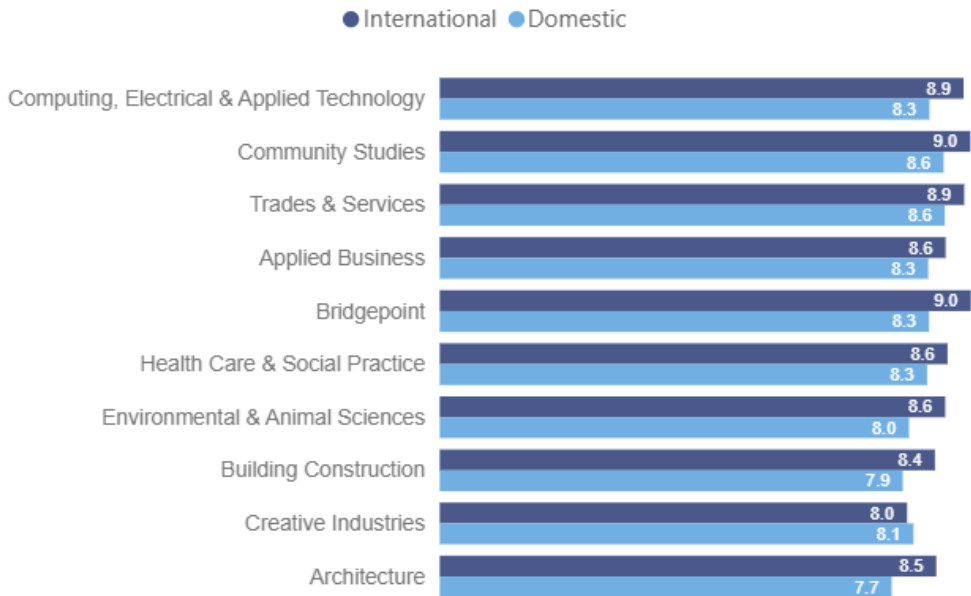
International Performance

International students continue their high course ratings and their gap over domestic students. This is consistent across most schools

Overall Course Rating
(Average out of 10)



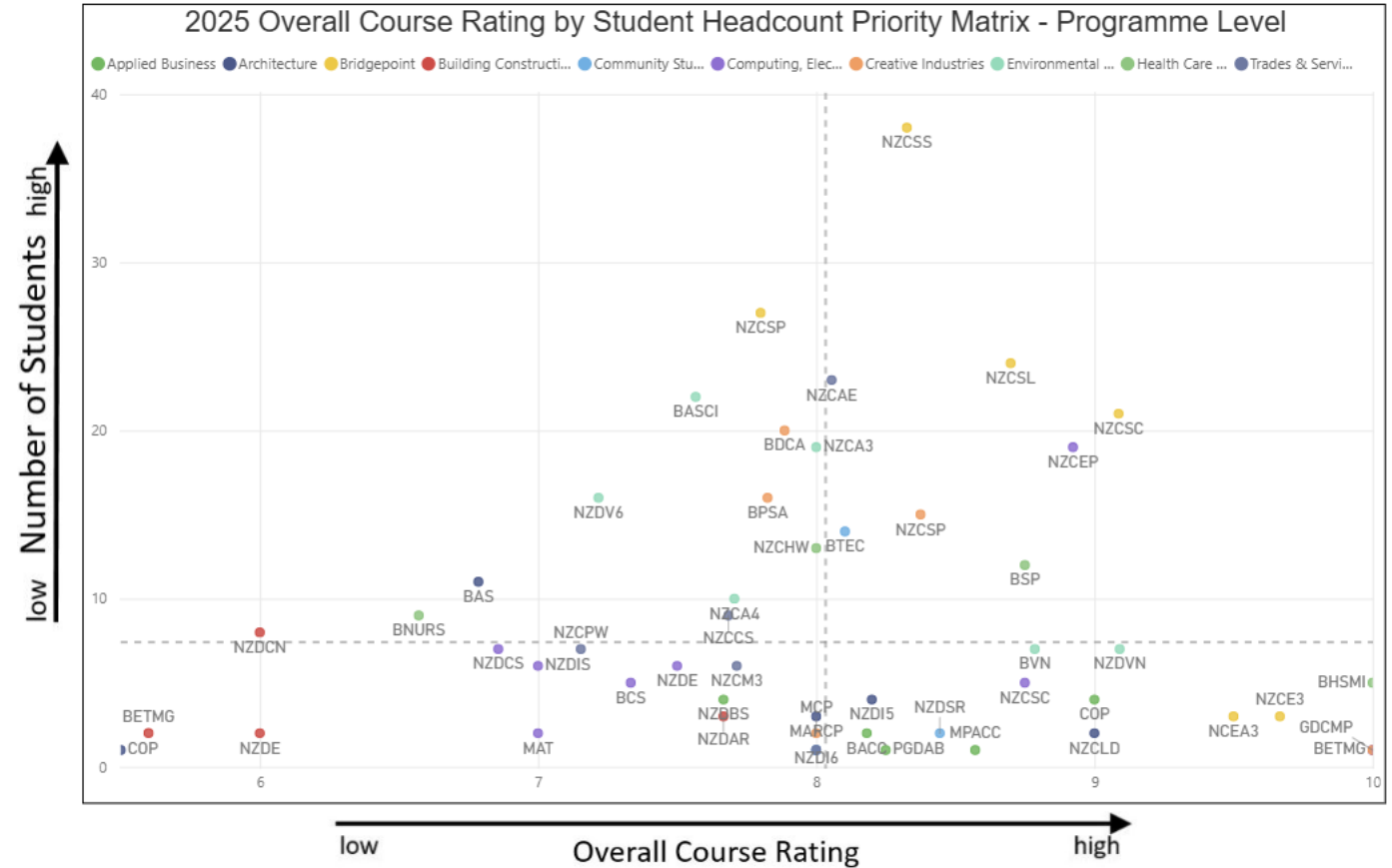
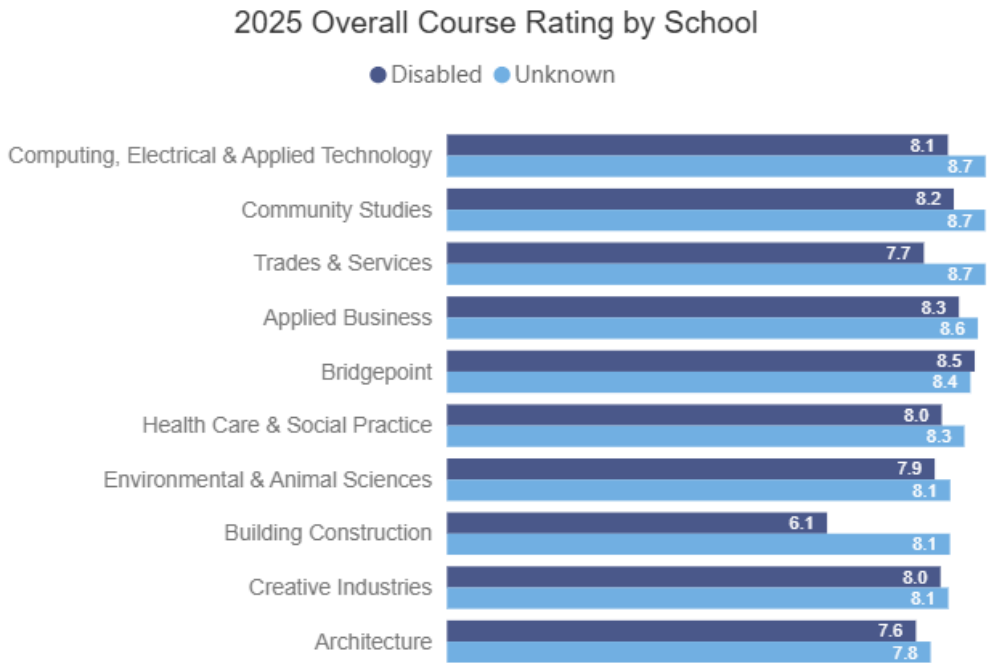
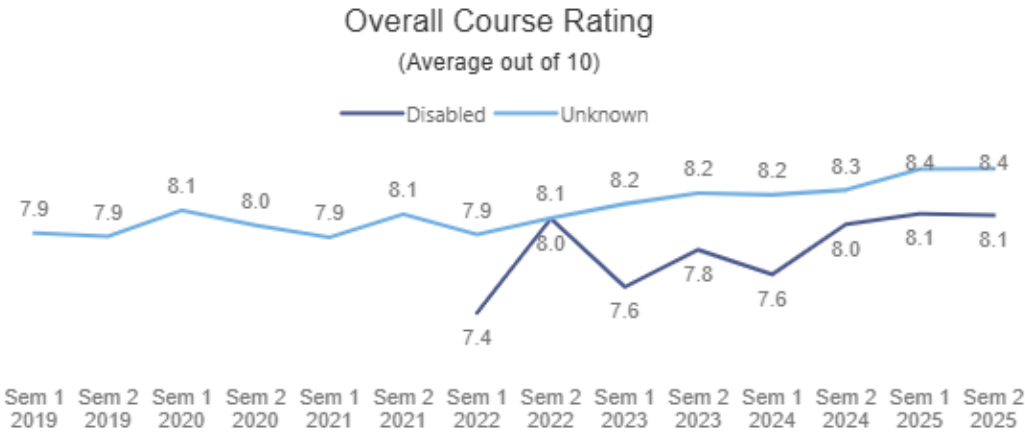
2025 Overall Course Rating by School



This matrix plots each programme's size/ value (approx number of students) by performance (overall course ratings) so that you can visually see which programmes can be targeted and need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes) while those top right are considered strong performers (high value with high performance). The dotted lines that create the 4 quadrants are based off the average across all programmes. This priority matrix can drill down to course level using the [Student Course Survey Power BI Dashboard](#)

Disabled Learner Performance

Disabled learners show lower course ratings than other students consistently over the past 4 years, a gap shared across most schools.



This matrix plots each programme's size/ value (approx number of students) by performance (overall course ratings) so that you can visually see which programmes can be targeted and need priority attention. Those positioned top left are considered a priority (higher value with lower performance when compared to other programmes) while those top right are considered strong performers (high value with high performance). The dotted lines that create the 4 quadrants are based off the average across all programmes.

This priority matrix can drill down to course level using the [Student Course Survey Power BI Dashboard](#)



Memo to: Academic Committee

From: Annette Pitovao, Director Student Success (Unitec)

Contributors: Shannon Nearey, Te Pūkenga Senior Implementation Lead for Code
Liz Keneti, Head of Student Experience and Success (MIT)

Subject: Code of Practice for Pastoral Care 2025 Summary

Classification: In-Confidence

Date: May 2026

Recommendations

That the Academic Committee receive this summary for MIT & Unitec.

Background

The annual Code of Practice for Pastoral Care attestation (“the Code”) has been submitted to NZQA to confirm our Code compliance through tracking and evidence as a government funded tertiary institution. NZQA are the owners of the Code and determine the compliance requirements.

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 covers 12 Outcome areas that ensure tertiary domestic and international learners enrolled with New Zealand education providers are safe, well supported, and able to succeed in their studies. It establishes consistent pastoral care standards that providers must meet to ensure the wellbeing and safety of their learners.

Key outcomes of the Code include:

- Learners are safe, supported, and treated fairly.
- Learners have clear information, access to pastoral and academic support, and effective complaints processes.
- Education providers are accountable for meeting consistent wellbeing and safety standards.
- Learners are better able to engage, persist, and succeed in their study.

All education providers must report annually to NZQA on Code Compliance.

MIT & Unitec’s 2026 Code Compliance Report covers the full 2025 year and contributes to Te Pūkenga’s reporting. 2026 is Te Pūkenga’s final year of aggregated reporting for all ITPs and ITOs. MIT & Unitec will self-report to NZQA in 2027 for the 2026 year.

All inputting of tracking and evidence under Te Pūkenga was through the Protecht digital platform that was commissioned by Te Pūkenga and has been in place for five years. The Protecht digital platform subscription ends in October 2026 and MIT & Unitec student success and digital teams are currently deciding on a replacement platform.

Major issues and risks

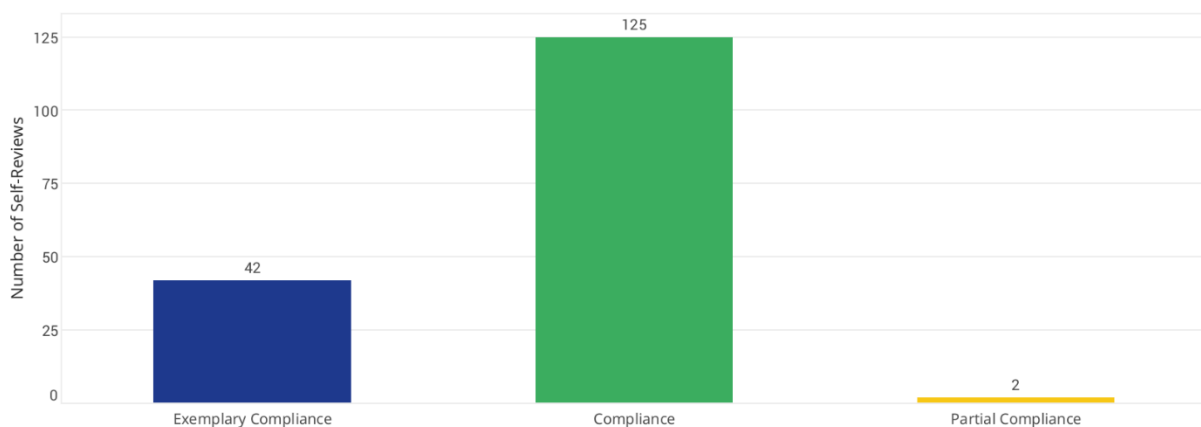
Code submission to Te Pūkenga was due Friday 17 April 2026 and subsequent aggregated reporting to NZQA undertaken by Te Pūkenga.

Unitec submission was made in full on Thursday 16 April ahead of the deadline. MIT submission was completed in full on Friday 1 May following extensions granted. This delay somewhat slowed aggregated reporting by Te Pūkenga, although it met its NZQA deadlines.

MIT and Unitec integration now provides an opportunity to build greater staff Code awareness, and to establish shared governance, and a dedicated Code Compliance and Reporting role with a new digital reporting system in place. These improvements will sharpen our oversight, response and reporting activity.

The following graphs summarise our ratings on all clauses across the 12 Outcomes that form the Code requirements.

Unitec Code 2025 summary



Unitec reports against 169 clauses of Code requirements. Unitec had full compliance in 2025 on 167 of 169 clauses, and partial compliance on two clauses related to our external partnership with Campus Waterview for accommodation services.

Outcome 6 – Accommodation Administrative Practices and Contracts

1. Clause 30(b): a human resource strategy

Outcome 7 – Student Accommodation Facilities and Services

2. Clause 33(1)(f): are funded adequately to carry out strategic goals and strategic plans for student accommodation, including repairs, replacements and improvements.

Campus Waterview did not achieve full compliance, due to not fully meeting some of our Code obligations for staff training and strategic goal setting. Note that Campus Waterview is a privately owned and operated accommodation provider, and we are working with them to ensure our MoU sets out adequate staff training and induction obligations.

MIT Code 2025 summary



MIT reports against 114 clauses of Code requirements. This is fewer than Unitec because, unlike Unitec, there is no contracted accommodation provision. MIT achieved full compliance with 111 of 114 clauses.

Three areas were rated as partially compliant:

Outcome 1 – Process: Wellbeing and Safety Systems.

1. Clause 10(2)(e): Understanding physical and sexual violence prevention and response.
2. Clause 10(3)(a): Emergency plans readily available to students when they begin study.
3. Clause 10(3)(g): Recording and reporting critical incidents and emergencies are reported annually at an aggregate level, and disaggregated by diverse learner groups to senior management, learners, stakeholders and the Code Administrator.

Following the partial compliance rating, we are establishing an action plan to address the gaps in compliance. While these Wellbeing and Safety Systems exist, the associated staff training, communication and reporting systems are not yet fully developed, and therefore are not yet consistently embedded, coordinated or fully evidenced across MIT.

Next steps

Post Te-Pūkenga, an integrated Code Compliance function will be established across MIT & Unitec, with associated governance. We will undertake a gap analysis for those policies and procedures that

were previously covered by Te Pūkenga, and to ensure our compliance tracking of 2026 Code practices is on target for next annual submission in April 2027.

A new platform will be established for Code tracking, evidence collection and reporting. In 2027 our submission will be directly to NZQA.

Note that failure to be compliant with the Code can result in a breach notice of up to \$30,000 fine per breach and impacts on future new student intake restrictions for International as NZQA can stop intakes based on non-compliance. MIT & Unitec have never been in breach, however Massey University was found in breach and fined in recent years.



Memo to: Academic Committee

From: Julie Prentice

Contributors: **PAOC members:** Julie Prentice, Pip Schollum-Manase, Chris King, Hana Hohapata

Subject: Action #14e Deliverable B: PAC Design and Implementation

Classification: Unclassified

Date: 19 June 2026

Recommendations

That the Academic Committee Approve proposed implementation plan.

Purpose

To provide AC with a recommendation on the phased approach to the design and implementation of a new Programme Advisory Committee model across MIT and Unitec.

Design and Implementation of New PAC's - Project Plan

Developed by: Martin Carroll, Julie Prentice, Pip Schollum-Manase, Chris King

Reviewed and updated by: PAOC (18 June 2026)

Item	Status	Who	Jun 26	Jul 26	Aug 26	Sep 26	Oct 26	Nov 26	Dec 26	Jan 27
Stand up PAOC	Completed (additional members reqd)	JP								
Review current IAGs	Completed	JP								
Establish process for selecting new PAC Members (EOI)	Completed	JP								
<ul style="list-style-type: none"> Establish new PACs where none currently exist – EOI process 	Ongoing	JP								
Establish survey to gain feedback from current PAC members	Underway	JP								
<ul style="list-style-type: none"> Survey current PAC members 	Scheduled	JP								
<ul style="list-style-type: none"> Establish PAC “effectiveness” measures (workshop with HoS, then PAC Chairs) 	To be scheduled	JP PSM CK								
<ul style="list-style-type: none"> Design cross-PAC engagement mechanisms 		PAOC								
Develop model to merge current PAC's across MITU & transition to new ToR Complete Schema of Programme ↔ PC ↔ PAC	To be scheduled	PSM CK								
Transition existing PACs to new ToR	PSM / CK to advise HoS	HoS								
Establish PAC Handbook		PAOC								
Establish PAC Workplan Template		PAOC								
Establish standardised PAC Agenda & Minutes Template		PAOC								
Establish workflow of information from PACs → PAOC → Product Suite Plan		JP								
Convene meeting of all PACs (with CE and leadership group)	To be scheduled									

Memo to: Academic Committee

From: Wiremu Manaia, Chair, Pou Whakarewa Mātauranga Māori

Contributors: MAAC Members

Subject: MAAC Terms of Reference

Classification: Unclassified

Date: 12 June 2026

Recommendations

That the Academic Committee approve the attached MAAC Terms of Reference.

Background

The Academic Committee establishes the Manukura Academic Advisory Committee (MAAC) as an advisory subcommittee. The primary purpose of MAAC is to provide expert Māori leadership and guidance on the Institute's academic activities in fulfilment of its commitments.

MAAC serves as the principal Māori academic assurance and advisory body for MITU on matters relating to Māori learner success, the integrity of Mātauranga Māori, Te Tiriti-informed academic practice, and Māori academic quality.

These Terms of Reference strengthen MAAC's strategic authority, accountability, and academic assurance functions, while reinforcing its role as a kaitiaki of Mātauranga Māori within MITU.

Open

Open Session:

This paper may be considered in open session.

Separate Document

- MAAC Terms of Reference (with tracked changes following feedback): A subcommittee of the Academic Committee.



Manukau Institute of Technology and Unitec

Māori Manukura Academic Advisory Committee

(a subcommittee of Academic Committee)

Terms of Reference

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Approval details

Version number	V2
Issue date	16 June 2026
Approval authority	Academic Committee
Date of approval	TBC
Document owner	Deputy Chief Executive Academic
Contact person	Deputy Chief Executive Academic Director Maori Education
Date of next review	September 2026

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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.
- 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
- Maintain visibility of recommendations made to Academic Committee and monitor institutional responses and actions relating to Māori academic matters.

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.



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.



~~Te Māori Committee will act as the guardian of Māori knowledge within the organisation, upholding its role as kaitiaki of Mātauranga Māori within the academic system. The 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.~~

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 Cultural Competence & Cultural Safety

The committee will provide advice and guidance to Academic Committee on matters relating to cultural safety and cultural competency, recognising cultural safety as a fundamental component of an inclusive, equitable and high-quality academic environment that supports learner and staff success.

The committee will promote and support the application of Te Tiriti o Waitangi-informed approaches and Māori success frameworks, including Te Mana Akoranga (TMA) and other relevant institutional frameworks, as foundations for culturally safe and responsive academic practice.

The committee will appoint and support appropriate MAAC representation, including multiple representatives where required, across other sub-committees to provide Māori academic leadership, strengthen institutional capability, and ensure cultural safety, cultural competency, and Māori learner success are consistently upheld across the organisation.

5.0 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: Julie Prentice, Director Pathways & External Engagement

Subject: 18 June 2026 Proposed changes to the Programme Advisory Oversight Committee ToR

Classification: In-Confidence

Date: 25 June 2026

Recommendation

That the Academic Committee:

- review and approve proposed changes to the PAOC ToR

Commentary

Matters requiring consideration from the Academic Committee:

Changes to wording in the PAOC Terms of Reference

1 Background – addition as below:

- engagement with external professions, industries, iwi and communities, to
- engagement with external professions, industries, Māori, Pacific, Disability and iwi and communities,

4.1 Membership – addition as below:

- Five (5) Programme Advisory Committee Chairs, nominated by the Deputy Chief Executive Academic on advice from the Director, Pathways and External Engagement, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

Chairs may delegate their PAOC representation to a senior staff member or another industry member from their respective Programme Advisory Committee, where appropriate.

Attachments

- DRAFT PAOC ToR June 2026 Tracked Changes



Manukau Institute of Technology and Unitec Programme Advisory Oversight Committee

(a subcommittee of Academic Committee)

Terms of Reference

Approval details

Version number	1.0
Issue date	23 January 2026
Approval authority	Academic Committee
Date of approval	23 January 2026
Document owner	Deputy Chief Executive Academic
Contact person	Director, Pathways and External Engagement
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	
1.0	Approved version	Academic Committee	2026-01-23
<u>1.1</u>	<u>Suggested changes</u>		

1 Background

The Programme Advisory Oversight Committee is established by the Academic Committee as a Standing Subcommittee of the Academic Committee.

The primary reason for the Programme Advisory Oversight Committee is to ensure that the Programme Advisory Committees are working effectively to optimise the Institute's engagement with external professions, industries, Māori, Pacific, Disability and iwi and communities, in order to ensure that the Institute is providing relevant and excellent quality vocational education and training.

2 Responsibilities

The Programme Advisory Oversight Committee is charged by the Academic Committee to:

- Provide oversight of the effectiveness Programme Advisory Committees and report to Academic Committee accordingly;



- Draw to the attention of the Academic Committee any identified risks to the quality of courses, programmes and qualifications from an industry perspective, which may be recorded in the Academic Risk Register, and make recommendations for their further analysis and mitigation;
- Recommend to the Academic Committee amendments to the Terms of Reference and Membership of the Institute’s Programme Advisory Committees;
- Provide advice generally to the Academic Committee and Executive of the Institute on its engagement with professions, industries, hapū and communities in relation to its academic activities;
- Provide expert advice to the Academic Committee on external engagement policies 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 Delegations

The Programme Advisory Oversight Committee holds no standing delegations.

4 Membership

4.1 Members

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

- Director, Pathways and External Engagement, *ex officio*
- Director, Schools and Performance, *ex officio*
- General Manager, Schools, *ex officio*
- Five (5) Programme Advisory Committee Chairs, nominated by the Deputy Chief Executive Academic on advice from the Director, Pathways and External Engagement, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
Chairs may delegate their PAOC representation to a senior staff member or another industry member from their respective Programme Advisory Committee, where appropriate.
- One (1) senior Māori staff member, nominated by the Deputy Chief Executive Academic on advice from the Director Māori Education and Director Māori Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
- One (1) senior Pacific staff member, nominated by the Deputy Chief Executive Academic on advice from Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

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4.2 Chair and Deputy Chair

The Chair will be the Director, Pathways and External Engagement.

