MANUKAU INSTITUTE OF TECHNOLOGY ORDINARY MONTHLY MEETING OF COUNCIL
To be held in the Manuhiri Room, NT Block
1.00 pm Thursday, 6 December 2018

OPEN SESSION AGENDA

Karakia

1 Preliminaries
Welcome
C12/1 Apologies
C12/2 Administration

Move into Closed Session

CLOSED SESSION AGENDA

2 Preliminaries
C12/3 Confirmation of Council Closed Session Minutes 25 October 2018
C12/4 Confirmation of Audit & Compliance Committee meeting minutes 13 September 2018
C12/5 Matters Arising
C12/6 Correspondence

3 Item for Decision
C12/7 MIT Strategic Plan

4 Regular Reports
C12/8 Chief Executive Closed Session Report
C12/9 Sales Funnel Data - 2019
C12/10 Financial Report Detailed Commentary
C12/11 Strategic Projects Report
C12/12 Tech Park Status Report

5 Items for Information
C12/13 Audit & Compliance Status of recommendations
C12/14 Update on Changes in the Education Act and Impacts on MIT
C12/15 EER
C12/15a Budget 2019

6 Any Other Business

7 Move into Open Session and Confirm Resolutions from Closed Session
OPEN SESSION AGENDA

C12/16  Confirmation of Council Open Session Minutes 25 October
C12/17  Confirmation of Runanga Minutes 4 October
C12/18  Matters Arising
C12/19  Correspondence

8 Items for Decision

C12/20  Granting of Awards
C12/21  PCAB Recommendations
C12/22  Audit Plan
C12/23  Health & Safety

9 Regular Reports

C12/24  Chief Executive Open Session Report
C12/25  Academic Board
C12/26  Financial Report
C12/27  Reporting against the Māori Strategic Plan

10 Items for Information

C12/28  Sub-Committee to consider Council Membership

11 Any Other Business

12 Karakia and Close Meeting
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1. Meeting Schedule for 2019
2. Council Members Terms of Appointment
3. Standing Committees
4. Council Members Register of Interests
1. **MEETING SCHEDULE FOR 2019**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>February 21</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Audit</td>
<td>March 21</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
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<tr>
<td>Council</td>
<td>March 28</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Strategic Planning</td>
<td>May 16</td>
<td>Manuhiri Room, NT Block</td>
<td>08.30 – 12pm</td>
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<tr>
<td>Council</td>
<td>May 16</td>
<td>Manuhiri Room, NT Block</td>
<td>1pm – 5pm</td>
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<tr>
<td>Audit</td>
<td>June 27</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
</tr>
<tr>
<td>Council</td>
<td>June 27</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
</tr>
<tr>
<td>Council/Rūnanga</td>
<td>August 15</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Audit (Risk only)</td>
<td>September 19</td>
<td>Manuhiri Room, NT Block</td>
<td>09am – 11am</td>
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<tr>
<td>Council/PCAB</td>
<td>September 19</td>
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<td>11.45am – 5pm</td>
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<td>Audit</td>
<td>October 31</td>
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<tr>
<td>Council</td>
<td>October 31</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 5pm</td>
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<tr>
<td>Council</td>
<td>December 12</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am – 4.30pm</td>
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<tr>
<td>Followed by Senior</td>
<td>December 12</td>
<td>Tanoa Room, NO101</td>
<td>04.30pm – 6.30pm</td>
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<td>Leaders Function</td>
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## 2. COUNCIL MEMBERS TERMS OF APPOINTMENT

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Position</th>
<th>Term Commenced</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Winder</td>
<td>Chairman</td>
<td>17 December 2013</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>Theresa Stratton</td>
<td>Deputy Chair</td>
<td>1 May 2018</td>
<td>30 April 2022</td>
</tr>
<tr>
<td>Uluomatootua Aiono</td>
<td></td>
<td>12 June 2017</td>
<td>30 April 2021</td>
</tr>
<tr>
<td>John Hannan</td>
<td></td>
<td>26 February 2009</td>
<td>30 April 2019</td>
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<tr>
<td>Peter Parussini</td>
<td></td>
<td>1 May 2017</td>
<td>30 April 2021</td>
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<tr>
<td>Kira Schaffler</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2019</td>
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<tr>
<td>Jill Tattersall</td>
<td></td>
<td>1 May 2015</td>
<td>30 April 2019</td>
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<tr>
<td>Rachael Tuwhangai</td>
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<td>1 May 2015</td>
<td>30 April 2019</td>
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## 3. STANDING COMMITTEES AND MEMBERSHIP