The Chair may appoint a Deputy Chair, who will deputise in the Chair’s absence.



4.3 Co-opted members

At the discretion of the Programme Advisory Oversight Committee, and with the approval of Academic Committee, up to three further members may be co-opted or seconded to the Programme Advisory Oversight Committee.

4.4 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.

4.5 Terminating membership

Members of the Programme Advisory Oversight 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 Programme Advisory Oversight Committee may have their Membership revoked by resolution of the Academic Committee.

4.6 Members' characteristic, skills and experiences

Membership should reflect a broad set of applicable characteristic, skills and experiences, including:

- a deep commitment to connecting the Institute meaningfully with the professionals, industries, employers and communities it serves in order to improve the relevance and quality of that service;
- demonstrated knowledge and experience, and a commitment to, Mātauranga Māori;
- preparedness to commit to the depth of honesty, transparency, analysis, thought and contribution required for the task; and
- ability to work collegially and in accordance with Institutional values.

5 Modus Operandi

5.1 Standing Orders

The Programme Advisory Oversight Committee is not bound by the *Standing Orders* of Manukau Institute of Technology and Unitec. However, it is encouraged to use these *Standing Orders* as a guide.

5.2 Quorum

Half the current membership plus one member of Programme Advisory Oversight Committee constitutes a quorum.

If the requirement for a quorum is not met, the meeting can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.



5.3 Secretarial Support

The Programme Advisory Oversight 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 Programme Advisory Oversight Committee, and shall not act as a proxy in the absence of an appointed member.

5.4 Meetings

The Programme Advisory Oversight Committee will recommend for approval to the Academic Committee the schedule of meetings for the following year, with no fewer than four (4) meetings per academic year.

These meetings are not open to the public, unless determined otherwise at the discretion of the Chair, in order to provide opportunity for the Committee to provide free and frank advice to the Institute.

5.5 Reporting

The Programme Advisory Oversight 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 Programme Advisory Oversight 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 Programme Advisory Oversight Committee to the Academic Committee and highlighting any other matters from the Minutes which the Chair considers merit the Academic Committee's attention.



Memo to: Academic Committee

From: Simon Nash, Interim Director Pacific Success and Chair, Pacific Academic Advisory Committee

Subject: Nominations for Pacific positions on academic subcommittees

Classification: Unclassified

Date: 26 June 2026

Recommendations

That the Academic Committee:

- Approve the nominations for committee memberships from the Chair, Pacific Academic Advisory Committee.

Background

The Terms of Reference for a number of new MIT & Unitec academic sub-committees include a requirement for memberships to be approved by the Academic Committee, and to include a member nominated by the Chair, Pacific Academic Advisory Committee.

As the Interim Director Pacific Success (since Luka Crosbie's departure) and therefore as the Chair, Pacific Academic Advisory Committee, I am making the below nominations and seeking Academic Committee approval. Nominations are for:

1. The Pacific Academic Advisory Committee
2. PAAC Chair-nominated members for other academic sub-committees

I have sought recommendations from a number of senior Pacific staff at MIT & Unitec and taken that into consideration in my decision-making. All nominees and their line managers have also been contacted and all have indicated their agreement with the nominations.

I would like to acknowledge and apologise for the delays in bringing these nominations to Academic Committee, as I've settled into the Interim Director Pacific Success role and done my due diligence on nominations and on establishing the Pacific Academic Advisory Committee.

Nominations for the Pacific Academic Advisory Committee

Nomination	Nominated by	Membership	Committee
Ngairé Molyneux, Relationships Manager, Ngā Kete Wananga Marae, MIT	Chair, Māori Academic Advisory Committee	MAAC- nominated member	Pacific Academic Advisory Committee
Luka Crosbie, Associate Director, International	Chair, Pacific Academic Advisory Committee	Co-opted	Pacific Academic Advisory Committee

Nominations for other academic committees

Nomination	Nominated by	Committee
Ioane Aleke Fa'avae, Senior Lecturer, Pacific Centre, Unitec	Chair, Pacific Academic Advisory Committee	Postgraduate Research and Scholarships Committee
Jo Schwenke, Team Leader, Learning & Achievement, Unitec	Chair, Pacific Academic Advisory Committee	Academic Approvals Committee
Daisy Bentley-Gray, Interim Manager Pacific Success, Unitec Pacific Centre	Chair, Pacific Academic Advisory Committee	Research Ethics Committee



Memo to: Academic Committee
From: Prof Martin Carroll, DCE Academic
Contributors: Dr Rosanne Ellis, Director, Research and Enterprise Tamaki
Dr Simon Nash, DCE - Learner Experience and Success
Subject: **Subcommittee Membership Nominations**
Classification: Unclassified
Date: 26 June 2026

Purpose

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

Background

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

Nominations Received

Research Committee:

Name	Position	Membership
Dr Alaa Al Janaby	Head of School, Digital Technologies	Member (Research Group Leaders)
Associate Prof. Linda Kestle	Associate Professor, Building & Construction	Member (Professoriate)
Dr Maia Topp	Principal Lecturer, Nursing	Member (Early Career Researcher)

RECOMMENDATIONS

That the Academic Committee:

1. Approve the appointments of Dr Alaa Al Janaby (Head of School, Digital Technologies) as a member of Research Committee, nominated by the Deputy Chief Executive Academic on the advice of, and from among, Research Group Leaders, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.
2. Approve the appointments of Dr Linda Kestle (Associate Professor, Building Construction) as a member of Research Committee, nominated by the Deputy Chief Executive Academic on the advice of, and from among, 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.

3. Approve the appointments of Dr Maia Topp (Principal Lecturer, Nursing) as a member of Research Committee, nominated by the Deputy Chief Executive Academic, on the advice of the Director, Research and Enterprise, from among the Institute’s early career researcher staff, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.

Nominations Received

Pacific Academic Advisory Committee:

Name	Position	Membership
Liz Keneti	Manager Student Experience & Success	Support staff
Luke Fleming	Student Support Manager	Support staff
Rokosiga Morrison	Pacific Success Navigator	Support staff
Janet Tawaketini	Learning Development Lecturer,	Support staff

1. Approve the appointments of Liz Keneti (Manager Student Experience & Success) as a member of Pacific Academic Advisory Committee, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
2. Approve the appointments of Luke Fleming (Student Support Manager) as a member of Pacific Academic Advisory Committee, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
3. Approve the appointments of Rokosiga Morrison (Pacific Success Navigator) as a member of Pacific Academic Advisory Committee, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;
4. Approve the appointments of Janet Tawaketini (Learning Development Lecturer) as a member of Pacific Academic Advisory Committee, nominated by the Deputy Chief Executive Academic on advice from the Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only;

Nominations Received

Programme Advisory Oversight Committee:

Name	Position	Membership
Aiono Manu Fa’aea	Manager, Pasifika Development Office	senior Pacific staff member

1. Approve the appointments of Aiono Manu Fa’aea (Manager, Pasifika Development Office) as a senior Pacific staff member of Programme Advisory Oversight Committee, nominated by the Deputy Chief Executive Academic on advice from Director, Pacific Success, for a period of two (2) years with the possibility of renewal for a second consecutive two (2) year term only.

Nominations Received

Learning and Teaching Committee:

Name	Position	Membership
Jay Kumar	Interim Deputy Head of School - Automotive	Academic staff
Intan Bahri	Senior Lecturer – Civil and Surveying	Academic staff
Guillermo amirez Prado	Senior Lecturer – Computing and IT	Academic staff

1. Approve the appointments of Jay Kumar (Interim Deputy Head of School – Automotive and Vehicle Technology) as a member of Learning and Teaching Committee, replacing Bob Morton, nominated by the relevant Head of School from among the academic staff of the School at Senior Lecturer or above, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
2. Approve the appointments of Intan Bahri (Senior Lecturer – Civil and Surveying) as a member of Learning and Teaching Committee, nominated by the relevant Head of School from among the academic staff of the School at Senior Lecturer or above, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.
3. Approve the appointments of Guillermo amirez Prado (Senior Lecturer – Computing and IT) as a member of Learning and Teaching Committee, nominated by the relevant Head of School from among the academic staff of the School at Senior Lecturer or above, for a period of two (2) years with the possibility of renewal for a second two (2) year term only.



Memo to: Academic Committee

From: Dr Rosanne Ellis, Chair MIT and Unitec Research Committee

Contributors: Brenda Massey, Secretary MIT and Unitec Research Committee

Subject: 2025 Unitec Annual Research Report

Classification: In Confidence

Date: 30 June 2026

For Information

- The 2025 Unitec Annual Research Report provides a concise overview of Unitec's research performance in 2025.
- It is structured around the three priorities of the previous Unitec Research Strategy (2020–2024):
 - Research that is aligned with Te Tiriti o Waitangi
 - Research culture and capability
 - Partnered research and innovation
- The report also presents key data on:
 - External research income and industry-funded research
 - Postgraduate student research and scholarships
 - Student integrated research outputs
 - Research ethics
- This is the final stand-alone research report for Unitec. Future reports will cover research performance for MIT and Unitec and will be structured around the Applied Research Rangahau Strategic Plan 2026-2029.

For Action

- Receive the 2025 Unitec Annual Research Report.

A hand in a white sleeve is holding a black microscope. The background is a solid blue color. The text 'UNITEC ANNUAL RESEARCH REPORT 2025' is overlaid in white, bold, sans-serif font.

UNITEC ANNUAL RESEARCH REPORT 2025



Prepared by Tūāpapa Rangahau,
Partnering Research and Enterprise

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1 Annual Research Report 2025

This report provides a concise overview of Unitec’s research performance in 2025, structured around the three priorities of the previous Unitec Research Strategy (2020–2024). The Unitec Research Committee agreed to extend the strategy for a further year during the disestablishment of Te Pūkenga and the associated transition period, alongside the appointment of a new Director of Research and Enterprise.

The report presents key trends in activity, outputs, and external engagement across the institute. The period reflects continued disruption in the vocational education and research funding environment, as well as the transition to a merged MIT–Unitec operating model. While research activity has been sustained, multi-year trends highlight a number of constraints, including declining external research income, variability in performance across schools, and a reliance on internally supported and funded activity.

Selective multi-year data is included to provide context for current performance and to highlight patterns that inform future direction. These trends reinforce the need to strengthen externally funded, transdisciplinary, and partnered applied research approaches.

This report focuses on Unitec’s research profile within the combined institution and establishes a baseline for implementation of the 2026–2029 Applied Research Rangahau Strategic Plan.

1.1 Key Performance Dashboard

This dashboard provides a high-level snapshot of Unitec’s research performance in 2025 across the three strategic priorities and key performance Indicators (KPIs).

Priority	Key Indicators (2025)	Headline Performance
Priority One – Te Tiriti aligned research	External Research Income (NwaTT)	~\$330k ERI (51% of total)
	Māori & Pacific Research Output	Māori: 31 outputs (22 QA) Pacific: 26 outputs (10 QA)
	Postgraduate Equity	22 Māori & Pacific PG scholarships
Priority Two – Research culture & capability	Total Research Outputs	552 outputs (~80% QA)
	QA Outputs per FTE	2.47 QA outputs per FTE
	RPTL Status	100% programmes green-lit
	Student-Integrated Research	162 student-coauthored outputs
Priority Three – Partnered research & innovation	Industry-Funded Projects	19 active projects
	External Research Income (ERI)	~\$643k ERI
	Funding Success Rate	43% funding success rate

1.2 Key Performance Indicators (KPIs)

The six KPIs for research are:

1. 🌿 **Rangahau Māori Productivity** – productivity in this context is aggregated as quality-assured (QA) outputs by Māori staff, funded projects with named Māori staff, Māori supervisors, Level 9 and 10 Māori postgraduate scholarships, QA outputs that demonstrate excellence in Vision Mātauranga, accredited Vision Mātauranga and kaupapa Māori rangahau professional development achievements, and rangahau Māori research stories in the media.
2. 📄 **Quality Assured (QA) Research Outputs** – recognised research outputs that have been through a peer-review process or have been specifically commissioned. This is presented as a ratio of counts of the number of QA outputs to FTE of degree teaching staff.
3. 🚦 **Research Productivity** – measure of staff teaching on degree programmes who meet the agreed levels of research in the Research Productivity Traffic Light. This is measured as the ratio of research-active staff to the total number of staff on a degree programme.
4. 📄 **External Research Income (ERI)** – income received from external sources for research purposes, calculated on the project milestones achieved and spending to date in a particular year. This is measured in dollars.
5. 📁 **Industry-Funded Projects** – research and enterprise projects for which Unitec is receiving funding, where the services provided by Unitec involve applied contract research or consultancy for all funders, excluding any governmental contestable funding sources. This is measured by the number of projects.
6. 🧑 **Student-Integrated Research** – a measure of student input into staff-engaged research including authorship, contributions to wānanga, creative outputs, studentships, research assistant positions, awards or other contributions (as defined by the PBRF). This is measured as a count of the number of research outputs.

2 Priority One: Research That is Aligned with Te Tiriti o Waitangi


Goal: Unitec has strong Māori research leadership, capability, excellence, partnerships, processes and governance.

2.1 Executive Summary


🗨️ Report Highlights – Priority 1

🌐 **Ngā Wai a Te Tūi – Māori and Indigenous Research Centre** - continues to play a pivotal role in advancing kaupapa Māori and Indigenous research at Unitec.

- ➡️ 📊 **External Research Income & Contribution** - The centre remains a significant contributor to Unitec's research funding success.
 - **\$330,216 External Research Income (ERI)** generated by Ngā Wai a Te Tūi.
 - Represents **51% of Unitec's total ERI** in 2025.
- ➡️ 🧑 **Indigenous Leadership and expertise:**
 - **Associate Professor Deborah Heke** - Wāhine Māori health; physical activity; atua wāhine frameworks; whakapapa-based and embodied kaupapa Māori research.
 - **Associate Professor Byron Rangiwai** - Kaupapa Māori approaches to neurodiversity; ADHD research; Māori mental health and education equity.
 - **Associate Professor Dion Enari** - Pasifika and Fa'a Samoa research; sport and identity; transnational Pasifika communities; language and cultural revitalisation.

 **Māori and Pacific Postgraduate Scholarships** - our commitment to supporting Māori academic pathways and postgraduate success.

- ➔ **11 postgraduate scholarships** (\$49,500) awarded to Māori students.
- ➔ **11 postgraduate scholarships** (\$43,000) awarded to Pacific students.

 **Research Outputs** - Sustained scholarly contributions by both Māori and Pacific researchers, with a focus on research excellence and cultural relevance.

- ➔ **Māori Academics:**
 - 31 total research outputs.
 - 22 quality-assured outputs.
- ➔ **Pacific Academics:**
 - 16 total research outputs.
 - 10 quality-assured outputs.

2.2 Insights

Unitec's approach to Te Tiriti o Waitangi is reflected in research governance and practice, with an emphasis on partnership, Māori perspectives, and culturally grounded approaches. Frameworks such as Te Noho Kotahitanga inform research direction and decision-making.

In 2025, research activity included engagement with Māori and Pacific communities, with a focus on applied projects aligned to community priorities. These activities were undertaken through a range of partnership models across local and broader contexts.

Development of postgraduate pathways remained a focus, including supervision capacity and research training environments to support emerging Māori and Pacific researchers. Capability development and support structures continued to incorporate Indigenous methodologies within research practice.


Overall, Priority One reflects embedded approaches to Tiriti-aligned research, with ongoing development of capability and application across the institute.

3 Priority Two: Research Culture and Capability


Goal: The diverse people of Unitec have fit-for-purpose capability development and support toward sustainable, collaborative research productivity and excellence.

3.1 Executive Summary

 **Report Highlights – Priority 2**

 **Research Capability Building** - Staff engagement highlights growing interest and institutional investment in building research confidence and networks.

- ➔ **5 workshops and retreats** held in 2025.
- ➔ **225 staff** participated.

 **Early Career Researcher (ECR) Support** - Targeted support for emerging researchers builds long-term academic strength and encourages research continuity.

- ➔ 8 ECR Fund recipients supported totalling ~\$60,000.
- ➔ 1 ECR Fellowship worth \$15,000 awarded.





Research Output

- ➔ Total: 552 research outputs
 - 441 (80%) quality-assured. 111 (20%) non-quality-assured.
- ➔ Average: 2.47 quality-assured outputs per FTE of degree-teaching staff (institutional target was 1.5).














Student-Integrated Research - Embedding students in research deepens learning and nurtures the next generation of researchers.

- ➔ 162 student-integrated research outputs (co-authored by staff and students).

Internal Research Investment Funds

- ➔  Research Dissemination Funding - \$120,000 allocated to eight schools that offer degree programmes.
- ➔  Collaborative Research Dissemination Fund – 1 project supported with \$10,000.
- ➔  Wairaka Fund: Natural Environment, History & Culture – 2 projects supported.
- ➔  Student-Integrated Research Output Fund – 20 applications supported with funding of \$10,382.
- ➔ Professorial Fund - \$56,660 was distributed across 14 professoriate members

Research Productivity Traffic Light (RPTL) - Most programmes meet expected research activity benchmarks

- ➔  Programme Scope
 -  Total number of degree programmes – 32.
- ➔  Staffing:
 -  186 academic staff involved.
 -  170.6 full-time equivalent (FTE).
- ➔  Staff research engagement:
 -  Research Active – 166 (89%).
 -  Partially Active – 12 (7%).
 -  Not Research Active – 8 (4%).
- ➔  Programme status:
 -  100% of degree programmes rated “green - lit”.
 -  None rated “amber-lit”.
 -  None rated “red-lit”.

Ethics Approvals

- ➔ 73 ethics applications approved.

Postgraduate Scholarships - Continued investment in postgraduate support contributes to academic pipeline development and research output growth.

- ➔ \$250,000 allocated with \$246,250 utilised.
- ➔ 58 postgraduate scholarships awarded

3.2 Insights

Priority Two reflects Unitec's focus on research capability, collaboration, and compliance. In 2025, capability initiatives were in place across career stages, supporting entry into research and progression over time.

Participation in workshops and development activities indicates ongoing demand for structured support, particularly for staff moving into research-active roles. Investment in early career researchers contributed to capability development, though impacts vary across schools.

Student-integrated research continued across programmes, supporting research-informed teaching and student engagement in applied projects. Internal funding mechanisms supported dissemination and project activity but also highlight ongoing reliance on internally driven research support.

The RPTL framework remained in use to monitor research engagement in degree programmes. Most staff met requirements, with some areas identified for further development. Ethics review processes continued to adapt to emerging research areas, including increased AI-related applications.


Overall, Priority Two reflects established support structures for research activity, alongside uneven capability and continuing dependence on internal funding.

4 Priority Three: Partnered Research and Innovation

Goal: Research that is industry/community partnered and promotes innovation.

4.1 Executive Summary

Report Highlights – Priority 3

 **Industry-Funded Projects** - Demand from industry reflects Unitec's growing reputation as a trusted applied research partner.


- ➔ 19 industry-funded projects delivered.


External Research Funding Proposals


- ➔ 24 proposals submitted.
- ➔ 15 successful.

Grants & External Research Income (ERI)


- ➔ \$1,504,684 in grants awarded.
- ➔ \$643,251 total ERI.

 **Research Centre Contributions to ERI** - Research Centres play an important role in ERI by concentrating expertise in defined areas and supporting activity in selected fields.

- ➔  **Ngā Wai a Te Tūi: \$330,216.**
- ➔ **Research Centres = 51% of Unitec's total ERI.**
- ➔ **Schools contributed 49%.**


 **Unitec Staff Excellence Awards – Research Recognition** - These awards honour outstanding research leadership and emerging talent, reinforcing a culture of excellence within Unitec.

➔ **Excellence in Early Career Research Award**

-  Winner: **Dr Sarah Wells**


➔ **Excellence in Research Award**

-  Winners: **Associate Professor Byron Rangiwai and Dr Masoud Shakiba**




 **Student/Staff Research Showcase: 3-Minute Thesis to Impact (3MT) Competition** - A vibrant student/staff research culture is emerging, with strong emphasis on communication and knowledge translation.

➔ **24 presentations** in the 3MT competition.

- **13 student** presentations.
- **11 staff** presentations.


 **ITP Research Symposium – Sector Collaboration & Dissemination** - Broad participation across multiple symposiums highlights Unitec’s leadership in the applied research sector and its inclusive approach to Pacific, virtual, and national academic engagement.

➔ **The ITP Research Symposium included three coordinated events:**

-  **Unitec-MIT and Pacific Symposium** – 13 presentations.
-  **Virtual Symposium** – 22 presentations.
-  **Wintec hosted Symposium** – 30 presentations.

➔ **65 presentations**, from Unitec and MIT were disseminated during the event.

➔ **Total research outputs:** 123 research outputs disseminated¹ for Unitec and MIT.

 **Unitec ePress** - Unitec ePress plays a role in research dissemination across the ITP network, enhancing cross-institutional collaboration.

➔ **87 quality assured publications.**

- **22** Unitec staff publications.
- **45** authors from the Aotearoa applied research network.
- **20** international authors.

4.2 Insights

Priority Three reflects Unitec’s focus on externally engaged research and applied outcomes through partnerships with industry, community, and public-sector organisations. In 2025, activity remained aligned with regional and national priorities, with ongoing engagement across a range of partners.

While externally funded research activity continued, overall income declined year on year, indicating ongoing challenges in converting proposals into funded projects. Research Centres remained an important delivery mechanism, supporting coordination and contributing to externally engaged projects.

Dissemination and sector engagement continued through events and collaborative forums, supporting knowledge exchange and visibility. Internal recognition and publishing platforms such as Unitec ePress contributed to maintaining research culture and output dissemination.

¹ Multiple-authored disseminations are counted individually for productivity reporting, meaning each author receives a separate research output credit.

Overall, Priority Three reflects continued external engagement and capability, alongside a more constrained funding environment.

4.3 External Research Income and Industry-Funded Research

External Research Income (ERI), a key performance indicator under the Research Strategy, reflects income earned in proportion to project completion within a financial year (recognised revenue). In 2025, ERI was generated from 19 active projects. While long-term trends indicate periods of growth from 2010, ERI declined over the 2021-2025 period. This decline is partly attributable to shifts in research capacity and the loss of externally funded programmes linked to key staff departures.

2025 ERI by PBRF ERI weightings and funding source

Table 1 shows that external research income (ERI) is concentrated in a narrow set of funding sources, highlighting a lack of current diversification.

Funding source category	ERI Weighting	ERI Amount	ERI Percentage
NZ government contestable funds	1	\$507,746	79%
NZ public-sector contract research	1	\$45,500	7%
Overseas research income	3.5	\$0	0%
NZ non-government income	4	\$90,005	14%

Table 1: 2025 ERI by PBRF ERI weightings and by funding source.

2025 ERI by funding organisations

Figure 1 and Figure 2 highlight the concentration of external research income (ERI) among a small number of key funders, indicating a reliance on a limited funding base despite contributions from multiple organisation types.

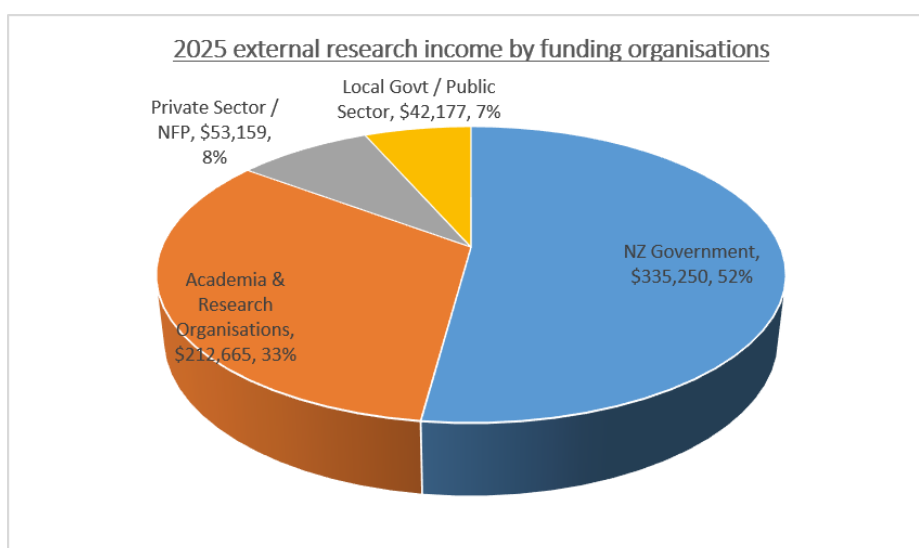


Figure 1: 2025 external research income by funding organisations.

2025 ERI by funders

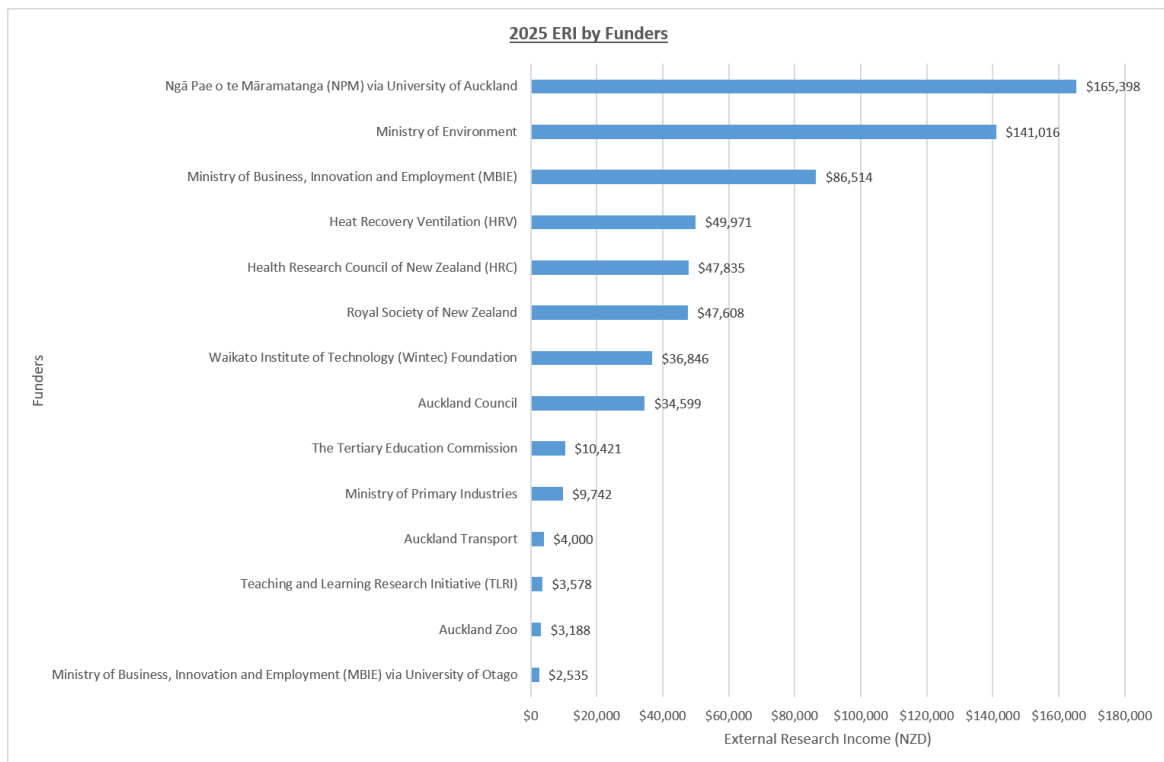


Figure 2: 2025 external research income by funders

2025 ERI by School and Research Centre

Figure 3 highlights the uneven distribution of external research income (ERI) across schools and research centres, with contributions limited to a subset of schools alongside Bridgepoint, and Ngā Wai a Te Tūi emerging as the largest overall contributor.

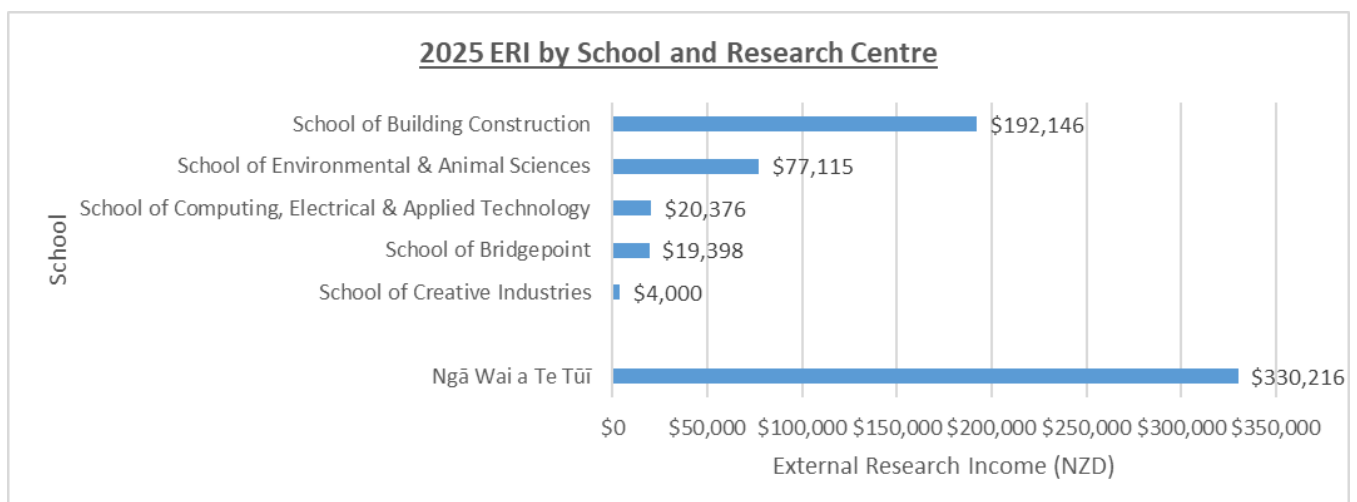


Figure 3: 2025 ERI by School and Research Centre.

Industry-funded projects at Unitec represent research and consultancy activities supported by non-government funding sources. These projects provide an indicator of Unitec's contribution to applied research and real-world problem-solving.

Trends over time demonstrate ongoing engagement with industry, while school-level participation highlights the distribution of these activities across the institution in 2025, indicating varying levels of involvement in externally funded applied research and consultancy.

It is important to note that this data represents industry-funded projects only and does not provide a complete picture of overall School research engagement with iwi, community and industry partners.

School contributions to industry-funded projects (2025)

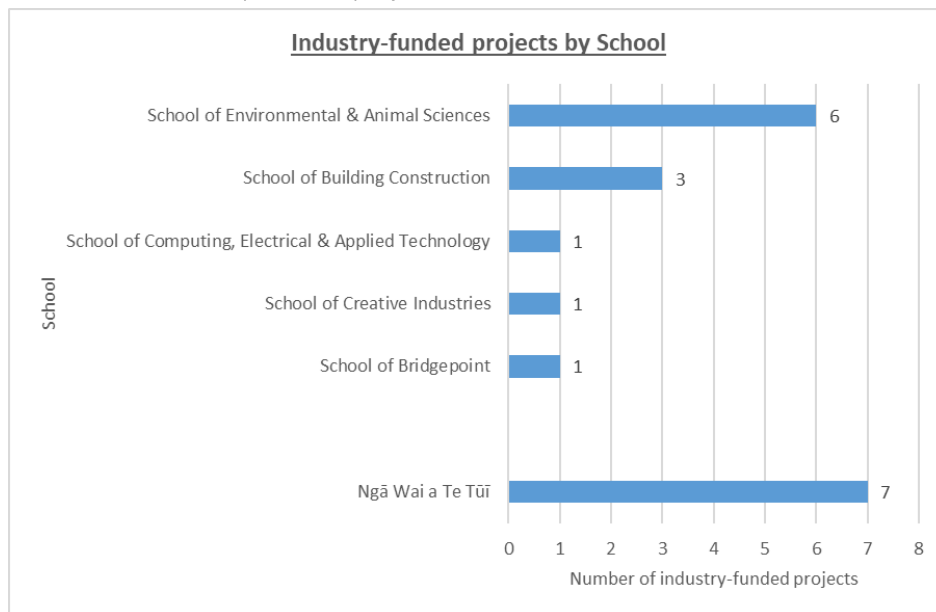


Figure 1: Schools' contribution to industry-funded projects count.

5 Postgraduate Student Research and Scholarships

Postgraduate research continues to be a core component of Unitec's research ecosystem, supporting research productivity, capability development, and the growth of future researchers. In 2025, postgraduate activity remained strong across a diverse range of applied and interdisciplinary programmes, with delivery spanning multiple academic schools and aligning closely with industry and community needs. Doctoral-level study further strengthened advanced research capability and innovation.

Thesis examination activity remained stable, with over 100 master's-level completions reflecting consistent research output across programmes. Student engagement in research continues to expand beyond thesis work, with increased involvement in collaborative research outputs, publications, and conference participation, reinforcing the integration of research into teaching and learning.

Equity initiatives to support Māori and Pacific participation remain a strategic priority. While enrolments and completions demonstrate ongoing progress, disparities persist, highlighting the need for continued targeted support, including culturally responsive supervision and mentoring.

Scholarship funding continues to play an important role in enabling postgraduate success, with strong uptake and near-full utilisation of available funding indicating high demand. In addition, postgraduate students are actively engaged in broader research development activities such as competitions, writing retreats, and internships, further strengthening research capability and scholarly development.

Thesis completions by programme

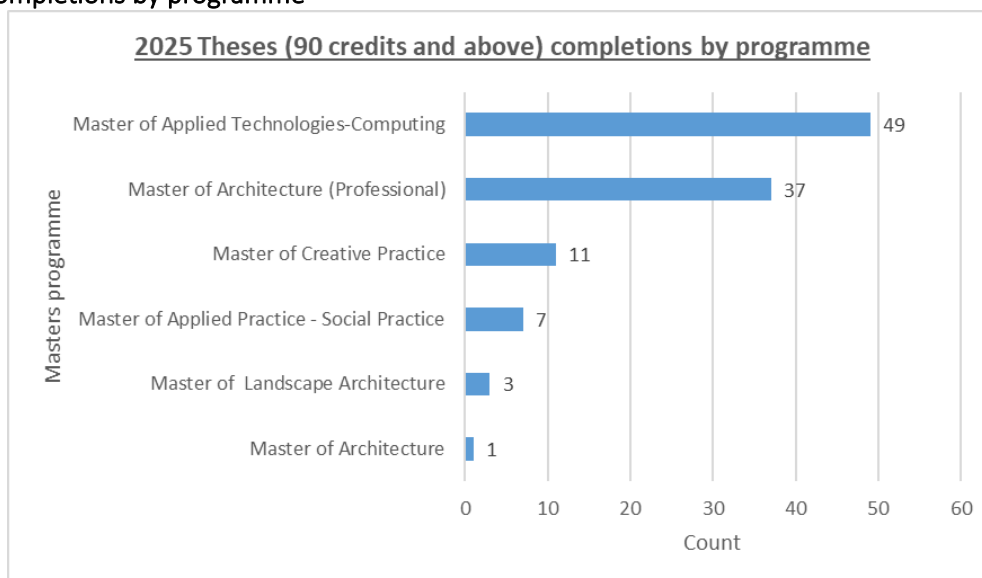


Figure 52 : 2025 thesis completions (90 credits and above) by programme.

Scholarship Distribution Table

Scholarship Type	Programme	Amount Awarded
General	Master of Applied Practice (Social Practice)	\$12,000
	Master of Applied Science (Biodiversity)	\$13,750
	Master of Applied Technology (Computing)	\$50,000
	Master of Architecture (Professional)	\$90,000
	Master of Creative Practice	\$10,500
Māori	Master of Applied Practice (Social Practice)	\$7,000
	Master of Applied Technology (Computing)	\$3,500
	Master of Architecture (Professional)	\$5,500
	Master of Creative Practice	\$14,000
	Master of Landscape Architecture	\$7,000
Pacific	Master of Applied Business	\$4,500
	Master of Applied Practice (Social Practice)	\$3,000
	Master of Applied Science (Biodiversity)	\$3,000
	Master of Architecture (Professional)	\$7,500
	Master of Creative Practice	\$5,000
	Master of Professional Accounting	\$10,000
Grand Total		\$246,250

Table 2: 2025 postgraduate scholarship by programme.

Thesis submission for examination (2011-2025)

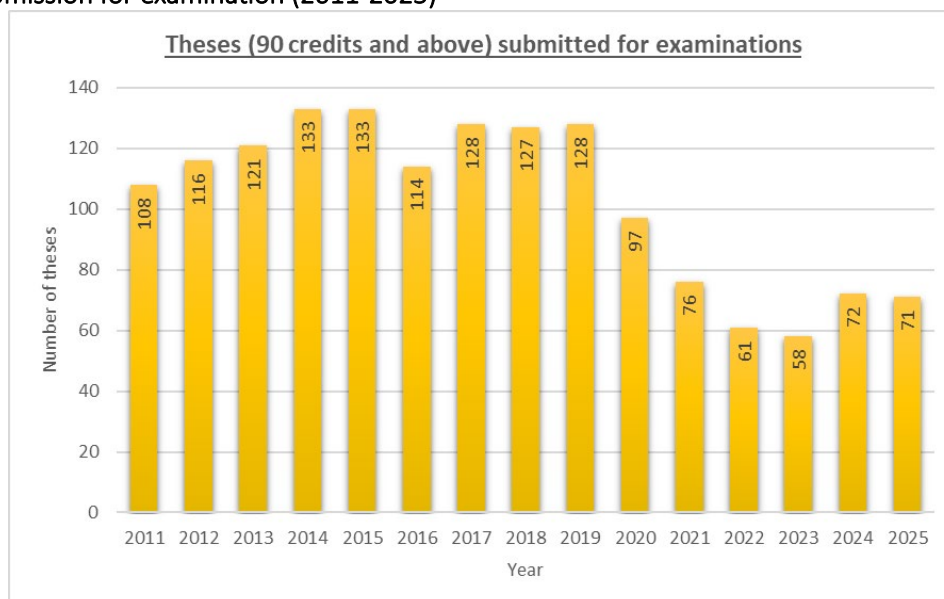


Figure 6: Theses (90+ credits) submitted for examination.

6 Student-Integrated Research Outputs

Student-integrated research formed a key part of Unitec’s Research Strategy, promoting collaboration between staff and students and supporting shared research outcomes. This initiative captures student contributions to research through co-authorship and participation in a range of scholarly and applied activities. Since its introduction, the programme has demonstrated consistent growth, supported by targeted funding across multiple projects. The increasing number of outputs over time reflects a strengthening integration of student involvement in research and highlights its growing contribution to Unitec’s overall research productivity.

Research outputs co-authored by current or recent Unitec students

Year	Count research outputs, where the co-authors were current or recent Unitec student(s)
2021	70
2022	88
2023	92
2024	121
2025	162

Table 2: Count research outputs, where the co-authors were current or recent Unitec students.

7 Research Ethics

In 2025, the Research Ethics Committee (REC) supported MIT and Unitec research-active kaimahi and students through ethics training and the assessment and approval of applications. Application volumes increased, partly reflecting new postgraduate programmes. Common issues included application quality, particularly methodological clarity, participant information, and disclosure of AI use. Key

themes during the year included a growing volume of AI-related research requiring enhanced ethical expertise, alongside increased emphasis on strengthening alignment with Te Tiriti o Waitangi and improving cultural responsiveness in research design. The committee also managed a period of membership change and introduced improvements to processes and training to support more consistent review.

Research Ethics key metrics

KEY METRICS DECEMBER 2024 – NOVEMBER 2025			
Total Applications Reviewed	73	Form A (Full Review)	~35
Form B (Low-Risk / Expedited)	~18	Form C (Teaching Programme)	~5
Amendment Requests	15+	Applications Approved / Ratified	~95%
UREC Meetings Held	11	AI-Related Applications	~10
New Committee Members	4	Outright Rejections	0

Table 4: 2025 Research Ethics key metrics.

8 Conclusion

The 2025 research performance reflects a system that has maintained activity during a period of institutional and sector change, but with clear limitations in current settings. Patterns evident in the data—including declining external income, uneven output distribution, and reliance on internal funding—indicate the need for a shift in approach.

The next phase of development will prioritise externally funded, collaborative, and transdisciplinary research, with a stronger focus on impact, partnerships, and financial sustainability. The transition to a combined MIT–Unitec environment provides an opportunity to strengthen capability and scale in these areas.

This report establishes a baseline for that transition and highlights the areas where change is required to support the delivery of the 2026–2029 Applied Research Rangahau Plan.

9 Appendix A: Research Outputs

Research outputs have been a key measure of Unitec’s research activity, capturing contributions across a range of dissemination formats. Outputs are recorded in the Research Output Management System (ROMS) and updated retrospectively, so annual totals may change over time.

In 2025, outputs continued to be weighted toward quality-assured publications, with conference activity and peer-reviewed outputs the main dissemination channels.

Performance varied across schools, reflecting differences in research-active staffing levels and activity. Overall output levels met institutional expectations.

Delivery was supported through academic leadership and research support functions, contributing to research activity and meeting regulatory requirements.

Research outputs by school for 2025

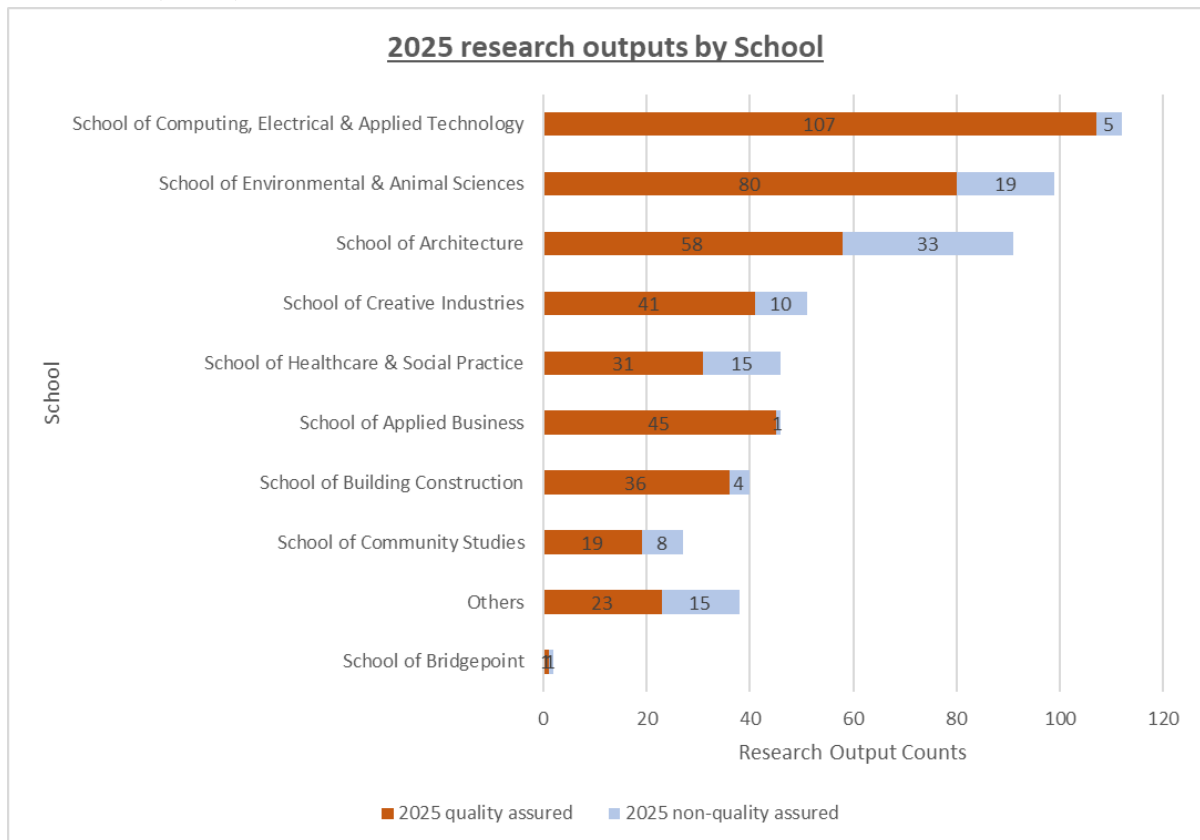


Figure 7: 2025 QA and non-QA research outputs by School.

QA and non-QA research outputs (2020-2025)

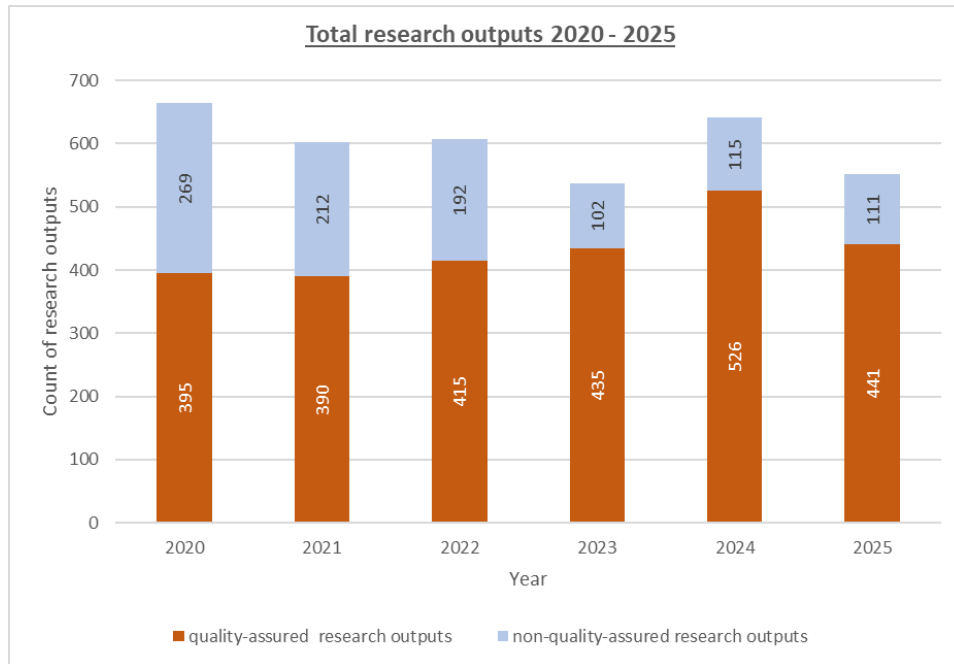


Figure 8: Quality-assured and non-quality-assured research outputs.

QA output trends (2020-2025)

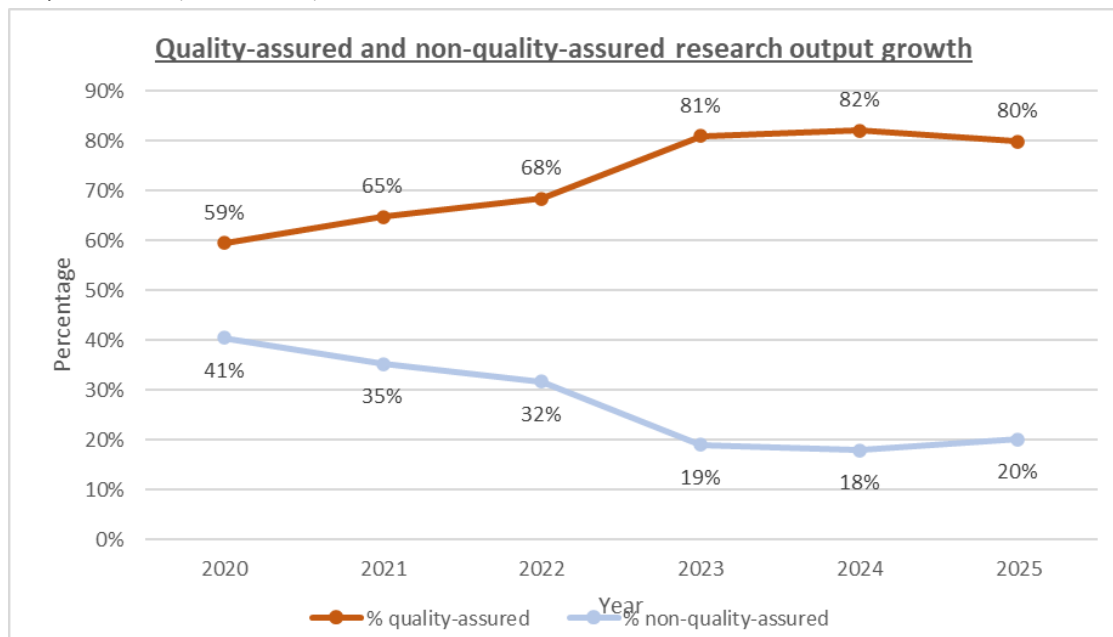


Figure 9: Quality-assured and non-quality-assured research output growth.