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
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<tbody>
<tr>
<td>Executive Committee</td>
<td>P Winder (or nominee) - Chairman</td>
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<tr>
<td></td>
<td>T Stratton</td>
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<td></td>
<td>J Hannan</td>
</tr>
<tr>
<td></td>
<td>K Schaffler</td>
</tr>
<tr>
<td>CE Review Committee</td>
<td>P Winder (or nominee) - Chairman</td>
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<tr>
<td></td>
<td>T Stratton</td>
</tr>
<tr>
<td></td>
<td>CE Nominee</td>
</tr>
<tr>
<td>Student Appeal Committee</td>
<td>J Hannan – Chairman</td>
</tr>
<tr>
<td></td>
<td>K Schaffler</td>
</tr>
<tr>
<td></td>
<td>J Tattersall</td>
</tr>
<tr>
<td></td>
<td>R Tuwhangai</td>
</tr>
<tr>
<td>Audit &amp; Compliance Committee</td>
<td>T Stratton – Chair</td>
</tr>
<tr>
<td></td>
<td>J Hannan</td>
</tr>
<tr>
<td></td>
<td>U Aiono</td>
</tr>
<tr>
<td></td>
<td>K Schaffler</td>
</tr>
<tr>
<td></td>
<td>J Tattersall – permanent alternate</td>
</tr>
</tbody>
</table>
### COUNCIL MEMBERS REGISTER OF INTERESTS

<table>
<thead>
<tr>
<th>Councillor</th>
<th>Involvements with other entities</th>
<th>Last Updated</th>
</tr>
</thead>
</table>
| P Winder (Chairman) | Director, McGredy Winder and Co Limited  
Director, The Sound of Music Education Limited  
Crown Manager, Kaipara District Council  
Trustee, Silo Theatre Company  
Committee Member on State Services Commission’s Risk and Audit Committee  
Director, EnterpriseMIT Limited  
Chair, EnterpriseMIT Limited  
Member of Advisory Committee supporting the Unitec Commissioner | 17 October 2018 |
| T Stratton | Owner/operator of Waiau Consulting  
Deputy Chair of Refugees As Survivors New Zealand | 10 September 2018 |
| U Aiono | Chairman of the National Pacific Radio Trust (Ministerial Appointment)  
Chairman of Alliance Health Plus PHO  
Chairman of Alliance Community initiatives Trust  
Chairman of Finance and Audit and Risk Committee at Habitat for Humanity Greater Auckland  
Board member and Treasurer at RiseUp Partnership School in Mangere, Auckland  
Shareholder in Management Consulting Company Viago International Ltd  
Chairman of Bio Technology Company Sensor Flo Ltd  
Alumnus of AUT University Council 2002 – 2010  
Vice Chairman of Board and Chairman Property & Finance Committee Otahuhu College Board of Trustees (Retired December 2016) | 06 June 2017 |
| J Hannan | Partner, DLA Piper | 27 April 2017 |
| P Parussini | ANZ Bank New Zealand  
Chairperson Southern Cross Campus | 29 March 2018 |
| K Schaffler | | 27 April 2017 |
| J Tattersall | Chair, Kiwa Digital Limited  
Consultant, Cognition Education | 27 April 2017 |
| R Tuwhangai                  | Chair, MIT Rūnanga          |
|                            | Board Trustee, Manalive Trust|
|                            | Managing Director, Maori and Pasifika Support Services |
|                            | Board Trustee, Auckland Community Law Centre |
|                            | New School’s Governance Facilitator, Ministry of Education |
|                            | Board of Education New Zealand |

4 September 2018

Note: Interests that should be registered are those where there may at some future time be a conflict of interest with the individual’s role as a Council Member at MIT
C12/16  CONFIRMATION OF COUNCIL OPEN SESSION MINUTES

Author   Michelle Hubble, Council Secretary
Endorser  Peter Winder, Chairman
Date      22 November 2018

Request to Council

Please approve the minutes of the open session of the ordinary meeting of the Council held on

Your formal approval is required as set out in 18.3 of the Manukau Institute of Technology
Council Standing Orders.
MANUKAU INSTITUTE OF TECHNOLOGY
ORDINARY MONTHLY MEETING OF THE COUNCIL
Held on Thursday, 25 October 2018
Manuhiri Room, NT Block, at 12.57pm

Open Session Minutes

Present:  P Winder (Chairman)  J Tattersall
          R Tuwhangai             T Stratton
          J Hannan               P Parussini
          K Schaffler            U Aiono

In Attendance:  G Gilmore  M Teirney
                R Sullivan  S Lotu-Iiga
                M Carroll  A Bhimy
                J Woolley  S Middleton
                G Martin & S Manuireva (Te Papa)  S Hunter (KPMG)

Preliminaries

The meeting opened with a karakia.