QA outputs per research-active FTE (2020-2025)

School	QA outputs per research active FTE
School of Computing, Electrical & Applied Technology	4.07
School of Environmental & Animal Sciences	3.45
School of Architecture	2.36
School of Community Studies	2.02
School of Creative Industries	1.99
School of Building Construction	1.95
School of Applied Business	1.73
School of Healthcare & Social Practice	1.04

Table 5: QA research outputs per research-active FTE in 2025.

Memo to: Academic Committee

From: Hung Ngo, Operations Manager – Timetabling

Subject: 2028 Academic Calendar (Unitec sites)

Date: 24/06/2026

Recommendation

That Te Komiti Mātauranga, Academic committee approves the 2028 Academic Calendar.

Purpose

The Timetabling Office creates Academic Calendars two years in advance to enable international students to be given formal offers of place so they can apply for a study visa

Commentary

The approved 2028 Academic Calendar, once embedded into the timetabling system, can be used to determine whether all active Unitec programmes can be accommodated now that higher room utilisation has been achieved.

Having detailed academic calendars in advance allows the Unitec International team to get into the international student recruitment market in a timely manner. It allows the Timetabling Office to plan the required resources to accommodate all Unitec programme offerings.

Academic Calendars are created to closely align with UPC programme dates and primary and secondary school holidays to help reduce the time taken off study for childcare by students with children.

Next Steps

Once the 2028 Academic Calendar is approved, it will be published at H Drive location: H:\2. Academic Development\E-Academic Library\1.0 Timelines and Dates for reference, and the 2028 semester start and end dates will be entered into the PeopleSoft Student Administration System.

Attachments

Draft_ Acad Calendar 2028

UNITEC PRINCIPAL ACADEMIC CALENDAR					2028	Unitec Institute of Technology		Inhouse UNITEC use only		
Week of year	Week Commencing	Semester Weeks	Calendar S/S Dec start	Calendar S/S Jan start	Events	Holidays	School Teaching Weeks			
							Primary	Secondary		
1	3-Jan-28	Summer Semester break								
2	10-Jan-28									
3	17-Jan-28	4	2027/28 Summer Semester	2027/28 Summer Semester	11 Jan 2028 - 27/28 Summer Semester resumes					
4	24-Jan-28	5								
5	31-Jan-28	6						Auck Anniv, Mon 31 January		
6	7-Feb-28	7					(UPC Sem 1 Commences, Tues 8 February)	Waitangi Day, Monday (Observed)	1	1
7	14-Feb-28	8					14 Feb 2028 - 27/28 Summer School ends		2	2
8	21-Feb-28								3	3
9	28-Feb-28	1	Semester 1 - 2028	Semester 1 - 2028	28 Feb 2028 - Semester 1 begins			4	4	
10	6-Mar-28	2							5	5
11	13-Mar-28	3							6	6
12	20-Mar-28	4							7	7
13	27-Mar-28	5							8	8
14	3-Apr-28	6					Graduation, 4 April		9	9
15	10-Apr-28	7						Good Friday, Fri 14 April	10	10
16	17-Apr-28	Semester 1 mid-semester break								
17	24-Apr-28									
18	1-May-28	8	Semester 1 - 2028	Semester 1 - 2028	26 April 2028 - Semester 1 resumes			1	1	
19	8-May-28	9							2	2
20	15-May-28	10							3	3
21	22-May-28	11							4	4
22	29-May-28	12							5	5
23	5-Jun-28	13						King's Birthday, Mon 5 June	6	6
24	12-Jun-28	14					Study Week		7	7
25	19-Jun-28	15					Exam Week 1		8	8
26	26-Jun-28	16			2 Jul 2028 - Semester 1 ends	Exam Week 2	9	9		
27	3-Jul-28	(UPC Sem 1 ends, Fri 7 July, inclusive)							10	10
28	10-Jul-28	Semester Break								
29	17-Jul-28									
30	24-Jul-28	1	Semester 2 - 2028	Semester 2 - 2028	24 Jul 2028 - Semester 2 begins	(UPC Sem 2 Starts, Mon 19 July, inclusive)		1	1	
31	31-Jul-28	2							2	2
32	7-Aug-28	3							3	3
33	14-Aug-28	4							4	4
34	21-Aug-28	5							5	5
35	28-Aug-28	6							6	6
36	4-Sept-28	7							7	7
37	11-Sept-28	8					Graduation 13 September		8	8
38	18-Sept-28	9							9	9
39	25-Sept-28	10							10	10
40	2-Oct-28	Semester 2 - mid semester break								
41	9-Oct-28									
42	16-Oct-28	11	Semester 2 - 2028	Semester 2 - 2028	16 Oct 2028 - Semester 2 resumes			1	1	
43	23-Oct-28	12						Labour Day, Mon 23 October	2	2
44	30-Oct-28	13							3	3
45	6-Nov-28	14					Study Week		4	4
46	13-Nov-28	15					Exam Week 1		5	5
47	20-Nov-28	16			26 Nov 2028 - Semester 2 ends	Exam Week 2	6	6		
48	27-Nov-28								7	7
49	4-Dec-28	1	2028/29 Summer semester wks 1-3	2028/29 Summer semester wks 1-3	4 Dec 2028 - 28/29 Summer Semester begins			8	8	
50	11-Dec-28	2							9	9
51	18-Dec-28	3							10	10
52	25-Dec-28	Summer Semester break								
1	1-Jan-29									
2	8-Jan-29									
3	15-Jan-29	4	2028/29 Summer Semester	2028/29 Summer Semester	15 Jan 29 - 28/29 Summer Semester resumes			TBA	TBA	
4	22-Jan-29	5							TBA	TBA
5	29-Jan-29	6						Auck Anniv, Mon 29 January	TBA	TBA
6	5-Feb-29	7						Waitangi Day, Tue 6 February	TBA	TBA
7	12-Feb-29	8					18 Feb 2029 - 28/29 Summer School ends		TBA	TBA

Memo to: Academic Committee

From: Simon Tries, Chair, Academic Quality Committee

Subject: Programme Committee membership update

Classification: In-Confidence

Date: 15 June 2026

Recommendations

That the Academic Committee approve the updated 2026 Programme Committee membership lists as presented.

Background

On 6 May, the Academic Committee approved the 2026 Programme Committee membership (Programme Academic Quality Committees (PAQC) at Unitec site and Programme Committees (PC) at MIT site).

Subsequent changes have been made to the memberships of the following PAQCs and PCs. The updated 2026 Programme Committee memberships were endorsed at the Academic Quality Committee on 17 June 2026 for subsequent approval by Academic Committee.

- Landscape and Interior Design PAQC
- Building & Civil Construction PC
- Domestic Maritime PC
- Foreign Going Maritime PC
- General Engineering PC
- Health and Counselling PC
- Logistics PC
- Sport PC
- Pacific and Te Reo Language PC
- Automotive Technologies PC

Major issues and risks

None

Open / Closed Session Consideration

This paper be considered in open session.

Attachments

2026 PAQC Membership (Unitec site)

2026 PC Membership (MIT site)

Programme Committee Membership 2026

Automotive Technologies Programme Committee	2
Building, Civil Construction and Horticulture Programme Committee.....	3
Business Programme Committee	4
Digital Technologies Programme Committee.....	5
Education Programme Committee.....	6
Electrical Programme Committee	7
English Language Programme Committee	8
General Engineering Programme Committee	9
Health and Counselling Programme Committee	10
Hospitality, Tourism and Service Industries Programme Committee.....	11
Logistics Programme Committee	12
New Zealand Domestic Maritime Programme Committee	13
New Zealand Foreign Going Maritime Programme Committee.....	14
Nursing Programme Committee	15
Pacific and Te Reo Language Programme Committee	16
Plumbing, Gasfitting, Drainlaying, Refrigeration and Air Conditioning Programme Committee	17
Professional Engineering Programme Committee	18
Social Work Programme Committee	19
Sport Programme Committee	20
School of Secondary Tertiary Studies (SSTS) Programme Committee.....	21

Building, Civil Construction and Horticulture Programme Committee

Programmes

NZ2738 NZC in Carpentry (L4)

NZ4237 New Zealand Certificate in Construction Trades Supervision (Level 5) (with strands on Commercial Construction, Constructions Related Manufacturing, Construction Related Trades, Residential Building)

NZ2834 NZC in Construction Trade Skills (L3) (with strands in Carpentry, and Allied Trades)

NZ3845 NZC in Building, Construction & Allied Trade Skills (L3) (with Foundation Programme Committee)

Training schemes and other

MN0608 Trades Academy (L2) courses, including:

212.223 - Building (Full Year)

212.219 - Carpentry (Half Year)

212.220 - Building and Landscape (Full Year)

MN0610 Trades Academy (L3) courses, including:

211.328 - Construction (Undertake a Stage 3 BCATS project)

211.336 - Construction (Working in a BCATS Environment)

211.334 - Building and Landscape

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Deputy Head of School	Dan Stewart	ex-officio
Academic Lead (Quality)	Nicolas Ali	ex-officio
Academic Lead (Curriculum)	John Whaanga (Pre-Trade)	ex-officio
	Rod Alley (IWL & Apprentices)	ex-officio
	Bjorn van Eunen (Trades Academy)	ex-officio
Academic Lead (Students)	Rod Alley	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Jennifer Haraki	2 years

Chair Scott Carragher

Secretary Shamsah Noorani

Business Programme Committee

Programmes	MN4535 Bachelor of Applied Management (L7)
	TP4775 Bachelor of Accounting (L7)
	MN4443 MIT Graduate Diploma in Professional Accounting (L 7)
	NZ2459 New Zealand Diploma in Business (L5)
	NZ2452 NZC in Business (Admin & Technology) (L3)
	NZ2455 NZC in Business (Accounting Support Services) (L4)
	NZ2461 NZC in Business (Admin & Technology) (L4)
	NZ2862-02 NZC in Foundation Skills (L2) - Industry Cadetship

Positions	Name	Term of Office
Head of School	Kay Kirkland	ex-officio
Deputy Head of School	Ann Khan	ex-officio
Academic Lead (Quality)	Tania Parker	ex-officio
Academic Lead (Curriculum)	No Appointment for 2026. Regular Reports to be tabled from HoS/DHoS	ex-officio
Academic Lead (Students)	Sanjeev Ranganathan	ex-officio
Academic Lead (Students)	Sanjeev Ranganathan	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Business Services Programmes L2-L4	
	Jennifer Weavers	2 years
	Kathy Corscadden	2 years
	Tracy Naude	2 years
	Ely Modkova	2 years
	Debbie Loots	2 years
	Sangeetha Muniandy	2 years
	Business Undergraduate Programmes L5-L7	
	Terry Quilty	2 years
	Tui Taulapapa	2 years
	Renuka Narayan	2 years
	Satya Gonuguntla	2 years
	Anita Keestra	2 years
	Marlon Gunasekera	2 years
Nigar Sultana	2 years	
Academic Lead (Research) for degree and postgraduate programme committees)	Ansab Qureshi	ex-officio
A member of the library staff (optional for degree and postgraduate programme committees)	Fred Ling	ex-officio

Chair
Secretary

Sanjeev Ranganathan
Uma Moodley

Digital Technologies Programme Committee

Programmes NZ2594 NZ Cert in IT Essentials L4
 NZ2595 NZ Cert in Information Technology
 L5
 NZ2596 NZ Dip in IT Technical Support L5
 MN4563 BDT L7

Positions	Name	Term of Office
Head of School	Alaa Aljanaby	ex-officio
Academic Lead (Quality)	Alaa Aljanaby (Acting)	ex-officio
Academic Lead (Curriculum)	David McCurdy	ex-officio
Academic Lead (Students)	David McCurdy	ex-officio
Academic Lead (Research)	Ahmad Wedyan	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programmes	Garry Singh	2 years
	Samah Ridha	2 years
	Zainal Shah	2 years
	Zarrar Javaid	2 years
	Tanveer Singh	2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Fred Ling	ex-officio

Chair David McCurdy

Secretary Uma Moodley

Education Programme Committee

Programmes	MN4575 Bachelor of Education (ECT)	
	MN4574 Bachelor of Education (Primary, Pacific)	
	NZ2851 NZ Diploma of Early Childhood Education and Care	
	NZ2850 NZ Certificate of Early Childhood Education and Care	
	NZ2853 NZ Certificate in Skills for Living for Supported Learners	
	MN0517 Graduate Certificate in Applied e-Learning	
	NZ2754 NZ Certificate in Adult Literacy and Numeracy Education	
	Training Schemes and other	MN0608 Trades Academy (L2): 902.210 Early Childhood Education
		MN0610 Trades Academy (L3): 902.322 Early Childhood Education
		MN0621 Certificate of Achievement in Skills for Independent Living for Supported Learners
NB1011/MNCONT/MNCOP/MN1009/MN1025		
MNSTAR		

Positions	Name	Term of Office
Head of School	Kylie Smith	<i>ex-officio</i>
Academic Lead (Quality)	Leanne Seniloli (ECE L2-7)	<i>ex-officio</i>
	Jayne Jackson (BEd PP)	<i>ex-officio</i>
	Krishan Mani (TTU, Inclusive Ed)	<i>ex-officio</i>
Academic Lead (Curriculum)	Jo Perry (ECE Programmes levels 2-7)	<i>ex-officio</i>
	Albert Fitisemanu (TTU, Inclusive Ed)	<i>ex-officio</i>
	Fatma James (BEd PP)	<i>ex-officio</i>
Academic Lead (Students)	Zeba Ali (ECE, BEd PP)	<i>ex-officio</i>
	Susie Kung (ECE)	<i>ex-officio</i>
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Mary Moeke (Lecturer/ Maori representative)	2 years
	Wendy Reinink (Schools Partnership)	2 years
	Anamua Lole (Pasifika representative)	2 years
	Angela Yerkovich (ECE and Inclusive Ed)	2 years
	Lanita Lologa (Inclusive Education)	2 years
	Kriya Patel (BEd PP AL - Practicum)	2 years
	Sophia Li (Practicum Lead - ECE)	2 years
	Tia Matiseni- Sua (ECE, Trades Academy)	2 years
	Pennie Togatama (Primary)	2 years
	Haley Brock (ECE)	2 years
	Rawinia Coe (ECE)	2 years
	Kate Lewis (BEd PP)	2 years
	Academic Lead (Research & Technology) (for degree and postgraduate programme committees)	Jo Perry (also ALC)
A member of the library staff (optional for degree and postgraduate programme committees)	Diana McMahon-Reid	<i>ex-officio</i>

Chair Jayne Jackson
 Secretary Denise Loseby

Electrical Programme Committee

Programmes

NZ4316 New Zealand Certificate in Electrical Pre-Trade (Level 3)

Training schemes and other:

MN0608 Trades Academy (L2) courses, including:

521.215 – Electrical

MN0610 Trades Academy (L3) courses, including:

203.317 – Electrical

MN1012 Skills ITO Contracted Courses

MN0534 MIT Certificates of Achievement in Electrical Service Technician

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Academic Lead (Quality)	Monica Kershaw	ex-officio
Academic Lead (Curriculum) & Academic Lead (Students)	Dan Stewart	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Jacob Blackwell	2 years
	John Brothers	2 years
	Derick Winter	2 years

Chair

Monica Kershaw

Secretary

Emily Puni

English and ILN Language Programme Committee

Programmes	NZ1881 NZC in English Language (L2)
	NZ1882 NZC in English Language (General) (L3)
	NZ1883 NZC in English Language (Academic) (L4)
	NZ3667 NZC in English Language (L3) (Applied)
Training schemes and other	MN1013 Training Schemes for International Students
	MN1013 ESOL – Technical and Further Education
	CF2862 NZC in Foundation Skills (L2) (Trade Start Construction)

Positions	Name	Term of Office
Head of School & Academic Lead (Curriculum)	Sandi Eickhoff	<i>ex-officio</i>
Academic Lead (Quality - NZCEL)	Alages Andre	<i>ex-officio</i>
Academic Lead (Students)	Susan Lotoa	<i>ex-officio</i>
Academic Lead (Technology)	Rebecca Ho	
Academic Lead (Quality Serco and Non-Base)	Sharyn Hay	
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Alan Culhane	2 years
	Sophia Khan	2 years
	Vanessa Lewis	2 years
	John Farrar	2 years

Chair	Matthew Carter
Secretary	Marilyn Turner

Programmes

NZ2715 NZC in Mechanical Engineering (L3)

NZ2716 NZC in Mechanical Engineering (Advanced) (L5)

Training schemes and other

WB2714 New Zealand Apprenticeship in Mechanical Engineering (Trade) (Level 4)

WB2717 New Zealand Certificate in Mechanical Building Services (Trade) (Level 4)

WB2719 New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)

MN1023 Mechanical and Civil Technical and Further Education

MN0610 Trades Academy (L3) courses

Positions	Name	Term of Office
Head of School	Vau Atonio	ex-officio
Academic Lead (Quality)	Nicholas Ali	ex-officio
Academic Lead (Curriculum)	Munilesh Naidu	ex-officio
Academic Lead (Student)	Matthias (<i>Elvis</i>) Moodley	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Allister Villiers	2 years
	Elvis Moodley	2 years
	John Ford	2 years
	Peter Walker	2 years
	Eugene Scharneck	2 years
	Gino Scharneck	2 years
	Chris Pule	2 years

Chair: Dan Stewart

Secretary: Emily Puni

Health and Counselling Programme Committee

Programmes:

NZ2863 NZ Certificate in Study and Career Preparation (Level 3)

NZ2860 NZ Certificate in Study and Career Preparation (Level 4)

NZ2992 NZ Certificate in Health and Wellbeing (Level 4)

MN4558 Bachelor of Applied Counselling (Level 7)

NZ2470 NZ Certificate in Health and Wellbeing (Level 3) - Active programme but not offered in 2026

NZ2779 NZ Certificate in Health and Wellbeing (Advanced Support) (Level 4) - Active programme but not offered in 2026

NZ1865 NZ Certificate in Public Health and Health Promotion (Level 5) - Active programme but not offered in 2026

NZ4410 NZ Diploma in Pharmacy (Specialist) Technician (Level 6) - Active programme but not offered in 2026

Training schemes and other:

MN1015 Health Promotions – 724.434 Introducing Health Promotion (Level 4)

Positions	Name	Term of Office
Head of School	Radhika Kumar	ex-officio
Academic Lead (Quality)	Ashita Kaul	ex-officio
Academic Lead (Curriculum)	Navjot Kaur	ex-officio
Academic Lead (Student Journey)	Dayna Edwards	ex-officio
Academic Lead (Research)	Kaberi Rajendra	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Joshwin Lal (NZ2860)	2 Years
	Yagyaraj Pant (NZ2863)	2 Years
	Kaberi Rajendra (NZ2992)	2 years
	Amanda Schulze (MN4558)	Interim Member
Academic Lead (Research) (for degree and postgraduate programme committees)	Kaberi Rajendra	ex-officio
A member of the library staff (optional for degree and postgraduate programme committees)	Iva Matagi	ex-officio
Clinical and Operations Lead	Junina Savili	Ex-officio

Chair

Wilbyn Mitchell

Secretary

Danielle Moeu

Hospitality, Tourism and Service Industries Programme Committee

Programmes:

NZ2411 NZC in Hairdressing (Salon Support) (L3)
 NZ2412 NZC in Hairdressing (Emerging Stylist) (L4)
 NZ2413 NZC in Hairdressing (Professional Stylist) (L4)
 NZ2671 NZC in Floristry (L2)
 NZ2672 NZC in Floristry (L3)
 NZ2673 NZC in Floristry (L4)
 MN4550 International Dip in Baking (L5) (with NZ1842 and NZ1844)
 MN4551 International Dip in Cookery (L5) (with NZ2101 and NZ2102)
 NZ1841 NZC in Baking (L3)
 NZ1842 NZC in Baking (Generalist) (L4)
 NZ2100 NZC in Cookery (L3) NZ2101 NZC in Cookery (L4)
 NZ2102 NZD in Cookery (Advanced) (L5) NZ2104 NZC in Food & Beverage Service (L3)
 NZ2105 NZC in Food & Beverage Service (L4)
 NZ2108 NZC in Hospitality (L2)

Training schemes and other:

MN0608 Trades Academy (L2) courses, including:
 891.219 - Hairdressing 1
 891.220 - Hairdressing 2
 451.211 - Hospitality (Art of Coffee)
 451.203 - Hospitality (Basic Cky Skills)
 451.204 - Hospitality (Kitch Hygiene)
 MN0610 Trades Academy (L3) courses, including:
 451.311 - Café Culture
 451.305 - Hospitality (Pasta Partners)
 451.306 - Hospitality (Intro to Baking) MN4571 Sale and Supply of Liquor MN1010 Short courses
 MNCONT Contract courses
 451.212 - Hospitality (Food & Bev Service)
 441.215 - Working in Tourism
 441.216 - Tourism in NZ
 441.217 - The Business of Tourism
 473.307 - Hospitality (Competition)
 473.312 - Hospitality (Gourmet Sandwiches)
 MN0571 Certificate in Achievement in Schools, Trades Academy Curriculum Alignment, Star hospitality

Positions	Name	Term of Office
Head of School	Craig Lucas	<i>ex-officio</i>
Academic Lead (Quality)	Fabio Olgiatei (<i>Hospitality</i>)	<i>ex-officio</i>
	Lisa Gilmour (<i>Hair & Floristry</i>)	<i>ex-officio</i>
Academic Lead (Curriculum)	Sonia Baker-Johnston	<i>ex-officio</i>
Academic Lead (Students)	Frank Brough	<i>ex-officio</i>
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	George Win (Deputy Chair)	2 years
	Brian Wallace/Yujin Han (share cookery discipline)	2 years
	Peter Rood	2 years
	Sandra Pearce	2 years

Chair Quaanita Barthis
 Secretary Ruth Luteru

Logistics Programme Committee

Programmes

MN4547 Graduate Diploma in Supply Chain and Shipping Management (L7) (in teach out, end by 19/06/2026)

/NZ2811 NZC in Supply Chain Management (L5) (e n d e d i n 2 0 2 5)

NZ2914 NZC in International Freight Logistics (L4) (ended in 2025)

NZ2915 NZD in International Freight Logistics (Freight Forwarding) (L5) (in teach out, end by 19/06/2026)

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality) & Academic Lead (Research)	Tom Qi	ex-officio
Academic Lead (Curriculum)		ex-officio
Academic Lead (Students)	TBC	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Mark O'Connor	3 years
	Malcolm Brown	3 years
	Nicola Pretty (Deputy Chair)	3 years
A member of the library staff (optional for degree and postgraduate programme committees)		
Academic Partner		

Chair	Malcolm Brown
Deputy Chair	Nicola Pretty
Secretary	Alla Bolgova / Dora Pouloupoulos

New Zealand Domestic Maritime Programme Committee

Programmes

NZ2505 NZC in Domestic Maritime Operations (Restricted Limits) (L4)

NZ2506 NZC in Maritime Crewing (L3)

NZ2509 NZC in Marine Engineering Class 6 (L4)

NZ4321 NZC in Marine Engineering Class 5 (L5)

NZ2512 NZC in Maritime Operations (L5)

NZ2513 NZC in Maritime Operations (L4)

NZ2516 NZD in Yacht Operations with strand in Master Yacht (L6)

NZ2892 New Zealand Certificate in Domestic Maritime Operations

(Coastal and Offshore) (Level 5) Skipper Coastal and Offshore (SCO)

NZ2895 NZ Certificate in Domestic Maritime Crewing (L3) (QDC)

Training Schemes and Others MN1008

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality)	Tom Qi	ex-officio
Academic Lead (Curriculum)	Louise Deehan-Owen	ex-officio
Academic Lead (Students)	TBC	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Tania Wood	3 years
	Daniel Tudman	3 years
	Jonathan Benett	3 years
	Paul Brunton	3 years
	David Wardle	3 years
	Louise Deehan-Owen	3 years
Student Representation	Through Manukau and City Campus Student Advisory Committee	
Academic Lead (Research) <i>for degree and postgraduate committees</i>		
Library Representative <i>optional for degree and postgraduate committees</i>		

Chair

TBC

Secretary

Alla Bolgova/Dora Pouloupoulos

New Zealand Foreign Going Maritime Programme Committee

Programmes	MN3832 Diploma in Foreign Going Master or Chief (L 7) Marine Engineer Class 2 NZ2511 NZC in Crewing (L4) NZ2514 NZD in Marine Engineering / Marine Engineer Class 3 (L6) NZ2515 NZD in Nautical Science (L6) NZ2894 NZD in Marine Electro Technology (L6) MN4183 Masters Chiefs Foreign Going
Training schemes and other	MN1008 Short courses Maritime Technical and Further Education

Positions	Name	Term of Office
Head of School	Robert Shaw	ex-officio
Academic Lead (Quality) & Academic Lead (Research)	Tom Qi	ex-officio
Academic Lead (Curriculum)	Kees Buckens (Deputy Chair)	ex-officio
Academic Lead (Students)	TBC	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Ajaz Ahmad	3 years
	Dan Boyle	3 years
	Kees Buckens	3 years
	Musharraf Iqbal	3 years
	Wayne turner	3 years
	3 years	3 years
	3 years	3 years
	Pavan Mehta	3 years
Student Representation	Though Manukau and City Campus Student Advisory Committee	
Library Representative <i>optional for degree and postgraduate committees</i>		
Academic Partner		

Chair	Robert Shaw
Deputy Chair	Kees Buckens
Secretary	Alla Bolgova/Dora Poulopoulos

Nursing Programme Committee

Programmes:

MN4457 Bachelor of Nursing

MN4512 Bachelor of Nursing Pacific

MN4066 Te Tohu Paetahi Tikanga Rangatira aa-Tapuhi Bachelor of Nursing Maaori

NZ2889 NZD in Enrolled Nursing (L5)

Training schemes and other:

MN0610 Trades Academy (L3) courses, including:

726.302 Nursing, Health and Counselling

756.300 Youth Care

Positions	Name	Term of Office
Head of School	Deborah Rowe	ex-officio
Academic Lead (Quality)	Sheona Watson / Viv McNair	ex-officio
Academic Lead (Curriculum)	Hayley Danford	ex-officio
Academic Lead (Student Journey)	Anne Sinclair	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	BN Yr 1 Joan Mackie (proxy Nileshni Singh)	2 years
	BN Yr 2 Omana Thomas (proxy Premila Kumar)	2 years
	DEN Amy Waters (proxy Sue Gemmell/Val Scott)	2 years
	BN Yr3 Linda Jackson (Need proxy)	2 years
	BNM Kelly Bullivant (proxy Theresa Sharp)	2 years
	BNP Josephine Sasa (proxy Stephanie Tiseli)	2 years
Clinical Lead	Jane Kelly (proxy Sue Lawrence)	2 years
Representatives from other Schools, programmes and training schemes which make a major teaching contribution to the programme/s and training scheme/s	Jackie Reid (CMH) Hayden Erick (TTT)	2 years
Academic Lead (Research) (for degree and postgraduate programme committees)	Maia Topp (proxies Sheona Watson and Viv McNair)	ex-officio
A member of the library staff (optional for degree and postgraduate programme committees)	Iva Matagi	ex-officio

Chair

Maia Topp

Secretary

Bobbie Tuima (backup Kristine Hoang)

Pacific and Te Reo Language Programme Committee

Programmes NZ3770 NZC in Pacific Language(L3)
 NZ3771 NZC in Pacific Language (L4)
 NZ3044 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 2)
 Training schemes and other Nil

Positions	Name	Term of Office
Head of School	Sandi Eickhoff	<i>ex-officio</i>
Academic Lead (Curriculum)	Sandi Eickhoff	<i>ex-officio</i>
Academic Lead (Quality)	Sharyn Hay	<i>ex-officio</i>
Academic Lead (Students)	TBC	<i>ex-officio</i>
Academic Lead (Technology)	Report to be tabled from Rebecca Ho	2 years
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Fololi Lologa-losua / Lala To'atasi Tu'ua	2 years
	Hone Foulds	2 years
	Ilisapesi Koloamatangi	2 years
	Tupou Manapori	2 years
Representatives from other Schools, programmes and training schemes which make a major teaching contribution to the programme/s and training scheme/s	Frederick Alatini Kayne Haira	2 years

Chair Rebecca Ho
 Secretary Marilyn Turner

Professional Engineering Programme Committee

Programmes

NZ2863 New Zealand Certificate in Study and Employment Pathways (Level 3)

NZ2612 New Zealand Diploma in Engineering (Level 6)

MN4331 Bachelor of Engineering Technology (Level 7)

MN4559 Graduate Diploma in Engineering (Level 7)

Positions	Name	Term of Office
Head of School	Paul Jeurissen	ex-officio
Academic Lead (Quality) Academic Lead (Research) (for degree and postgraduate programme committees)	Shamzin Yazadanian	ex-officio
Academic Lead (Curriculum) & Academic Lead (Students)	Samson Mudapakati (Electrical, Pre-diploma & Mechanical), Nick Kusari (Civil) Cornelis Kok (Students)	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Pieter Nieuwoudt Waseem Soomro	2 years 2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Not applicable	

Chair

Cornelis Kok

Secretary

Sabbath Foai

Social Work Programme Committee

Programmes MN3471 Bachelor of Applied Social Work
 MN4546 Graduate Certificate in Cross Cultural Supervision
 NZ2860-08 NZC in Career Preparation - Ed & Social Sciences

Training schemes and other MN0618 Transition to Management (L6)

Positions	Name	Term of Office
Head of School	Kylie Smith	ex-officio
Academic Lead (Quality)	Dennis Sanga	ex-officio
Academic Lead (Curriculum)	Lois Naera	ex-officio
Academic Lead (Students) & Academic Lead (Research)	Melanie Wong	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Fuatino Taliaoa	2 years
	Rebecca Crosby	2 years
	Eva Dick	2 years
	Lydia Teatao	2 years
	Fololi Lologa-losua	2 years
	Moerangi Potiki	2 years
	Amanda Meinhardt	2 years
	Jenna Wyllie	2 years
A member of the library staff (optional for degree and postgraduate programme committees)	Diana McMahan-Reid	ex-officio
A member of the Equity and Access Team responsible for Social Work	Afshana Ali	2 years

Chair Lydia Teatao
 Secretary Tausili Anesi

Sport Programme Committee

Programmes MN4560 Bachelor of Sport and Exercise Science
 NZ2863-03 NZC in Study & Career Preparation (L3) (Ed & Social Work)
 NZ2863-06 NZC in Study & Career Preparation (L3) (Police Studies)
 NZ3563 NZC in Exercise (L4)
 NZ3627 NZD in Sport, Recreation & Exercise (Multi-sector) (L5)
 NZ3628 NZD in Sport, Recreation and Exercise (Multi-sector) (L6)

Training schemes and other CoA in MIT Sport Studies, Schools' Partnership Programme
 MN0610 Trades Academy (L3) courses, including: 161.330 - Study & Career Preparation (Police Studies)

Positions	Name	Term of Office
Head of School	Sue Emerson	ex-officio
Academic Lead (Research) (for degree and postgraduate programme committees)	Dr. Mihi Nemani	ex-officio
Academic Lead (Quality)	Dr. Chloe McKenzie	ex-officio
Academic Lead (Curriculum)	Lee-Ann Frandi	ex-officio
Academic Lead (Students)	Luke Adams	ex-officio
Representatives of the teaching staff who have major teaching involvement in the programme/s and training scheme/s	Sarah Fanuatano	2 years
	Marina Smith	2 years
	Kevin Toto	2 years
A member of the library staff (optional for degree and postgraduate programme committees)		ex-officio

Chair Kevin Toto
 Secretary Tauasili Anesi

School of Secondary Tertiary Studies (SSTS) Programme Committee

Training schemes and other MN0624 Trades Academy SSTS (L1)

MN0625 Trades Academy SSTS (L3)

MN0616 Trades Academy SSTS Visual Arts (L2)

Positions	Name	Term of Office
Head of School	Simon Nash	ex-officio
Principal	Toe Pune	ex-officio
Academic Lead (Quality) & Academic Lead (Student) Academic Lead (Students)	Vimla Sewpershad	ex-officio
	Toe Pune	ex-officio
Representatives of the teaching staff who have a major teaching involvement in the programme/s and training scheme/s	Nathan Suniula	2 years

Chair

Vimla Sewpershad

Secretary

Lyn Newton

School	PAQC	Programmes	Chair/s	Deputy Chair	Secretary	Members
Applied Business	Applied Business	BBS, GDBS	Nick Kearns	Liz Rainsbury	Jean Simpson	Nick Kearns (Chair)
		BACC, GDPA, GCPA				Kerry Kirkland (HoS)
		MPACC, MAB, PDAB, PGCAB				Malama Saifoloi (APM)
		NZDBS				Antoinette Wessels (APM)
						Liz Rainsbury (APM)
						Saman Bandara (Senior Academic Staff)
						Gayani Hewagama (Senior Academic Staff)
						Craig Robertson (Senior Academic Staff)
						John MacFarlane (External Senior Academic member)
						TBC (Additional Co-opted members)
				Riza Aguilar (Specialist)		
				Jean Simpson (Secretary)		
Architecture	Architecture	BAS, MARCP	Yusef Patel	TBC	Julia Gu	Yusef Patel (Chair/APM)
						Peter McPherson (HoS)
						Annabel Pretty (Senior Academic Staff)
						Christoph Schnoor (Senior Academic Staff)
						Xinxin Wang (External Senior Academic members)
						N/A (Additional Co-opted members)
						N/A (Student rep -MARCP)
	Landscape and Interior Design	NZCLD, BLA, MARCH, MLA	Sue Wake	Matthew Bradbury	Julia Gu	Sue Wake (Chair, Senior Academic Staff)
		NZDI5, NZDI6				Matthew Bradbury (Deputy Chair, Senior Academic Staff)
		NZDLA				Peter McPherson (HoS)
						Yusef Patel (APM)
						Sue Hudson (Senior Academic Staff - DL)
						TBC (External Senior Academic member)
						NA (Student Rep)
				Sophie Bostwick (Additional Co-opted)		
				Hayley Hirschfeld (Additional Co-opted - proxy for S Hudson)		
				Riza Aguilar (Specialist)		
				Julia Gu (Secretary)		
Bridgepoint	Bridgepoint and Community Studies	NZCE3, NCEA3, NZCE4, NZCE5,	Galina Steblestsova		Fiona Riches	Galina Steblestsova (Chair)
		NZCLT, MCLIC, MCLIT, BTECE/BTEC,				Sue Emerson (HoS)
		BHSD, BSPT, NZCCO, NZCEX, NZCSR,				Dave Hicks (APM)
		NZDSR, BASHB, MOST, NZCSL/NZCSS,				Sally Conway (APM)
		NZCSC, NZCSP, NZCEO, NZCX				Sue Tulett (APM)
						Rob Gambolati (CC)
						Clare Goodwin (CC)
						Angelina Wright (CC)
						Andrew Lenton (CC)
						Rotating positions (1 semester duration) – Staff member from: Language Studies; Bridging Education
						TBC (External Academic member)
						TBC (Student rep)
						TBC (Specialist from Student Success)
						TBC (Additional Co-opted members)
				Manjula Kambalapuram (Specialist)		
				Fiona Riches		
Building Construction & Engineering	Building and Construction	BCONS	Paul Jeurissen (Acting)	Kamuka Pati	Manjula Kambalapuram	Paul Jeurissen (HoS)
		GDCPM, NZDAR, NZDCN				Kamuka Pati (APM)
						Sue Palfreyman (APM)
						Linda Kestle (Senior Academic Staff)
						Roger Birchmore (Senior Academic Staff)
						Malachy McGarrigle (Senior Academic Staff)
						Ronnie Matafeo (Senior Academic Staff)
						Richard Eriksen (Senior Academic Staff)
						Michael Grey (Senior Academic Staff)
						Arbin Prasad (UPC) (External Senior Academic member)
						TBC (Additional Co-opted members)
						Manjula Kambalapuram (Specialist)
						Erika Morrin
Engineering and Applied Technology	Engineering	BETMG, NZDS, NZDE	Wayne Holmes	Paul Jeurissen	Eileen Su	Wayne Holmes (Chair)
						Paul Jeurissen (HoS)
						Hugh Wilson (APM-BETMG Civil, NZDE (Civil) / NZDS)
						Mirjana Bogosanovic (APM-BETMG Elec, NZDE (Electrical))
						Kambiz Borna (PC-NZDS - Senior Academic Staff)
						Edward Chai (PC-BETMG Civil - Senior Academic Staff)
						Momen Bahadornejad (PC-NZDE-Elec - Senior Academic Staff)
						Intan Bhari (PC-NZDE-Civil - Senior Academic Staff)
						Afjalur Rahman (External Senior Academic member)
						David Phillips (non-voting members)
						Anthony Lai (non-voting members)

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

Engi					Riza Aguilar (Specialist)			
					Erika Morrin			
Computing and Electrical Engineering	Computing	BCS, GDCOMP, MAT,PGCAT,PGDAT, DCOMP	Gerard Lovell	Maryam Erfanian	Kaberi Mittra	Gerard Lovell (Chair)		
		NZCIT, NZDIS				Susan Bennett (HoS)		
		NZDCS(L6)				Hamid Sharifzadeh(APM - Degree & Post-degree)		
		MCOMP,PGDCG(Taught out)				Bashar Barmada (APM - Certificate and Diplomas)		
						Lei Song (Senior Academic Staff)		
						Maryam Erfanian (Senior Academic Staff)		
						TBC (Student Rep)		
						TBC (External Senior Academic member)		
					TBC (Additional Co-opted members)			
					Riza Aguilar (Specialist)			
					Kaberi Mittra			
	Elec and Applied Tech	BAT,	Anura Bakmeediniya	TBC	Kaberi Mittra	Anura Bakmeediniya		
		NZCEP,NZAET				Susan Bennett (HoS)		
						Mirjana Bogosanovic (APM)		
						Niranjan Singh (BAT - Senior Academic Staff)		
						Glenn Nicholson (NZAE - Senior Academic Staff)		
					Suresh Palapati (NZCEP - Senior Academic Staff)			
					Jone Tawaketini (BAT - Senior Academic Staff)			
					Roman Kudin (BAT - Senior Academic Staff)			
					Philip Clague (NZCEP - Senior Academic Staff)			
					TBC (External Senior Academic member)			
				TBC (Additional Co-opted members)				
				Riza Aguilar (Specialist)				
				Kaberi Mittra				
Creative Industries	Creative Industry	BDCA, MCP, PGDCP, PGCCP	Leon Tan	Rebecca Wood	Chie Riddering	Leon Tan (Chair)		
		BPSA, GDDDES				Vanessa Byrnes (HoS)		
		BCE (taught out)				Peeti Lamwilai (APM)		
		MDES (taught out)				Michael North (APM)		
						Richard Fahey (Discipline Leader-CA - Senior Academic Staff)		
						Jonty Valentine (Discipline Leader-Design - Senior Academic Staff)		
						Larry Justice (Discipline Leader-Screen - Senior Academic Staff)		
						Becca Wood (Discipline Leader-PGRD - Senior Academic Staff)		
						Katie Burton (Discipline Leader-Dance - Senior Academic Staff)		
						Sam Snedden (Acting Discipline Leader-Acting - Senior Academic Staff)		
						Rosario Iguin (External Senior Academic member)		
						TBC (Additional Co-opted members)		
						Riza Aguilar (Specialist, representative of TTK)		
						Chie Riddering		
		Environmental and Animal Science	Environmental & Animal Sciences	BASCI, BVN, NZDV6	Glenn Aguilar	Lorne Roberts	Eileen Su	Glenn Aguilar (Chair)
				MASCI, PGDAS, PGCAS				Laura Harvey (HoS)
NZCA3; NZCA4						Lorne Roberts (APM)		
						Robyn Gear (APM)		
						Lauren Prior (PC - NZDV6)		
						Jo Thorne (PC - NZCA4)		
						Marleen Bailing (PC - BASCI)		
						Diane Fraser		
						Nick Kearns (Senior Academic member from another Discipline)		
						Silvia Wirjawan (Additional Co-opted_non-voting)		
						Marama Haines (Kaihautu rep)		
						Kim Telford (Maori Champion)		
						TBC (Pacific Champion)		
						TBC (Disability Champion)		
						TBC (Te Puna Ako Rep)		
						Manjula Kambalapuram (Specialist)		
				Eileen Su				
Health and Social Practice	Medical Imaging and Nursing	BHSMI, BNURS	Lian Wu	Vimlesh Shukla	Joanne McKane	Lian Wu (Chair)		
						Linda Aumua (HoS)		
						Kate Barry (APM)		
						Sharon Sitters (APM)		
						Joseph Aziz (Senior Academic Staff)		
						Kait O'Callaghan (Senior Academic Staff)		
						Vimlesh Shukla (Senior Academic Staff)		
						Bernie Kushner (Senior Academic Staff)		
					NA (Student rep)			
					Jo Thorogood (Additional Co-opted member)			
					Riza Aguilar (Specialist)			
					Joanne McKane			
			BSP, MAP, PGCAP	Craig Tunnicliffe	TBC	Joanne McKane	Craig Tunnicliffe (Chair)	
			NZCHW				Linda Aumua (HoS)	
			BSOCP (Expiring)				Jason Hallie (APM)	
			MSocP (Expiring)				Peter Matthewson (Senior Academic Staff - BSP Lead)	

Healthcar	Social Practice				Ali Rasheed (Senior Academic Staff)			
					Nigel Pizzini (Senior Academic Staff)			
					Rachel Liebert (Senior Academic Staff - MAP)			
					Proposed: Zhi Chen and Rita Stageman (TBC)			
					Jo Thorogood (Medical Imaging) Depending on availability (External Senior Academic member/s)			
					Kate Barry (Nursing) Depending on availability (External Senior Academic member/s)			
					NA (Student Rep-BSP)			
					When required (Additional Co-opted)			
					Riza Aguilar (Specialist)			
					Joanne McKane			
Trades and Services	Trades & Services	NZCAE,NZCM3, NZCAU, NZCLA	Rhiannon McNamara	Tia Caffrey	Lee Baglow (HoS, APM)			
		NZCCS, NZCC			Bryan Davis (APM)			
		NZCD4, NZCG4, NZCP4			Gerald Ryan(PC)			
		NZADL, NZAPD, NZAPT			Vithanage Perrera (PC)			
		NZCPW			Angus Robertson (PC)			
					John Pepere (PC)			
		Short Courses:			TBC(Key Teaching Staff from other schools)			
		TTEC S075- Vehicle Inspectors Preparation Short Course			Trent Barclay (Key Teaching Staff)			
		TTEC S074- Vehicle Inspection NON-MTA Mbr			Duncan Wales (Key Teaching Staff)			
		TTEC S074 – Vehicle Inspection MTA Members			Rhiannon McNamara (Key Teaching Staff)			
					NA (Student Rep)			
		MCS:			Tu Nuualiitia (Additional Co-opted members)			
		MCMIG Welding Micro-Credential			Vithanage Perera (Proxy: any lecturer in Trade and Services) (Additional Co-opted members)			
		MCTIG Welding Micro-Credential			Veraneeca Taiepa (Kaihautū Rep) (Additional Co-opted members)			
		MCARC Welding Micro-Credential			Johan van Westen (Additional Co-opted members)			
		Painting and Decorating Micro-Credential			Shama Terangi (Operations Coor) (Additional Co-opted members)			
					Manjula Kambalapuram (Specialist)			
					Tia Caffrey			
		Unitec Pathways College	UPC, Maia, TPMC	Unitec Pathways College (UPC)	Steve Marshall	Veraneeca Taiepa	Tia Caffrey	Vivienne Merito (HoS-MAIA)
				Student Star Courses (SSTAR)				Julie Prentice (HoS-UPC)
TPMC (MCHMD, MCAIS, MCAWS)						Dila Beisembayeva (HoS-NZIST)		
MAIA(GMLC,MCTOP,MCTOM,MCTUT))						Chris King (Senior Leadership)		
						Leanne Kapoor (APM-UPC)		
						Veraneeca Taiepa (APM-Maia)		
						Kakala Vainikolo (APM-TPMC)		
						Hohepa Renata (Senior Academic Staff)		
						TBC (External Senior Academic member)		
						TBC (Additional Co-opted members)		
						NA (Student rep)		
						Manjula Kambalapuram (Specialist)		
						Tia Caffrey		

Briefing Paper

To: Academic Committee (MIT - Unitec), International Academic Advisory Committee (IAAC)

Title: To Approve an Update to the Equivalency Settings for the Priority Group of Countries identified in this paper.

From: Don Sirimanne, Associate Director International Marketing and Recruitment

Contributors: Kerry Clarke, Abhineeth Sharma, Kevin Lou, Ray Rosell, Sijun Liu, Sharon Roopa

Date: 10/06/2026

PURPOSE

To seek approval for updated international equivalency settings for a priority group of countries to align MIT and Unitec with current New Zealand sector practice while maintaining academic quality and supporting recruitment objectives.

EXECUTIVE SUMMARY

An extensive review of current international equivalency settings identified several markets where MIT and Unitec are either misaligned with sector practice, have no published equivalency settings, or do not currently have degree-level entry settings. The proposed changes address these gaps while maintaining academic standards.

Group	Countries	Issue
A	Fiji, Malaysia, Nigeria, PNG, Samoa, Singapore, Tonga, Nepal	Existing settings misaligned
B	Bhutan, Cambodia, Laos, Myanmar, Zimbabwe	No settings published
C	Iran, Kenya, South Africa	No degree-level settings

BACKGROUND

This review follows recommendations approved in 2025 and was initiated following feedback from international marketing and recruitment team, agents and market partners. The review identified several countries where current settings do not align with prevailing practice across New Zealand universities and institutes of technology and polytechnics.

Strategic Considerations

- Align MIT and Unitec with current New Zealand sector practice.
- Address information gaps where no equivalency settings currently exist.
- Improve competitiveness in priority and growth markets.
- Maintain academic quality through benchmarked entry thresholds.
- Support recruitment diversification.

- Ensure programme-specific entry requirements continue to apply.

Summary of Proposed Changes

Country	Current Position	Proposed Position	Primary Benchmark
Fiji	Higher threshold	Align with SPFSC/Fiji Year 13 pathways	Ara/AUT
Malaysia	Limited pathways	Expanded STPM/UEC pathways	Ara
Nigeria	1 year tertiary only	Recognise A Levels/HND	Ara/Wintec
PNG	1 year tertiary only	Recognise Form 7 pathway	Massey
Samoa	1 year tertiary only	Recognise SPFSC/Foundation pathways	Wintec
Singapore	Limited guidance	Updated GCE A Level pathway	Waikato/Ara
Tonga	1 year tertiary only	Recognise SPFSC/Foundation pathways	AUT/Waikato/Wintec
Bhutan	No setting	New equivalency introduced	VUW
Cambodia	No setting	New equivalency introduced	Wintec
Laos	No setting	New equivalency introduced	AUT
Myanmar	No setting	New equivalency introduced	AUT
Zimbabwe	No setting	New equivalency introduced	AUT
Iran	No degree setting	New degree equivalency	Waikato
Kenya	No degree setting	Direct degree entry pathway	AUT
South Africa	No degree setting	Bachelor eligibility pathway	AUT/Ara

Nepal	Higher than sector norms	Reduce GPA threshold for UG entry	Wintec/Ara
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Special Considerations - Philippines Postgraduate Entry

The review identified uncertainty regarding the application of existing postgraduate equivalency settings for applicants from the Philippines.

The current MIT and Unitec settings, approved as part of the international equivalency review in October 2025, are broadly aligned with the approach adopted by AUT. However, there may be inconsistent interpretation and application of these settings in operational admissions processes.

The team therefore recommends reaffirming the existing approved settings and providing additional operational guidance to Admissions staff regarding the recognition of qualifications and institutions referenced within the approved framework, including the use of NOOSR as a supporting reference where appropriate.

No change to the approved postgraduate equivalency settings for the Philippines is being proposed through this paper.

Assessment Methodology

The benchmark institutions selected for comparison were chosen because they represent a mix of New Zealand universities and Institutes of Technology and Polytechnics (ITPs) with similar international recruitment profiles, admission practices and market exposure to MIT and Unitec. These institutions are active across many of the same source markets and provide a practical reference point for assessing sector norms, competitiveness and academic standards. Where available, benchmarking was undertaken against both university and ITP settings to ensure the recommendations reflect the operating context of both MIT and Unitec.

Key Findings

- Current MIT and Unitec equivalencies are largely aligned with each other.
- Several countries contain information gaps or outdated settings.
- Many recommendations are consistent with existing university and ITP practice.
- The proposed settings maintain academic quality while supporting recruitment growth.
- Programme-specific admission requirements remain unchanged.