Welcome

P Winder welcomed everyone to the meeting.

C10/02  Administration

Schedule of Meetings for 2018
Schedule of Meetings for 2019
Standing Committees and Membership
Conflict of Interest

Members were invited to update the register, and members and management were asked to declare an interest if there was an item on the Agenda that might give rise to a conflict of interest.

P Winder declared that he has been appointed as a member of the advisory committee supporting the Unitec Commissioner.

J Hannan declared that he may need to take a phone call during the meeting on another matter unrelated to MIT so would step out of the meeting during that time.
C10/03 – C10/14  Closed Session

It was resolved that the Council exclude the public from agenda items C10/03 – C10/14:
Reason: To enable the Council to carry out, without prejudice or disadvantage, commercial activities.

It was further resolved that G Gilmore, M Carroll, R Sullivan, S Lotu-Iiga and M Teirney remain at the meeting and others (as required) because their knowledge of the issues involved may be helpful to the Council.

Proposed: U Aiono
Seconded: J Hannan
Carried

Confirm Resolutions from Closed Session

It was resolved that the Council resume in Open Session and confirm the decisions made in Closed Session.

Proposed: P Winder
Seconded: R Tuwhangai
Carried

Preliminaries

C10/15  Discussion with Te Papa on the Te Papa Manukau Project

Following introductions, a presentation was delivered by the Chair of Te Papa, Geraint Martin and Sally Manuireva. They acknowledged Council for giving them the opportunity to present to the MIT Council.

After the presentation a number of points were clarified:

- The project has a capital budget of $48M and are still working through the operating budget
- Te Papa is hoping to offer learning pathways and pilot a project aimed at either Tertiary or Primary/Secondary school students
- It is working with Massey and Victoria University in the areas of science and art but would like to bolster its research component
- Te Papa has yet to define the physical footprint for the new building. It has not made any assumptions in its planning and work leading up to a Business Case. It has some options to consider and would like to have further engagement with MIT on potentially using the carpark end at the MIT Manukau building.
- It is looking at a range of organisations to partner with (including AUT), recognising that we all bring something different to the table
- If Te Papa get its education programmes up and running, the staffing range could be upwards of 50 – 60 people made up of volunteers, researchers and experts.

Council feedback indicated that we would be interested in engaging further with Te Papa. Some examples offered as ways of demonstrating how a potential partnership could work
Open Session Council Minutes – 25 October 2018

were:
- having shared use of space; reducing the size of investment required to deliver
- providing learning opportunities for our students
- developing potential pilot programmes
- creating a centre for excellence
- developing our Pasifika suite of language programmes, performing arts and cultural programmes

The Chair summarised that the project has a bold and impressive vision but we need to get the vision right first before rushing into a MoU. Council has a degree of enthusiasm to engage constructively with Te Papa. In closing it was acknowledged that the project is a breath of fresh air for the community and a positive initiative. The Chair thanked Geraint and Sally for the presentation.

C10/16 Confirmation of Council Open Session Minutes 13 September 2018

It was resolved that the Council confirm the minutes of the Open Session of the Ordinary Meeting of the Council held on Thursday 13 September 2018.

Proposed: P Winder
Seconded: J Hannan
Carried

C10/17 Matters Arising

The Council noted the matters arising.

Proposed: P Winder
Seconded: J Tattersall
Carried

C10/18 Correspondence

It was resolved that the Council receive the inwards correspondence.

Proposed: P Winder
Seconded: R Tuwhangai
Carried

Items for Decision

C10/19 Granting of Awards

It was noted that the normal academic robustness around the granting of these awards has been followed and the students had met the necessary requirements for the Granting of Awards.
It was resolved that the Council confirm the Sealed Awards granted by the Chief Executive under the delegated authority of the Council since the last Council meeting held on 13 September 2018.