Key Assessment Principles and Assumptions

In developing these recommendations, the team considered the following principles and assumptions:

- The countries included in this review were selected based on two key factors:
 - ✓ markets where updated international equivalency settings would support increased recruitment opportunities; and
 - ✓ markets where clear information gaps currently exist (for example, Bhutan and Samoa).
- Where possible, the team has included benchmarking comparisons from both a New Zealand university and an Institute of Technology and Polytechnic (ITP). The proposed settings have been developed with reference to these examples and aligned with the recruitment profile and academic expectations of both MIT and Unitec.
- The countries included in this review use different grading scales and qualification frameworks. To ensure consistency across evaluations, the recommended GPA and entry thresholds have been calibrated to broadly reflect an academic equivalency of approximately 80%.
- The recommended country-specific equivalency settings for degree-level entry are positioned above the diploma-level entry requirements currently applied by both MIT and Unitec.
- The proposed changes relate only to institution-wide international equivalency settings for degree-level admission and do not replace or alter programme-specific admission requirements. Programme-specific academic, professional, and regulatory requirements will continue to apply in addition to the settings outlined in this paper.
- NZQA currently provides limited formal recognition of overseas secondary school qualifications as meeting degree-level admission requirements for the countries included in this review, with individual International Qualification Assessments (IQAs) generally recommended. This differs from the admission practices currently applied across much of the New Zealand tertiary sector. Unlike English language admission requirements, which are governed by Rule 22, there does not appear to be a prescribed regulatory framework governing international equivalency settings. The team therefore considers current sector practice to be an important and relevant benchmark.
- UK ENIC (formerly NARIC) does not generally recognise secondary school qualifications from the countries included in this review as directly equivalent to GCE Advanced Level qualifications. While this provides one useful reference point, it differs from the admission practices adopted by many New Zealand universities and ITPs. The team therefore considers sector benchmarking to be a more relevant reference for the purposes of this review.
- The National Office of Overseas Skills Recognition (NOOSR) is an Australian Government framework used to assess and recognise international qualifications. NOOSR is widely referenced across the Australasian tertiary education sector, including by institutions such as AUT. The team considers NOOSR to provide a contemporary and practical benchmark for assessing international qualifications and recommends its use as a supplementary reference point alongside New Zealand sector practice.

Recommendations

That Academic Committee:

1. Approve the updated international equivalency settings outlined in this paper for adoption across MIT and Unitec.
2. Approve the addition of new country equivalencies where no settings currently exist.
3. Approve revised degree-level equivalencies for Group C countries.
4. Endorse the use of sector benchmarking and NOOSR guidance in future reviews.
5. Delegate authority to Academic Services (MIT), Operations (Unitec) and International Marketing and Recruitment teams to implement the approved changes across admissions processes, published equivalency schedules, and institutional websites.

[Appendix A – Detailed Country Benchmarking](#)

Detailed country-by-country analysis, benchmarking comparisons, current settings, proposed settings and rationales for changes.

Appendix A: Country Entry Requirements - Current and Proposed Degree-Level Equivalencies

Country	Current Setting – degree level	Proposed Setting	Benchmark Institutions	Group and Rationale
Australia	Year 12 completion with ATAR 69.6 or above	No change	-	-
Bangladesh	Higher Secondary Certificate (HSC) with GPA 4.0/5.0	No change	-	-
Bhutan	No setting	Secondary education plus one-year undergraduate study	Victoria University of Wellington	B - Introduces a formal equivalency where none currently exists.
Brazil	Successful completion of one year tertiary study	No change	-	-
Brunei	GCE A Levels (2x C or equivalent; minimum 2 academic subjects)	No change	-	-
Cambodia	No setting	One-year undergraduate study or associate degree	Wintec, VUW	B - Addresses an information gap and aligns with sector practice.
Canada	No setting	No change	-	-
Chile	Successful completion of 1 year tertiary study	No change	-	-
China	Senior Year 3 Certificate of Graduation with 80% average	No change	-	-
Denmark	No setting	No change	-	-
Fiji	Fiji Form 7 with aggregate 320 in best 4 subjects	SPFSC with minimum 3 B grades, or Fiji Year 13 aggregate 250, or USP Foundation Studies with C in Communication Studies	AUT, Ara	A - Aligns with sector practice and provides clearer pathways while maintaining academic standards.
France	No setting	No change	-	-
Germany	Abitur	No change	-	-

Hong Kong	GCE (3 C passes) or HKALEA Levels	No change	-	-
India	All India Senior School Certificate (10+2) or equivalent with passes of 70% in 4 academic subjects	No change	-	-
Indonesia	Successful completion of 1 year tertiary study or SMA3, average pass in 4 subjects 75%	No change	-	-
Iran	No setting	One-year tertiary study, Pre-University Certificate GPA 14/20, or Kardani Associate Degree GPA 14	Waikato, Ara	C - Provides clearer degree-entry criteria and aligns with sector practice.
Iraq	No setting	No change	-	-
Italy	No setting	No change	-	-
Japan	High School Diploma (B average) or 1 year tertiary or 2–3-year junior college diploma	No change	-	-
Kenya	No degree-level setting	KCSE with B average	AUT, Otago Polytechnic	C - Supports direct entry while maintaining academic quality.
Korea	Senior High School or Upper Secondary School with average 80%	No change	-	-
Laos	No setting	One-year successful bachelor-level study	AUT, VUW	B - Introduces a clear and benchmarked pathway.
Malaysia	STPM with 3 C passes	3 STPM passes at C or better, or UEC maximum 18 points over 6 academic subjects	AUT, Ara	A - Expands recognised pathways and aligns with sector benchmarks.
Mexico	Successful completion of one year tertiary study or a qualification equivalent to New Zealand Year 13 (NCEA Level 3)	No change	-	-
Myanmar	No setting	One-year successful bachelor-level study	AUT, VUW	B - Introduces a clear and benchmarked pathway.

Nepal	GPA 3.6+ or one-year tertiary study	GPA 2.8+ or one-year tertiary study (higher thresholds may apply for Nursing/Health)	Wintec, Ara, Waikato	A - Improve competitiveness while maintaining academic standards.
Netherlands	No setting	No change	-	-
New Caledonia	Successful completion of Baccalaureate with a minimum grade of 24	No change	-	-
New Zealand	Successful completion of Year 13 (NCEA Level 3) with minimum of with minimum of 48 credits (approx) 42 credits (approx) or International Baccalaureate score 24+ or Cambridge International Examination (CIE) 120 points on UCAS tariff	No change	-	-
Nigeria	Successful completion of one-year tertiary study	A Levels (3 subjects at C or above), Higher National Diploma, or one-year tertiary study	Ara, Wintec, Waikato	A - Recognises established secondary pathways used by comparable institutions.
Norway	No setting	No change	-	-
Pacific Islands	Successful completion of Year 13 (7th Form) equivalent to with 55% average mark New Zealand NCEA Level 3	No change	-	-
Pakistan	Successful completion of 1 year previous tertiary from a recognised institution	No change	-	-
Papua New Guinea	One-year tertiary study	South Pacific Form 7 with 3 B grades or one-year tertiary study	Massey, Whitireia/WeITec	A - Provides a direct-entry pathway consistent with sector practice.
Philippines	High School Diploma (Academic Track) with 80% minimum grade	No change	-	-
Philippines (Postgraduate)	Postgraduate equivalency settings approved as part of the October 2025 international equivalency review.	No change proposed.	AUT, NOOSR	The review identified a need for greater operational clarity and

				consistent application of the existing approved settings rather than a change to the settings themselves.
Russia	Successful completion of 1 year tertiary study	No change	-	-
Samoa	One-year tertiary study	SPFSC with 3 B grades, NUS Foundation Certificate, or USP Foundation Year	Wintec, Waikato	A - Recognises accepted regional qualifications and foundation pathways.
Singapore	GCE A Levels with passes in 3 subjects	Clarified GCE A Level requirements aligned with sector practice	Waikato, Ara, Wintec	A - Improves clarity and consistency for a mature education market.
South Africa	No degree-level setting	National Senior Certificate eligible for Bachelor admission	AUT, Ara	C - Aligns with common university and ITP practice.
Sri Lanka	Sri Lankan GCE A Levels with 3 passes in relevant subjects	No change	-	-
Sweden	Student Examen; Avgangsbetyg Leaving Certificate	No change	-	-
Taiwan	Senior High School with B average (70%)	No change	-	-
Thailand	Matayom 6 with 80%+ at Level 4 or GPA 2.8+, or 1 year tertiary study	No change	-	-
Tonga	Successful completion of Form 7 (Year 13) NZ Bursary exam with 3 C passes	SPFSC with minimum 3 B grades, or USP Foundation Studies or one-year tertiary study	AUT, Waikato, Wintec	A - Aligns with Pacific regional practice, recognises accepted foundation pathways.
United Kingdom	GCE A Levels with 3 passes	No change	-	-
United States	High School Diploma – SATV & SWATM (mini composite score 1250)	No change	-	-
Vietnam	National High School Graduation Exam pass + GPA 7.0+ (Grade 12, 4 subjects), or 1 year tertiary study	No change	-	-

Zimbabwe	No setting	Three A-Level passes including one at grade C or above	AUT, Otago Polytechnic	B - Supports direct-entry recruitment from a strong English-speaking market.
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Memo to: Academic Committee

From: Chris Park, Chair Academic Approvals Committee

Contributors:

Subject: Minutes of the meetings of 25 May, 10 June and 17 June

Classification: Unclassified

Date: 18 June 2026

Recommendations

That the Academic Committee receive the minutes of the meeting of

- 25 May
- 10 June (draft)
- 17 June (draft)

Background

At its meeting of **25 May**, the Academic Approvals Committee held an urgent meeting and approved the minutes of the meeting held on 20 May.

At its meeting of **10 June**, the Academic Approvals Committee approved:

- Type 1 Change to the Master of Applied Science (Level 9) [Unitec site] *pending changes*
- Type 2 Change to the Bachelor of Nursing (Level 7) [Unitec site] *pending changes*

Returned for further work:

- Type 2 Change to the Bachelor of Applied Science (Level 7) [Unitec site]

The committee also approved a new MIT and Unitec **Short Course/Micro-Credential template**.

At its meeting of **17 June**, the Academic Approvals Committee approved:

- The Approval and Accreditation application for the Bachelor of Social Work (Level 7) [MIT and Unitec sites] *pending changes*

Membership

The AAC has now held 13 meetings. The committee is short the following **seven (7) members**:

- 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.
- One (1) 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.



Academic Approvals Committee | MIT and Unitec Minutes

Date: 25 May 2026

Time: 8.30 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 to the meeting.

1.1 Attendance and Apologies

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

1.2 Confirmation of Previous Minutes

The minutes of the meeting held on 20 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: H PERRY

CARRIED

Whakamutunga | Closing

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

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

The meeting concluded at 8.45 am.

Confirmed as a true and correct record:

Chair:

Date:



Academic Approvals Committee | MIT and Unitec MINUTES

Date: 10 June 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	Y			Jackie Tims
Jocelyn Williams	Member	Y			
Sandi Eickhoff	Member	Y			

1.2 Confirmation of Previous Minutes

The minutes of the meeting held on 25 May 2026 were approved.

RESOLVED: *That Academic Approvals Committee confirms the minutes of the previous meeting held on 25 May as a true and accurate record.*

PROPOSED: J WILLIAMS

SECONDED: S EICKHOFF

CARRIED

1.3 Matters Arising

All matters completed.

1.4 Correspondence

- a. 129088-1 RO482 Approval Summary
- b. 129171-1 RO482 Approval Summary
- c. 129172-1 RO482 Approval Summary

- d. Email re Letter for AC re NZCSLW
- e. Email re New Programme and Course Descriptor Templates
- f. Email re GDBIS Type 1 Change
- g. Email re Update from ACC – new PAD_AAC File Requirements reply
- h. Email re Submission to NZQA for S1 2027 Delivery
- i. Email re Update from AAC – new PAD_ACC File Requirements

Chris gave members a brief outline of each piece of correspondence.

RESOLVED: *That Academic Approvals Committee receives the correspondence.*

PROPOSED: H PERRY

SECONDED: S EICKHOFF

CARRIED

2. Items to Approve / Endorse / Note / Discuss

2.1 Bachelor of Applied Science (Level 7)

This Type 2 changes to NSCI 6746 and NSCI 7107 and previous feedback has been actioned.

Further feedback:

- Page 6 has old details of a previous Type 2 change. Please update.
- Links to the MITU policy and strategies should remain in place. Add link to the Learning and Teaching Strategy.
- For 6746, clearly GPO2 and GPO3 just aren't met suggest it needs 'apply' here at L6.
- These LOs need work to match the GPOs better. Especially given the purpose of the course starts "To apply ...".
- Check the mapping. (Unticking two GPOs in Level 6 and untick one GPO in Level 7 course could fix some elements)
- The wide nature of some of your LOs will be something that gives NZQA an open door to moderate extensively.
- Change the word *may* to will not complete for learners who do not attempt a compulsory item; Course descriptors – assessment methods, Page 71.
- Poster presentations at level 7 need to meet the LOs and won't work with an LO that is 'apply' i.e., doesn't map to the assessment.
- Significant complexity in you LOs i.e., 7107 they will need to submit evidence for you of 2 aspects x 2 things = 4 + climate change.
- Suggested LO for 6746: "Analyse the impacts of invasive species in Aotearoa/New Zealand in the context of human influences on ecological systems."
- Pg 17: in the CD says it's going from Compulsory to Elective. It is a tracked change in the PAD. Therefore, it is part of this change from NZQA's point of view. Compulsory to Elective is a Type 2 change and NZQA look at them carefully.
- Transition plan (as written in School response) could be added to the PAD document.

This application will be sent back to the school for further work before resubmission.

2.2 Master of Applied Science (Level 9)

This is a Type 1 change. The feedback supplied has been actioned and further feedback is provided as below:

- Remove section 1.1 'Te Pūkenga' and renumber sections below.
- Merge the rows of the table in NSCI9001TP to one row.

RESOLVED: *That Academic Approvals Committee approves the type 1 change to the Master of Applied Science (Level 9) pending changes.*

PROPOSED: J TIMS

SECONDED: J WILLIAMS

CARRIED

2.3 Bachelor of Nursing (Level 7)

The feedback supplied has been actioned. There is no documentation noting changes to the course descriptors, programme regulations and appendices.

Further feedback:

- Provide missing documents to TKK to confirm changes
- Academic Evaluation and Improvements Policy is still in place.
- Replace the Academic Staffing statement with something similar to “MIT and Unitec is a reasonable employer and have appropriate policies and procedures in place.”

Joce has offered to have a brief conversation and assist with minor changes.

RESOLVED: *That Academic Approvals Committee approves the type 1 change to the Bachelor of Nursing (Level 7) pending changes and TKK confirming changes have been made.*

PROPOSED: J TIMS

SECONDED: S EICKHOFF

CARRIED

3. Any Other Business

3.1 MITU Academic Approvals Committee ToR V2.0

The Academic Committee has approved ACC forming two sub-committees. As a result of this approval, there is an update to the AAC ToR.

3.2 MITU Short Course Micro-Credential Template

Helen spoke to the paper and briefed the members on the changes. The NZQA guidelines were used as a guide. When a change is required, Schools should be required to use the new template.

RESOLVED: *That Academic Approvals Committee receives the updated AAC ToR and approves the MITU Short Course Micro-credential template.*

PROPOSED: J TIMS

SECONDED: J WILLIAMS

CARRIED

3.3 Chair's Update

Chris informed the meeting that at the last AC meeting that she enquired about the balance of AAC membership. The Māori Academic Advisory Committee offering membership and AC is awaiting further information.

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 3.35 pm. The next meeting is scheduled for 17 June 2026 at 1 pm.

Confirmed as a true and correct record:

Chair:

Date:

DRAFT



Academic Approvals Committee | MIT and Unitec MINUTES

Date: 17 June 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	Y			Jackie Tims
Jocelyn Williams	Member	Y			
Sandi Eickhoff	Member	Y			

1.2 Confirmation of Previous Minutes

Confirmation of the minutes of the meeting held on 10 June 2026 was deferred until the next meeting.

1.3 Matters Arising

All matters completed.

1.4 Correspondence N/A

2. Items to Approve / Endorse / Note / Discuss

2.1 New Zealand Bachelor of Social Work (Level 7)

This is an application for Approval and Accreditation of a new combined Bachelor programme. The Committee provided initial feedback and provided further feedback today as follows:

- Please use the institute’s legal name: “Manukau Institute of Technology and Unitec” and abbreviate to ‘MIT and Unitec’
- GPO section needs to start with “Graduates will be able to”. It’s a direct instruction from the NZQA.
- “Lecturers may not grant an extension beyond the return period for marked assignments.” We think the extension provisions in the Student Regulations should be sufficient. Remove this sentence.
- Transition statement, instead of the bullet point you have added, suggest this: “Students who have successfully completed Year 2 Semester 1 in the existing four-year programme will be transferred into the revised three-year programme. As part of this transition, they will commence the Year 2 Semester 1 courses within the new structure.
While this may appear to involve repetition of content, the revised curriculum has been reconstructed and condensed from four years into three. As a result, course sequencing and content distribution have changed, requiring students to undertake these courses to ensure full alignment with the revised programme learning outcomes and progression requirements.”
- Last day of proposed intake means graduation/last day of first intake, we think 2030? Pg 99.
- The footer needs document name and to have one of the sets of page numbers removed instead of added.
- Some words are running together and some typing errors needing correction in the document. GPO3 in particular.
- MIT School to provide copy of Te Mana Akoranga.

RESOLVED: *That the Academic Approvals Committee approves the Type 1 change to the New Zealand Bachelor of Social Work pending changes being made and confirmation from the Academic Centre and TKK.*

PROPOSED: H PERRY
SECONDED: J TIMS

CARRIED

ACTION: Helen to check the final copy of the PAD before submission to NZQA.

3. Any Other Business

3.1 Chair’s Update

The Chair flagged with the Director Schools and Performance, the committee’s feedback for the BEng Tech and BCS. The school will be setting up a programme team to work on this. It would be very unlikely that the applications will be ready to submit to NZQA by 1 July.

- 3.2** It was suggested that an Academic Integrity statement be included in PAD guidelines, Helen will action this as they are still in draft.

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 2.10 pm. The next meeting is scheduled for 24 June 2026 at 1 pm.

Confirmed as a true and correct record:

Chair:

Date:

DRAFT

Memo to: Academic Committee

From: Simon Tries, Director, Te Korowai Kahurangi

Subject: 17 June Minutes of the Academic Quality Committee

Classification: In-Confidence

Date: 24 June 2026

Recommendation

That the Academic Committee:

- receive the minutes of the Academic Quality Committee hui on 20 May 2026.
- Note the initial actions being taken regarding the *Unitec Site Statutory Declaration Annual Report 2025-26*

Commentary

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

Unitec site 2025 Managing Regulatory Responsibilities survey.

AQC considered the *Unitec site 2025 Managing Regulatory Responsibilities Annual Report*. The report is derived from School responses to the KEQ6 compliance questionnaire undertaken as part of the Programme Evaluation and Planning (PEP/APER) process.

The summary report indicates some concerns, including relating to moderation timelines, staff capacity, and GPO evidence collection. The AQC also noted that it was not clear whether the issues/outcomes had been brought to the attention of School leadership. The AQC has requested:

- a 'spot audit' of the responses be undertaken, to confirm the veracity of the responses
- Heads of School be provided with a copy of the outcomes (for their school) and confirm whether: they were aware of the outcomes, that action plans (if required) are (or will be put) in place

Programme level issues highlighted are expected to be addressed through standard PEP action planning. Further consideration is being given to how broader institutional issues are appropriately addressed.

The key outcomes from the above actions, and the report itself, will be addressed in the annual Programme Evaluation and Planning summary report (expected at the August Academic Committee hui).

Programme Committees

AQC has confirmed the need to amend its approach to reviewing the mahi of programme committees, including the risks and issues raised via the Chairs' memos/PC minutes.

Earlier issues regarding outstanding moderation plans were reviewed, with the AQC now having received assurance that all plans will be approved. This will be confirmed at the next AQC hui.

Attachments

MITU AQC Minutes draft 20260617

AQC06_3.2a Unitec Site Statutory Declaration Annual Report 2025-26



Academic Quality Committee | MIT and Unitec MINUTES

Date: Wednesday 17 June 2026

Time: 1:00pm - 4:00pm

Venue: Mt Albert Campus 110-2019 and MS Teams

1. Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)
Kia manaaki tātou (*Let's be caring*)
Kia whai hiranga tātou (*Let's pursue excellence*)
Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!
Haramai te toki!
Haumi ē!
Hui ē!
Taiki ē!

1.1 Welcome and Apologies

[2026 MITU AQC Members List](#)

Members:	Role	Present	Apologies	Absent	Proxy
Simon Tries	Chair	✓			
Steve Marshall	Deputy Chair	✓			
Monique Brik	Member	✓			
Abha Chitalia	Member	✓			
Sue Emerson	Member	✓			
Craig Lucas	Member	✓			

In attendance:

Qimin Xu	Secretary				
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No apologies were received for this hui.

The Chair noted that work is currently underway to appoint the remaining members of the Academic Quality Committee.

1.2 Confirmation of Previous Minutes

[20 May 2026](#)

The minutes of the meeting held on 20 May 2026 were reviewed, and the following correction was noted:

Item 2.2.1b *MITU Moderation policy and procedure 20260429*, "The moderation plan" in the first paragraph should read "The moderation policy and procedure".

RESOLVED:

That the Academic Quality Committee confirm the minutes of the meeting held on 20 May 2026 as a true and correct record, subject to the above correction.

Moved: Monique Brik

Seconded: Craig Lucas

CARRIED

1.3 Matters Arising - Nil

1.4 Action Register

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

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

Follow-up has been undertaken with the relevant schools, and the outstanding course evaluation work has now been scheduled. It was recommended that the action be closed, with compliance to be confirmed through the CEP report for this semester.

Action outcome: Closed

b. AQC05/1.4 - Action Register

Action: Steve Marshall to work with 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.

It was agreed that the existing MIT L&N process be adopted at Unitec. In addition, a formalised procedure needs to be developed and incorporated into the relevant policy to help clarify and standardise requirements. The variations in L&N practice across programmes were acknowledged and will be reviewed as part of the procedure development process.

Action outcome: Closed

ACTION: The Chair to discuss with Fiona Campbell where the L&N procedure best sits within the policy framework.

c. AQC05/3.2a - APER process and timeframe for summary reports

Action: Review the KEQ6 survey responses and provide recommendations on which questions AQC is to focus on.

The report was received and discussed under agenda item 3.2a.

Action outcome: Closed

d. AQC05/4.1 - Programme Committee reporting

Action: 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.

It was noted that initial discussions had taken place, with further discussions to be held at today's hui to determine next steps.

Action outcome: Closed

e. *AQC05/4.3 – Moderation Planning*

Action:

- *The Secretary to confirm with the relevant PC secretaries whether the moderation plans have been approved.*
- *The Chair to write to all programme committee Chairs who do not have a confirmed mod plan, and to ask when the moderation plan was last approved by the PCs/PAQCs.*

The PAQCs and PCs that do not yet have a confirmed 2026 moderation plan have been advised to address this gap.

Action outcome: Closed

1.5 2026 AQC Workplan

Members reviewed the work plan and noted the following:

- The *Annual Programme Evaluation Summary Reports* remain scheduled within the August workplan for now. It was recommended that confirmation be sought from MIT site regarding the feasibility of the proposed timeline.
- The work relating to the *Note list of new product applications submitted to the NZQA, and list of Type 2 Changes received (via AAC/AC)* in the August workplan, was suggested to be removed. The annual paper presented to the Academic Committee outlining the current product suite, including additions and removals, will be shared with this committee for information.
- Further discussion with DCEA is required regarding the *Annual Academic Compliance Check* (MIT campus) to gain a clearer understanding of this mahi and future approaches.
- The *Review of AQC/PC Terms of Reference* may be deferred to September to enable broader member participation.

<p>ACTION: The Chair to raise the matter regarding the <i>Annual Academic Compliance Check</i> with DCEA for further discussion, including clarification of the work, future approach, and the possibility of developing a tool for use across the organisation.</p>

Members discussed the need to progress the establishment of several MITU Programme Committees, given the existing cross-campus collaboration across multiple schools, to support alignment.

Ideas were shared on how PC oversight work could be strengthened, noting challenges arising from differences in approach and timing across PCs and PAQCs. It was suggested that PCs and PAQCs be provided with a list of key priorities and associated reporting expectations, with reporting to occur as appropriate upon completion of activities. It was also suggested that oversight be better aligned with the annual PC/PAQC workplan, with key activities reviewed at relevant points throughout the year. A clearer baseline of core requirements may also be established across PCs and PAQCs, with any variations aligned subsequently.

Members also discussed how PEP/PER reports are managed upon receipt from Programme Committees. It was agreed that strengths from existing approaches across MIT and Unitec be integrated into a new approach to guide future institutional reporting and feedback mechanisms.

ACTION: Monique Brik to follow up with the Academic Centre to obtain a MIT site statutory declaration report for the next hui and confirm whether this timeframe is achievable, so the Chair can provide an update to the Academic Committee

2. General Business

2.1 Chairperson's Report

Presenter: Simon Trie

The Chair Shared key updates from the Academic Committee hui:

- KPIs are being developed for student concerns, complaints and appeals, with a focus on the effectiveness and timeliness of complaint handling
- Academic risk escalation
- Positive results of 2025 EPI across MIT and Unitec
- NZQA guidelines on the recognition and award of credit.

Members discussed the approach to academic risk management and escalation. Key points were as follows:

At present, most escalated items are more appropriately considered “issues” rather than risks. It was acknowledged that there is variability in understanding of what constitutes an academic risk and what should be escalated.

Concerns were raised that the current approach to risk escalation may lead to over-escalation. It was noted that programme committees are key channels through which academic staff raise concerns, particularly where other reporting pathways may not feel appropriate. In such cases, not all issues discussed require escalation, as many are already being managed at programme governance level.

It was also noted that the AQC should be aware not only of issues raised by programme committees, but also of whether these are being actively managed or mitigated. Where issues are under control, a watching brief is sufficient. Where they remain unresolved or appear across multiple areas, this may indicate an institutional risk requiring further action.

The Chair noted that these matters would be discussed at the planned Programme Committee Chairs' hui.

ACTION: The Chair to distribute the NZQA guidelines for the recognition and award of learning for credit following the meeting.

2.2 Correspondence

2.2.1 Inwards Correspondence

- a. [NZQA Tertiary Quality Assurance update - May 2026](#)

It was noted that the TEO self-review process represents a new approach focused on NZQA

maintaining oversight and ensuring that appropriate actions are in place within TEOs. It was also noted that ongoing assurance will be primarily achieved through programme monitoring.

Feedback has been received by NZQA regarding the need for greater gradation in describing a TEO's overall quality. NZQA is expected to consult on this approach in the near future.

2.2.2 Outwards Correspondence

- a. [AQC to PC memo - Programme Committee Update 20260611](#)
- b. [PC Non-Reporting](#)

The issue of reporting timeframes was raised at the Academic Committee. The Academic Committee confirmed that the five (5) working day timeframe remains in place and suggested that AI could be used to support minute-taking. The Chair of the AI Committee has been approached to develop supporting guidelines for this approach, noting that some limitations will apply.

Hui will be held with PC and PAQC Chairs in the coming month, providing an opportunity to connect and share perspectives. Members were encouraged to suggest potential topics for discussion.

Members highlighted the importance of maintaining active engagement with Programme Committees, including strengthening communications such as memos that clearly outline expectations and next steps.

There was discussion on maintaining appropriate oversight of Programme Committees and recognising Programme Committee Chairs as a leadership role within the institution, with a view to ensuring consistent and appropriate workload allocation. It was also noted that a balanced approach is required when applying accountability and expectations, particularly for new or developing Chairs, to avoid discouraging participation.

The meeting noted that further strengthening of support for Programme Committee Chairs is required, including training and workload recognition. The current challenges present an opportunity to review and clarify the expectations around capacity and capability more clearly, supporting appropriate workload allocation and structured training to enable more effective performance. It was also noted that the workload associated with Programme Committee roles requires further attention.

It was suggested that a survey be undertaken with PC Chairs, secretaries, and members to inform the development of future structures and workload planning. It was further suggested that a training package for Programme Committee Chairs and Secretaries would be beneficial. Existing materials would be collated to support the development of this work.

RESOLVED:

That the Academic Quality Committee receive the correspondence.

Moved: Abha Chitalia

Seconded: Sue Emerson

CARRIED

3. Standing Items

3.1 Academic Risk

The Chair proposed that a risk and compliance matrix be developed to support oversight of programme quality and compliance. The matrix would provide a high-level view of key indicators across programmes, enabling identification of areas of risk or concern. It was noted that that this would draw on existing sources e.g., moderation reports, surveys, etc. to better support monitoring of programme performance and compliance against approved requirements.

It was suggested that the approach be framed as a supportive strengths-based rather than a deficit-based approach. While acknowledging that risks and issues would still need to be identified and addressed, the emphasis should be on supporting continuous improvement and excellence. Members supported the suggestion and noted that consideration needs to be given to reframing the language while still achieving the required outcome.

It was suggested that a set of measures could be developed to support the approach and inform future APER design. It was also noted that such measures would need to remain evidence based.

It was noted that the idea was an initial concept shared for early feedback in the context of ongoing discussions on risk, with further consideration needed on how it might operate in practice.

3.2 Academic Quality System

a. [Unitec Site Statutory Declaration Annual Report 2025-26](#)

The KEQ6 survey findings were presented. It was noted that some recurring issues have persisted over several years and that further work and support may be required in areas such as GPO evidence, with commentary indicating a lack of staff understanding in this area.

It was also noted that the Unitec PEP reporting period does not align with the calendar year but runs from April to April, consistent with the statutory reporting timeline.

Concerns were raised regarding the extent of engagement and communication between APMs, academic staff, and School leadership in the completion and use of survey responses, with uncertainty as to whether findings are consistently shared or acted upon at a broader level. It was suggested that results be shared with Heads of School to encourage discussion and support the development of action plans where recurring issues have been identified.

It was further suggested that consideration be given to moving towards a more evidence-based approach to strengthen assurance of compliance.

The survey also identified that some relevant contextual information is not consistently captured through the moderation tool, resulting in issues potentially being interpreted as non-compliance without full visibility of the underlying reasons.

It was proposed that a spot audit of selected questions could be undertaken, where feasible, to verify evidence-based responses.

ACTION 1: Steve Marshall to undertake a spot audit of responses (approximately 10 selected

on a random basis) for verification purposes, cross-referencing them with relevant datasets to assess consistency.

ACTION 2: The Chair to share the KEQ6 survey outcome with Heads of School, brief them on the actions being undertaken by AQC, and to seek confirmation on whether action plans have been or will be put in place to address any identified issues.

RESOLVED:

That the Academic Quality Committee accept the report

Moved: Steve Marshall

Seconded: Sue Emerson

CARRIED

4. Programme Committee Oversight

4.1 [2026 PC Membership Update](#)

a. 2026 MIT Programme Committee Membership [list](#)

b. 2026 Unitec Programme Academic Quality Committee Membership [list](#)

RESOLVED:

That the Academic Quality Committee endorse the updated 2026 Programme Committee membership lists as presented.

Moved: Simon Tries

Seconded: Monique Brik

CARRIED

4.2 Programme Committee Memo and SharePoint List

[2026 PC Reporting Sharepoint List](#)

[2026 PC Reporting Tracker](#)

Members acknowledged the engagement of Programme Committees in reporting issues and concerns. The matters raised were reviewed and discussed, and key issues will be further considered and reported back to the Programme Committees.

Discussion focused on how recurring issues raised by Programme Committees should be managed and escalated to ensure appropriate visibility and response. It was suggested that the AQC acknowledge concerns raised by PC Chairs, particularly where issues are long-standing, while recognising that although some matters are operational in nature, they may still have an impact on academic quality and programme outcomes. Where appropriate, the AQC may seek a response from Heads of School on current status and mitigation actions. This approach aims to strengthen communication across governance levels, ensuring issues are appropriately followed up and fed back.

Members suggested that clearer guidance is required for Programme Committees, including how issues should be recorded. Members highlighted the need to include updates on actions taken and mitigation measures to provide greater visibility of progress and outcomes. It was further suggested that clearer instruction is needed on the information to be uploaded into reporting forms to support more effective categorisation of issues. Discussion at Academic

Committee on academic risk is expected to inform this work.

Members were encouraged to regularly review reporting lists and minutes and to identify items for discussion where appropriate.

RESOLVED:

That the Academic Quality Committee receive the PCs/PAQCs hui minutes.

Moved: Craig Lucas

Seconded: Monique Brik

CARRIED

4.3 Moderation Planning

[Review of Moderation Planning](#)

It was noted that all PCs are currently engaged, with approved moderation plans in place or actions underway to address the gap, and that these existing plans could be used as a basis for developing the new system going forward.

5. Items to discuss

5.1 [MAAC Terms of Reference Consultation with MITU Sub-committees](#)

Members reviewed the proposed change and raised questions regarding the rationale, context, and implications of the changes, as well as concerns about consistency across advisory committees. Some concerns were also expressed regarding the clarity of wording.

Members were encouraged to provide feedback, which would be consolidated and provided to the Chair of the Māori Academic Advisory Committee for consideration.

5.2 Moderation system

The Chair shared the draft moderation form for discussion. It was noted that a centralised moderation folder will be used as the single repository for all documentation and assessment samples, with moderators required to review and annotate assessment materials within the space. Final moderation reports will be completed via the online moderation form and will feed into overall reporting and future moderation planning.

It was noted that the new system aims to record moderation discussions and disagreements, with all decisions documented. Emphasis was placed on meaningful feedback from moderators, rather than a tick-box approach, to ensure valued feedback for assessors.

A suite of nine training modules is currently being developed to support the new moderation system. MIT and Unitec moderation systems are expected to operate separately, initially, depending on IT infrastructure.

It was emphasised that training is essential for the new system, with appropriate support to ensure effective implementation.

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 resolution will be made in reliance on section 48(1) of the Local Government Official

Information and Meetings Act 1987 (LGOIMA) (noting the Committee is subject to Part 7 of the LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Closed Item	Session Item: General subject of each matter	Section(s) relied upon
7	Confirmation of Previous Minutes	s9(2)(b)(ii), s9(2)(i) OIA
8	Chair's Update	s9(2)(b)(ii), s9(2)(i) OIA
9	Inwards Correspondence	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.

CLOSED SESSION

The Meeting moved into Closed Session at 15:17pm.
The remainder of the meeting was held in the Closed Session.

Whakamutunga | Closing

Ka wehe atu tātou	We are departing
I raro i te rangimārie	Peacefully
Te harikoa	Joyfully
Me te manawanui	And resolute
Haumi ē! Hui ē! Taiki ē!	We are united, progressing forward!

The meeting concluded at 4:01pm.



Memo to: Academic Committee

From: **Chair of DAAC:** Annette Pitovao, Director Student Success

Subject: Disability Academic Advisory Committee Minutes Hui 1 in April 2026

Classification: In-Confidence

Date: June 2026

Recommendations

That the Academic Committee receive the approved minutes from Hui 1 for DAAC in April 2026.

Attachment

Minutes



Disability Academic Advisory Committee MIT and Unitec
AGENDA and MINUTES

Date: 22/04/2026

Time: 10-11am

Venue: Teams

<https://teams.microsoft.com/meet/42034900037567?p=leb3VKKVcfzir4td1>

1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

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

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

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

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Annette Pitovao	Director, Student Success	✓			
Dave Hicks	Academic Programme Manager, Supported Learning	✓			
Jochelee Punzalan	Code of Practice Lead	✓			
Lele Talagi	Interim Team Leader, Access4Success	✓			
Laura Harvey	Head of School, Environmental and Animal Science		✓		None
Mirabel Mowat-Smith	Organisational Development and Equity Business Partner	✓			

Melanie Wong	Senior Lecturer, School of Social Work	✓			
Nikiah Rodriguez	Waitākere Student Representative, Unitec		✓		None
Roland Blignaut	MIT Disability Student Representative	✓			
Radhika Kumar	Head of School, Health & Applied Counselling		✓		None
Sabrina Sharma	Team Leader Disability Support	✓			

In attendance:

Annette Pitovao	Director, Student Success				
Dave Hicks	Academic Programme Manager, Supported Learning				
Jochelee Punzalan	Code of Practice Lead				
Lele Talagi	Interim Team Leader, Access4Success				
Mirabel Mowat-Smith	Organisational Development and Equity Business Partner				
Melanie Wong	Senior Lecturer, School of Social Work				
Roland Blignaut	MIT Disability Student Representative				
Sabrina Sharma	Team Leader Disability Support				

RESOLVED: That the apologies be received from:

- Radhika Kumar
- Laura Harvey
- Nikiah Rodriguez

Moved: [Name]

Seconded: [Name]

CARRIED

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: No previous minutes as this is the first hui.

Moved: [Name]

Seconded: [Name]

CARRIED

1.4 Action Register

No open actions as this is the first hui.

Action items: Please see action register at the end

2 General Business

2.1 Chairperson's Report

Presenter: Annette Pitovao

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

- Meeting proceedings
- Roles and responsibilities of DAAC members and expectations from DAAC
- Action Register
- Terms of Reference

RESOLVED: That the Disability Academic Advisory Committee received the Chairperson's Report.

Moved: [Name]

Seconded: [Name]

CARRIED

2.2 Correspondence

RESOLVED: No report as this is the first hui.

Moved: [Name]

Seconded: [Name]

CARRIED

3 Standing Items

3.1 Reports

RESOLVED: No report as this is the first hui.

Moved: [Name]

Seconded: [Name]

CARRIED

4 Resolution to exclude the public (if required)

No public member was in attendance.

5 CLOSED Session (if required)

The whole meeting was held in Closed Session.

Whakamutunga | Closing

Ka wehe atu tātou

I raro i te rangimārie

Te harikoa

Me te manawanui

Haumi ē! Hui ē! Taiki ē!

We are departing

Peacefully

Joyfully

And resolute

We are united, progressing forward!

The meeting concluded at 11:00am.

Confirmed as a true and correct record:

Chair: Annette Pitovao

Date: 17 June 2026

Action Register DAAC Hui #1, 22 April 2026

ID	Action Item	Details	Responsible	Timeline
1	Build 2026 Action Register	Develop and maintain a centralised table of all action items (this register)	Jo Punzalan	Before June hui
2	Call for agenda items	Invite members to submit agenda items for June hui	Annette Pitovao	2 weeks before June hui
3	Call for Deputy Chair nominations	Seek nominations for Deputy Chair role	Jo Punzalan	Before June hui
4	Call for additional members	Seek nominations for up to 3 co-opted members	Jo Punzalan	Before June hui
5	Send Disability Action Plan (old/expired) and Disability Strategy	Email to members	Annette Pitovao	Before June hui
6	Observer with speaker rights status for Sophia de Fossard on committee	Everyone agreed. Formalise Sophia as “observer” member of DAAC	Jo & Annette	Before June hui
7	Sophia to present DAP update	Provide memo and present Disability Action Plan update	Sophia	August hui
8	Introduce Mel to Sophia	Connect for Dyslexia-Friendly Quality Mark discussion	Sabrina Sharma	Before June hui
9	Seek cross-committee input on the Disability Action update	Engage other Advisory Committee Chairs for Pasifika & Māori perspectives	Annette Pitovao	After DAP update is ready
10	Explore in-person hui option	Look for funding/logistics for possible in-person meeting (e.g., near Matariki)	Annette Pitovao	Aim for mid-year break
11	Establish membership continuity process	Define process when members leave/resign in accordance with ToR	Committee / Annette	End of each hui
12	Set up correspondence process	Ensure all official correspondence (e.g., NZQA) is shared and tabled, the member who received the correspondence will present it to the team for discussion	All members (lead: Chair)	Every hui



Memo to: Academic Committee
From: Jeff Howe, Chair
Subject: International Academic Advisory Committee (IAAC) Draft Minutes
Classification: [Unclassified]
Date: 24 June 2026

Recommendations

That the Academic Committee:

- a. Receive the minutes of the International Academic Advisory Committee meeting of 17 June 2026.
- b. Note the report on international student complaints (Action 2.9 from the 2 April 2026 Academic Committee meeting).
- c. Approve the recommendations in the paper on proposed equivalency settings for international entry requirements (separate paper provided).
- d. Endorse further consideration of reinstating Graduate Diplomas in Business and Digital Technologies at MIT, and the exploration of new Graduate Diplomas in Teaching, Healthcare Management, Maritime Studies, Supply Chain and Logistics, Cybersecurity, and Data Analytics.

Background

An extensive review of current international equivalency settings identified several markets where MIT and Unitec are misaligned with sector practice, lack published equivalency settings, or do not currently have degree-level entry requirements. The proposed changes address these gaps while maintaining academic standards.

This review builds on recommendations approved in 2025 and was informed by feedback from the international marketing and recruitment team, agents, and market partners.

Major issues and risks

Current equivalency settings contain gaps and inconsistencies that present a risk to international student recruitment. Implementation of the proposed changes would require access to NOOSR to support appropriate benchmarking.

Attachments

Minutes of the International Academic Advisory Committee meeting of 17 June 2026.



International Academic Advisory Committee | MIT and Unitec

DRAFT MINUTES

Date: 17 June 2026

Time: 10:00 AM

Venue: Unitec Mt Albert 110-2020 / MS Teams

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!

Welcome & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Jeff Howe	Chair	✓			
Simon Tries	Member	✓			
Jeffrey Wu	Member	✓			
Methindu Madawala Liyanage	Member		✓		
Siosifa Sifa	Member	✓			
Luka Crosbie	Member	✓			
Don Sirimanne	Member	✓			

In attendance:

Sivi Boyce	Minute taker				
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The meeting opened with karakia and all committee members were welcomed.

Apologies:

- Methindu Madawala Liyanage
 - Academic staff memberships are recorded as vacant.
- The Chair received all apologies and declared the meeting quorate.

Moved: Jeffrey Wu

Seconded: Don Sirimanne

CARRIED

Declaration of Interest

Members to declare any conflicts of interest. Nil.

1. International Student Complaints Report

Presenters: Jeffrey Wu and Luka Crosbie

The Committee was presented with an update on formal complaints for 2025, noting 7 formal international student complaints at Unitec and 11 at MIT. It was clarified that the 147 recorded Unitec “issues” were enquiries rather than complaints, and one enquiry can be recorded up to three times. Overall complaint numbers remain low, with no clear trend identified.

Action: A regular report on MITU International Complaints will be provided to Academic Committee quarterly.

2. International Student Complaints

Presenter: Siosifa Sifa

The Committee discussed MIT student support matters, including communication, processes, response times from the International Office, and transcript fees. The key actions and outcomes from the discussion were:

- a. Travel letter processing times to be reviewed by the International Office.
- b. A breakdown of non-tuition fees is not currently available; the International Office will provide an estimated breakdown and confirm whether this can be implemented for the next intake.
- c. As International staff are not licensed to provide immigration advice, students are encouraged to seek support from their agent, who have access to licensed immigration advisers - this is part of their service agreement.
- d. An action was agreed for the MIT International Office to align transcript processing with Unitec by enabling access to system-generated unofficial transcripts which are free for students to access.

Information on the number of students affected and programme details will be provided to future meetings. All matters were resolved.

3. Graduate Diplomas

Presenter: Don Sirimanne

The Committee noted Immigration New Zealand’s reinstatement of Post-Study Work Visa eligibility for certain Graduate Diploma graduates, creating opportunities for MIT and Unitec. It supported further investigation into reinstating Business and Digital Technologies diplomas at MIT and exploring new offerings across several fields. Any future proposals should be informed by analysis of market demand, competition, workforce needs, visa settings, and impacts on existing programmes. Priority areas identified were teaching, healthcare management, and maritime studies.

It was suggested that priority could initially be given to reviewing opportunities to expand access to existing programmes, followed by the development of new programmes.

Recommendation:

It is recommended that Academic Committee endorse:

- a. Further investigation into reinstatement of Graduate Diplomas in Business and Digital Technologies at MIT.
- b. Exploration of new Graduate Diploma offerings, with priority given to Teaching, Healthcare Management, and Maritime Studies, alongside Supply Chain and Logistics, Cybersecurity, and Data Analytics.

4. International Entry Equivalence

Presenter: Don Sirimanne

The Committee discussed a paper presented on international entry equivalence, including current gaps and misalignment for three priority country groups. It was agreed that approval of the proposed equivalencies would be recommended to Academic Committee, with amendments to clarify the rationale for the benchmarking approach taken. Further work will be done to formalise international entry equivalence within the policy framework and will be revisited in due course.

The Committee endorsed the proposed equivalency settings for presentation in a separate paper for Academic Committee on 1 July, incorporating the amendments discussed.

5. Student Regulations

Presenter: Jeffrey Wu

The Committee reviewed the paper and noted that formal consultation on the Student Regulations will begin soon. The Committee discussed several concerns regarding the fairness and clarity of the Student Regulations, including refund eligibility for international students who withdraw mid-year, restrictions on fee transfers where one year's fees have been paid, the unclear scope of compassionate or exceptional refunds, and practical challenges in the deferral process.

It was noted that these matters will be raised as part of the upcoming review of Student Regulations, with the deferral process to be addressed separately through a future paper to Academic Committee to be prepared by Student Success and Te Korowai Kahurangi.

6. Deputy Chair

Luka Crosbie was appointed Deputy Chair of IAAC

7. Letters of Completion

Simon Tries provided an update to the Committee on letters of completion.

Whakamutunga | Closing

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!
We are departing
Peacefully
Joyfully
And resolute
We are united, progressing forward!

The meeting concluded at 12:08 PM

Confirmed as a true and correct record:

Chair: Jeff Howe

Date:

The meeting concluded at 12:07 PM

Draft minutes confirmed.

Chair: Jeff Howe

Date: 24.06.2026

Memo to: Academic Committee

From: Simon Nash, LTC Chair
DCE, Learner Experience and Success

Subject: Learning and Teaching Committee Minutes

Classification: In-Confidence

Date: 15 June 2025

Recommendation

That the Academic Committee receive the minutes of the Learning and Teaching Committee hui on 28 May 2026.

Commentary

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

- *TES Matrix*
This live document will be regularly reviewed and updated
- *2025 Unitec Course Survey Results;*
2025 MIT Course and lecturers Survey Results
Endorses to Academic Committee the recommendations set forth in the relevant memos

Attachments

1. MITU LTC Minutes 20260528_draft
2. Learning & Teaching Committee membership



Learning & Teaching Committee | MIT and Unitec MINUTES

Date: 2026-05-28

Time: 1:00-3:00 pm

Venue: Boardroom and via Teams

Meeting start: 1.03 pm

Quorum = 12

1 Whakatuwheratanga | Opening

Karakia

The Chair welcomed the new Committee members including J Kumar, I Bahri and G Ramirez-Prado.

1.1 Attendance & Apologies

Members:	Role	Present	Apologies	Absent	Proxy
Simon Nash	Chair				
Jocelyn Williams	Deputy Chair				
James Oldfield	Member (Ex-officio)	Arrived 2.0 pm-online			
Helen Perry	Member (Ex-officio)	online			
Kayne Haira	Maori Rep		class		
Nick Kearns	Academic Rep – Applied Business	online			
Cameron Moore	Academic Rep - Architecture				
Lee-Anne Turton	Academic Rep - Bridgepoint & CS	online			
Intan Bahri	Academic Rep – Building Construction	online			
Guillermo Ramirez Prado	Academic Rep – Computing, Electrical and Applied Technology				
Becca Wood	Academic Rep – Creative Industries				R Fahey online
Samah Ridha	Academic Rep – DT& Info Technology	online			
Sophia Li	Academic Rep – Education & Social Work	online			
Lorne Roberts	Academic Rep - EAS		SL		
Yasaman Emad	Academic Rep – Health, Counselling, Nursing and Health Studies		SL		
Quaanita Barthis	Academic Rep - Hospitality, Tourism and Service Industries	online			
Rebecca Ho	Academic Rep – Language, L&N	online			
Craig Goodhue	Academic Rep – Trades and Services				
Akenese Tuala	Student Representative - MIT				
Beyoncé Kahui	Student Representative - Unitec				
Staff in attendance					
Riza Aguilar	Secretary				
Jeff Honey					
Jackie Tims		online			

Staff in attendance until membership is confirmed by Academic Committee					
Jay Kumar	Academic Rep – AP & Vehicle Technology	online			
Intan Bahri	Academic Rep – Building Construction	online			
Guillermo Ramirez Prado	Academic Rep – Computing, Electrical and Applied Technology				

RESOLVED: That the apologies be received, as indicated above

Moved: G Ramirez Prado

Seconded: C Goodhue

CARRIED

1.2 Declaration of Interest (if applicable)

Members were encouraged to email the Chair with advice, or questions regarding what constitutes a conflict of interest

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on [2026-04-23](#) be confirmed as a true and correct record.

Moved: N Kearns

Seconded: LA Turton

CARRIED

1.4 [Action Register](#)

Committee membership will be sent by the Secretary after this hui

2 General Business

2.1 Chairperson's Report

No item/s

2.2 Correspondence

No item/s

3 Standing Items

3.1. 2026 Committee [Membership](#)

Since the last hui, several changes to the Committee membership have occurred, including three new members.

3.2. 2026 Proposed [Work Plan](#)

The work plan is a live document, and updates were made to reflect when reports will be available

3.3. L&TC [Terms of Reference](#)

The Chair discussed the remit of the Committee, based on the TOR, and requested members to look for areas we can focus on. This will be part of the discussions in the next hui

3.3. UPDATES

3.3.1 Teaching Excellence Standards - [Memo](#) and [TES Matrix](#)

Presenter: Jocelyn Williams

The TES was approved at AC last 06 May 2026. The matrix does not need approval, but it will be a live document that will be constantly reviewed

Hui kōrero include:

- The institute owns the standards and how it will be linked to staff promotions and staff excellence awards is still to be operationalised.

The Chair mentioned that this is a significant part of the L&TC TOR, so it is the responsibility of this committee to keep oversight of implementation, and to recommend how the Teaching Excellence Standards can be embedded in policies, promotion and other relevant areas. See TOR reference below:

- Recommend to Academic Committee a set of Teaching Excellence Standards, and how they may be embedded within the policies and processes of the Institute (such as, but not limited to, academic recruitment, promotion, performance planning, management and review, curriculum design, digital ecosystem development, and student evaluation of teaching);
- Monitor and periodically report to Academic Committee on the impact of the Teaching Excellence Standards, and raise matters of concern or commendation when and as necessary;
- Recommend to Academic Committee priorities and approaches to teacher professional development aligned to Teaching Excellence Standards;

- Members are keen to know:
 - How to harness the standards for professional development
 - Relevance of the standards relative to academic quality and/or programme development
 - Whether it will impact the MIT requirement for teaching staff to hold a teaching certificate
- The matrix includes:
 - Pedagogical aspects of being a teacher
 - 4 levels for each standard (Emerging, Developing, Demonstrating, Modelling)
Accessible to new lecturers
 - 3 dimensions (Strengthen Subj knowledge; Keep current with relevant research and developments; Reflect on your disciplinary Practice)
- The standards is envisaged to be in place for the next five years, but potential changes may occur based on feedback

RESOLVED: That the L&T Committee receive and discuss the matrix

Moved: R Ho

Seconded: LA Turton

CARRIED

3.3.2 AI Policy – *For information only*

Presenter: James Oldfield

DEFERRED for next hui. Consultation on the policy ends on Monday but members may still send feedback directly to James

3.4 Reports

3.4.1 2025 Unitec Student Course Survey – [Memo](#) and [Report](#)

Presenters: Jocelyn Williams; Jeff Honey

Updates:

- Surveys conducted every end of semester (Wks. 11-14)
- Response rates are improving over time (current 36% is the highest by far) because schools are engaged in the process, endorsing it to students. Rates are always higher among international students
- Increased and improved response rates across all areas of course delivery
- Student verbatims are not shown but are sent as course reports to lecturers, through APMs
- Course Content and Structure improved across all courses
- Course Teaching is rated high and consistent every year

Hui kōrero include:

- Some vocational students in Trades are not captured because Trades are doing their own survey, mainly because of the timing of their course end dates
The BI team is working closely with the APM to include these courses and resolve timing issues.

- A member asked if there are feedbacks from students, where do these go?

The YSWD (You Said, We Did) report will be the feedback mechanism. However, the report is still not complete.

The current practice is to provide feedback to students through Moodle (for Unitec campuses) and Canvas (for MIT campuses). The lecturer tells the next cohort of students about any changes/developments made because of the feedback.

LA Turton mentioned that this is not being practiced in the Bridgepoint school but mentioned that they need support to do this

- This course survey report could align with other pieces of work that could inform course improvements. J Oldfield mentioned some transitional related work that can look at where these can be aligned

RESOLVED: That the L&T Committee receives the 2025 Course Survey Results report and endorses to AC the recommendations included in the memo

Moved: S Nash

Seconded: G Ramirez Prado

CARRIED

3.4.2 2025 MIT Student [Course Survey](#) and [Lecturer Survey](#) Reports - [Memo](#)

Presenter: Helen Perry

Updates:

- 2 surveys (course and lecturer) are done using Canvas for courses with more than 5 students
- Individual lecturers get the results and lecturer names are confidential in the report
- Some schools have low engagement
- Mostly positive response to questions and response rates are highest among international students
- MIT has been doing YSWD for a couple of years, including an expectation that teachers feedback via Canvas to students on changes made as a result of the survey outcomes.

Hui kōrero course report include:

- Work to have a common system for MITU
- Student engagement is better if someone comes into class and directs students to the survey rather than leaving it up to the lecturer
- Surveys done online also give better results than paper-based ones. Moving to an online system will be dependent on the SMS that MITU will use

RESOLUTION:

That the L&T Committee receive and discuss the 2025 Course Survey Results and Lecturers Survey Results (MIT) and endorses to AC the recommendation of a common system for MITU

Moved: H Perry

Seconded: J Williams

CARRIED

3.4.3 100% Portfolio Assessments

Presenter: Helen Perry

- [Memo](#)
- 100% Setting [Paper](#)
 - Approved at AC already
 - Targets unified programmes at MITU
 - Some courses with 100% portfolio actually need to remain as such so no need to change. Courses must be identified if this is the case
- Unified Programme SMS Set-up – [Memo](#) and [Report](#)
- [Assessment Change Request](#)
 - Required Actions: PC to approve assessment changes, including new assessment details
 - For breakdown of assessments. Schools may need to work to work with TPA and TKK

Hui kōrero include:

- In answer to a query about NZDBS, J Tims assured the committee that this is already being done. The relevant changes to programme regulations are being addressed while gradebook set-up already reflects new assessments
- The query from Creative Industries (most of their courses are truly 100% portfolio), H Perry assured them that this paper only covers unified programmes for now but will look at legacy programmes later.
- Communications about this to schools are forthcoming from Helen and Jackie

RESOLUTION:

That the L&T Committee receive and discuss the above papers and support provider-specific implementation pathways to ensure timely implementation in S2 2026.

Moved: H Perry

Seconded: S Nash

CARRIED

4 Resolution to exclude the public (if required)

None for this meeting

5 CLOSING

5.1. AOB – Fully online Hui 9 July

The next meeting will be fully online and after that, the Chair will decide whether to go fully online or remain in a hybrid mode

5.2. Whakamutunga | Closing

The meeting concluded at 2.56 pm

Confirmed as a true and correct record:

Chair: Simon Nash

Date: 04 June 2026



Māori Academic Advisory Committee | MIT and Unitec
MINUTES

Date: 2 June 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	Kaiarahi Ako,				
Wiremu Manaia	Pou Whakarewa				
Vince Hapi	MIT Kaumatua				
Ange Sagapolutele	Te Ara Oranga Programme Manager,				
Veraneeca Taiepa	Kaihautū Matauranga Māori Lead, Unitec				
Ngaire Molyneux	Relationships Manager,				
Vivienne Merito	Taharangi				
Hinewaimarama Reihana-White	Senior Lecturer/Kaitiaki Taiao, Unitec				

Terina Haimona	Student Council Māori Rep				
Deborah Heke	Ngā Wai o Te Tui Manager				
Kayne Haira	Academic Lead				
Mikaere Berryman-Kemp	Hauora Navigator				
Mere Tupaea	Pasifika Success Navigator				
Hohepa Renata	Unitec Kaumatua				
Jennifer Haraki	Senior Lecturer				
Sailuama Cheryl Talamaivao	Senior Lecturer				
Mahuta Amoamo	Secretary				

RESOLVED: That apologies be received from Mere Tupaea, David Jones, and Diane Tamati.

Moved: Jennifer Haraki

Seconded: Hana Hohapata

CARRIED

1.2 Declaration of Interest (if applicable)

Nil

1.3 Confirmation of Previous Minutes

RESOLVED: That the minutes of the meeting held on 5 May 2026 be confirmed as a true and correct record.

Moved: Vince Hapi

Seconded: Vivienne Merito

CARRIED

1.4 Action Register

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

- Action items: **Manukura Academic Advisory Committee name endorsement** to be progressed at the June Academic Committee (AC) Hui

2 General Business

2.1 Chairperson's Report

Presenter: Wiremu Manaia

- The Chair spoke to his report on the agenda. The items that he expanded on were:
- Acknowledgement of support for: Tuku Taonga initiative
- Student support at Graduation
- Leadership Scholarships: Closed at 12:00 pm on the day of the Hui

RESOLVED: That the MAAC Committee receives the Chairperson's Report.

Moved: Vince Hapi

Seconded: Hana Hohapata

CARRIED

2.2 Correspondence

Nil

3 Standing Items

3.1 Reports

Presenter: Hana Hohapata

Te Mana Akoranga Māori Curriculum Development Framework

This update provides MITU with progress on the Te Mana Akoranga (TMA) Māori Curriculum Development Framework, approved in November 2024. It outlines:

- Capability-building activities (2025–2026)
- School engagement with the Self-Assessment Tool (SAT)
- Monitoring and evaluation progress

MAAC to lead Annual TMA Review (Sept–Oct 2026):

- Deliverables:
 - MAAC Annual Review Report
 - Refreshed TMA Framework (MIT & Unitec)
 - Updated policy (AC11/19 V2)

MAAC to report to MITU (4 November 2026):

- Present findings, consultation feedback, and recommendations
- MITU to formally consider next steps

Hana, Vivienne, Wiremu, and Veraneeca:

- Develop a defined process to progress TMA policy review
- Engage Unitec stakeholders
- Report back to MAAC

Presenter: Terina Haimona and Beyonce Kahui

Student Council MIT and Unitec

- Limited activity within the current MIT Student Council
- Ongoing collaborative work with Unitec to establish a unified Student Council structure for 2027

This work has focused on:

Development of a shared model for future representation

Presenter: Wiremu Manaia

Terms of Reference (ToR)

It was noted that the updated Terms of Reference will be presented to the Academic Committee (AC), with tracked changes following feedback.

The MAAC Terms of Reference needs to promote multiple MAAC reps on other sub-committees to ensure **cultural safety and cultural competency** is upheld across different spaces.

These matters will be referred to AC:

- Clarification is required regarding whether MAAC or AC will lead the review of the ToR.
- Emphasised that cultural safety is a critical component of cultural competency.
- Existing frameworks (e.g., Treaty-based models such as TMA) support cultural safety.
- There is no standalone cultural safety or cultural competency policy.

Hana, Wiremu, and Vivienne to discuss the development of a cultural safety policy offline.

RESOLVED: That the MAAC Committee receives the Terms of Reference, Te Mana Akoranga and Student Council Reports.

Moved: Vince Hapi

Seconded: Hana Hohapata

CARRIED

4 Resolution to exclude the public (if required)

Nil

5 CLOSED Session (if required)

The Meeting moved into Closed Session at [Time].

The remainder of the meeting was held in Closed Session.

Whakamutunga | Closing

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

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

The meeting concluded at 9.25 am

Confirmed as a true and correct record:

Chair: Wiremu Manaia

Date: 11 June 2026



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: 11 June 2026

For Information

- As there were no substantive agenda items for discussion, the June Research Committee meeting was cancelled. Committee members were asked to instead use the meeting time to consider the piece of work requested by the DCE Academic on student authorship, which includes suggesting improvements to relevant policies and procedures (including oversight via auditing).
- At the request of the Research Committee, changes have been made to the 2025 Unitec Annual Research Report, with Academic Committee being asked to receive the final report as below.

For Action

- Receive the 2025 Unitec Annual Research Report.
- Approve the following nominees to the Research Committee:
 - Dr Alaa Al Janaby, Head of School, Digital Technologies
 - Dr Linda Kestle, Associate Professor, School of Building & Construction
 - Dr Maia Topp, Principal Lecturer/Research Leader, School of Nursing

Memo to: Academic Committee

From: Julie Prentice, Director Pathways & External Engagement

Subject: 18 June 2026 Minutes of the Programme Advisory Oversight Committee

Classification: In-Confidence

Date: 25 June 2026

Recommendation

That the Academic Committee:

- receive the minutes of the Programme Advisory Oversight Committee hui on 18 June 2026.

Attachments

- DRAFT PAOC Minutes 18 June 2026



Programme Advisory Oversight Committee | MIT and Unitec

MINUTES

Date: Thursday, 18 June 2026

Time: 2pm – 3pm

Venue: Online meeting on MS [Teams](#)

SECTION 1: Opening

1.1 Whakatuwheratanga | Opening

Kia tūturu tātou (*Let's be real*)

Kia manaaki tātou (*Let's be caring*)

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

Kia tūhonohono tātou (*Let's connect*)

Whano! Whano!

Haramai te toki!

Haumi ē!

Hui ē!

Taiki ē!

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

1.2 Attendance & Apologies

Members:	Present	Apology	Absent	Proxy
Julie Prentice (Chair)	✓			
Chris King	✓			
Pip Schollum-Manase	✓			
Observer:				
Hana Hohapata	✓			
Secretary:				
Duaa Belgacem	✓			

SECTION 2: Items to Approve

1.1 Confirmation of Previous Minutes

N/A – First meeting of PAOC

SECTION 3: Items to Receive

2026 PAOC Meeting Schedule

2026 Meeting Date	Venue
-------------------	-------

Thursday 18 June 2.00 – 3.00	MS TEAMS
Thursday 20 August 2.00 – 3.00	Mt Albert Campus 110-2020
Thursday 29 October 2.30 – 3.30	Mt Albert Campus 110-2020

Motion: Approve the proposed meeting schedule.

Moved: Chris King

Seconded: Pip Schollum-Manase

Outcome: Carried.

SECTION 4: Items for Discussion

1. Process to establish new PACs - update

The Chair provided a verbal overview of the process we are undertaking to stand up new Programme Advisory Committees. Starting with MIT and Unitec discipline areas which have no existing PAC, an EOI process has been established, with promotion via direct email, newsletters and social media channels. Starting with the Schools of Hospitality, Floristry and Hairdressing, followed by the School of Health and Wellbeing, then Schools of Languages.

A survey has been created and out for feedback, which will go out to all current PAC members for feedback on the value they get from membership. Following this, a workshop with HoS will be held to review feedback and develop guidelines for an “effective” PAC.

Discussion Points

The Chair noted the need to establish a plan to merge disciplines to reduce the number of PACs where appropriate. Existing committees will be reviewed to ensure compliance with approved PAC ToR.

Action 1: Chair to distribute a feedback survey to PAOC members following the meeting.

Action 2: Chris to investigate options for sub-PACs or working groups where specialist disciplines require separate representation (e.g., Architecture and Landscape Architecture).

Action 3: Chris and Pip to organize a workshop with HoS to complete discipline mapping work and present a proposed PAC structure at the next PAOC meeting.

2. AC Action: 1.4e PAC Design and Implementation Proposal

The Chair tabled the draft Plan to be tabled at the July AC meeting.

Discussion points:

PAC Handbook – it was agreed that we should look for previous versions and create after the survey feedback and the agreed guidelines for an “effective” PAC.

PAC Workplace Plans – it was agreed to ask for Workplans from all PACs and review in August.

Seek clarification on whether PACs use current Agenda and Minutes templates

Action 4: Hana and Duaa to investigate previous versions of PAC Handbooks from MIT and Unitec files.

Action 5: Chair to request Workplans from current PACs

2. Terms of Reference Review

PAOC ToR Discussion

Hana noted that the language and references across PAOC and PAC ToR are not consistent (eg: iwi terminology).

Action 6: Hana review ToR documents and provide recommendations including consistency of language and references (e.g., iwi terminology).

The Chair discussed the requirement for additional members for PAOC and that the majority of PAC Chairs were from industry. With the requirement of four PAC meetings and four PAOC meetings per year. Concern was raised regarding the overall commitment required. Chris proposed allowing the Chairs to delegate PAOC representation to a senior staff member or another industry Member from the respective PAC. Hana and Pip supported the proposal.

Discussion on whether industry representatives should be recruited once reformed PACs were established and operating. To be discussed further.

Action 7: Chair to update the PAOC ToR with tracked changes reflecting the proposed membership amendment and submit to AC for discussion.

PAC ToR Discussion

Chris advised that all Heads of School have received the current Terms and Conditions and have been tasked with implementing them within their Programme Advisory Committees. It was agreed to recirculate PAC ToR, with a deadline for feedback of end of August.

Action 8: Pip and Chris to circulate review PAC ToR for review and report back at the end of August.

SECTION 4: Closing

4.1 Any other business

None

Closing karakia

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!

Meeting closed at 3.00pm

ACADEMIC COMMITTEE REPORT

Date/Rā:	May 2026
From/Nā:	Liz Keneti, Head of Student Experience and Success
To/Ki:	Academic Committee
Service Area/Ratonga:	Learner Experience & Success
Subject/Kaupapa:	2025 Student Feedback (Concerns & Complaints) Report
Purpose/Aronga:	That the Academic Committee receives the 2025 Student Feedback Report.

Summary

In 2025, Manukau Institute of Technology received **82 student feedback submissions**, a reduction from 125 submissions in 2024 (-34%). This reduction suggests a positive overall shift in the volume of issues being escalated through formal channels. An analysis of feedback received in 2025 highlighted areas of progress and concentration or concerns that may benefit from continued monitoring and targeted support:

Key findings include:

- Complaints represented 50% (n=41) of submissions, with 74% of disclosed complaints upheld, consistent with 2024.
- Staff member behaviour and teaching quality or style accounted for just over half (51%) of all submissions.
- Cluster complaints accounted for approximately 43% of submissions, indicating that some concerns reflect shared cohort experiences rather than isolated incidents.
- Anonymous feedback remains relatively low (19.5%), suggesting most students are willing to engage through identified processes.

Overall, the data reflects a positive reduction in feedback volumes, alongside opportunities to further support a more consistent student experience across services and programmes.

2. Purpose

This report provides an overview of student concerns, complaints, compliments, and feedback received through the MIT Student Feedback platform in 2025. Insights from this data are intended to support institutional learning, continuous improvement in the student experience and early identification of emerging issues.

Feedback is managed in accordance with the MIT Student Concerns, Complaints and Appeals Procedures Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

3. Overview of Student Feedback

A total of 82 submissions were received in 2025:

- Complaints: 41 (50.0%)
- Concerns: 25 (30.5%)
- Compliments: 7 (8.5%)
- Anonymous submissions: 9

The reduction in overall volume is a positive indicator. A mid-year peak in May reflects a cluster of complaints within one cohort, which influenced overall distribution. The relatively low number of compliments suggests that students primarily use the platform for escalation, rather than general feedback, which is consistent with its purpose.

Table 1: Student Feedback by Disclosure Status, Category, and Type

Disclosure Status	Category	Compliments	Concerns	Complaints	Total	% of Total
Disclosed	Academic	1	14	24	39	47.6%
	Non-academic	5	8	14	27	32.9%
Total Disclosed		6	22	38	66	80.5%
Anonymous	Academic	0	2	2	4	4.9%
	Non-academic	1	1	1	3	3.7%
Total Anonymous		1	3	3	7	8.5%
Other / Uncategorised*		-	-	-	9	11.0%
TOTAL		7	25	41	82	100%

**Includes submissions where category or disclosure status could not be reliably classified due to form design limitations.*

The high proportion of disclosed feedback (80.5%) indicates that most students are comfortable using formal processes. Further improvements to data categorization will strengthen completeness of information and enable deeper analysis, particularly for equity trends.

4. Academic and Non-Academic Feedback

- Academic: 52.4% (43)
- Non-academic: 43.9% (43.9%)
- Uncategorized: 3.7% (3)

Academic issues were more likely to be disclosed, consistent with prior years. Non-academic issues showed a slightly higher tendency toward anonymity.

5. Complaint Outcomes

Table 2: Disclosed Complaint Outcomes

Category	Disclosed Complaints	Upheld	Not Upheld
Academic	24	16 (67%)	8 (33%)
Non-academic	14	12 (86%)	2 (14%)
TOTAL	38	28 (74%)	10 (26%)

The 74% uphold rate, consistent with 2024, indicates that a large proportion of complaints relate to substantiated concerns. This presents an opportunity to strengthen early resolution mechanisms, reduce escalation where possible and support consistent practice across areas of recurring concern.

6. Feedback by School

Nursing accounted for 34.1% of submissions, followed by Health & Counselling (14.6%) and Trades & Engineering (9.8%). While higher-volume programmes may generate more feedback overall, the data suggests that some programme-specific factors and cohort dynamics influence complaint patterns.

Table 3: Feedback Type by School – 2025

School	Anonymous	Complaints	Compliments	Concerns	Total	%
Nursing	2	19	1	6	28	34.1%
Health & Counselling	2	5	1	4	12	14.6%
Trades & Engineering	2	5	0	1	8	9.8%
Digital Technologies	1	4	0	0	5	6.1%
Maritime	0	4	0	1	5	6.1%
Social Work	0	2	0	3	5	6.1%
Business	0	2	0	0	2	2.4%
Language & Community	1	0	0	0	1	1.2%
Hairdressing	0	1	0	0	1	1.2%
Other/Unidentified	5	4	5	5	19	23.2%
TOTAL	13	41	7	25	82	100%

7. Feedback Themes

Staff behaviour and teaching quality or style together accounted for 51% of feedback submissions. Notable shifts included a decrease in assessment-related concerns decreased (16% → 8.5%) and application/enrolment issues also reduced. Examples of where improvements are occurring can be used to support areas for continued focus.

Table 4: Feedback Themes – 2025 with 2024 comparison

Theme	Count	% 2025	% 2024
Staff Member Behaviour	22	26.8%	19%
Teaching Quality or Style	20	24.4%	12%
Application & Enrolment	10	12.2%	18%
Student Behaviour	9	11.0%	
Assessment & Marking	7	8.5%	16%
Fees / Financial Support	5	6.1%	6%
Facilities & Campus	4	4.9%	5%
Technology / IT	3	3.7%	3%
Timetable & Communication	3	3.7%	2%
Other	2	2.4%	8%

8. Cluster Complaints

Seven cluster complaints accounted for approximately 43% of submissions. Cluster complaints reflect shared experiences within specific cohorts, and are useful indicators for identifying where issues are concentrated and responses can be targeted effectively

Most clusters were localised to specific programmes or situations and were addressed through leadership intervention, course review, pastoral and operational responses.

Table 5: Cluster Complaints - 2025

Cluster	School or Service	Count	Response
BNM3 / Te Puna Ako	Nursing	11	Senior leadership
Implementing Networks	Digital Technologies	20 signatories	Course review
Physical Assault	Trades & Engineering	2	Formal disciplinary
Security Misconduct	Campus-wide	2	Conduct review
Room 110 Temperature	Nursing	2	Facilities action
Lecturer Conduct	Trades & Engineering	2	HOD follow-up
Bullying	Otara Campus	2	Pastoral follow-up

9. Priority Learner Groups

Some cluster complaints involved Māori and Pasifika learners, particularly within programmes where these learners are strongly represented. This reflects the intersection of programme-level issues and cohort composition, rather than differences in complaint behaviour.

Improved ethnicity data capture would enable more robust analysis, stronger monitoring of equity outcomes and enhanced alignment with Code of Practice and Te Tiriti commitments.

10. Appeals

Appeals data for 2025 is incomplete, limiting full visibility of escalation pathways. This presents an opportunity within ongoing integration work to strengthen data integration and improve transparency to support institutional learning.

11. Recommendations

That the Academic Committee:

1. Notes the reduction in overall feedback volumes alongside areas of focus requiring support.
2. Supports continued focus on strengthening teaching practice, communication, and student-staff relationships where feedback indicates this may be beneficial.
3. Encourages further development of student feedback systems to improve data quality and analysis capability.
4. Enables regular School and Programme-level reporting to support early identification of emerging issues and effective resolutions that align with Code of Practice and Te Tiriti obligations.