**Proposed:** P Winder  
**Seconded:** T Stratton  
**Carried**

**C10/20 Revised Student Appeals Process**

Council were briefed on the purpose for the change in student appeals process and were invited to provide feedback.

There was some support for retaining the current process but it was noted that improvements need to be made in ensuring that the process is properly managed, including providing clarity on what Council can and cannot rule on. Concern was raised that there is the possibility of injustice being handed down to the student if the right to appeal to Council was removed.

There was also support for endorsing management being empowered to manage the process and make the decision as Council don’t have the same level of context in order to really add value.

Additionally there was also support for a third option of using a student Ombudsman.

The Chair concluded that we won’t make a decision today. His personal leaning is towards removing the right to appeal to Council however we need to examine the options further in a more informed way.

**Action:** The Executive General Manager Academic is to prepare a student appeal options paper for Council to consider and make a decision.

**C10/21 Policy Updates**

It was resolved that the Council approve the Treasury Management Policy review and note the changes in the Institute Policy Framework (AM1) and Intellectual Property Policies (AM10)

**Proposed:** P Winder  
**Seconded:** T Stratton  
**Carried**

**Regular Reports**

**C10/22 CE Report**

The report updated Council on relevant issues and opportunities.
It was resolved that the Council receive the CE Report.

**Proposed:** P Winder  
**Seconded:** J Tattersall  
**Carried**

**C10/23 Health and Safety Report**

The report was taken as read. It was highlighted that our recent audit found that our asbestos plan is compliant (as outlined in the paper). Council queried if the space that was previously occupied by nursing is safe, secure and under control. Council were assured that it is. The facilities management staff are the only people allowed access to the building and this entry is for maintenance purposes only.

It was resolved that the Council receive the status report on Health and Safety at MIT for August and September 2018.

**Proposed:** P Winder  
**Seconded:** J Hannan  
**Carried**

P Parussini left the meeting at 4:26pm

**C10/24 Academic Board Report**

The report was taken as read. It was noted that Council will receive a detailed presentation on EER (External Evaluation Review) at the next meeting.

It was resolved that the Council receive the report from the Academic Board meeting held on Wednesday 3 October 2018.

**Proposed:** P Winder  
**Seconded:** T Stratton  
**Carried**

**C10/25 Financial Report**

The report was taken as read.

It was resolved that the Council receive the report.

**Proposed:** P Winder  
**Seconded:** K Schaffler  
**Carried**
C10/26 Reporting against the Māori Strategic Plan

The report was taken as read. The recent MPTT Hui conducted by TEC, and the engagement of Ports of Auckland as a new client to deliver our Cultural Competency programme to over 100 of their staff was highlighted.

Council queried whether we have a core cultural competency component embedded in our Adult Teaching Qualification. Action: M Carrol is to investigate and respond back to Council.

It was resolved that the Council receive the report.

Proposed: P Winder
Seconded: R Tuwhangai
Carried

11 Any Other Business

R Sullivan closed the meeting with a karakia.

P Winder conveyed his appreciation and thanks to staff and declared the meeting closed at 4:37pm

Chairman: [Signature]
Date: 19-12-2018 8:41 AM
C12/17 RUNANGA MINUTES

Author: Michelle Hubble, Council Secretary
Endorser: Rachael Tuwhangai, Chair
Date: 12 November 2018

Request to Council

Please receive the minutes of the Runanga meeting held on Wednesday, 24 October 2018.
KARAKIA  
R. Sullivan

WELCOME/MIHI  
R. Tuwhangai

PRESENT  
R. Tuwhangai (Chair), R. Sullivan, T. Arthur, P. Enari, P. Abraham (Secretary), J. McLeod (late)

R10/01 APOLOGIES

Apologies received from B. Takerei, and E Morgan.

IT WAS RESOLVED TO CONFIRM APOLOGIES RECEIVED FROM MEMBERS

MOVED: R. TUWHANGAI  
SECONDED: T. ARTHUR  
CARRIED BY ALL

R10/02 ADMINISTRATION

a) Annual Work Plan

For noting – Update

b) Membership

For noting

c) Rūnanga Strategic Priorities

For noting

d) MIT Māori Education Strategy Priorities (2016-2019)

For noting

e) Māori Education Strategy Strategic Priorities Report (Matrix)

For noting

R10/03 CONFIRMATION OF RŪNANGA MINUTES 5 JULY 2018

IT WAS RESOLVED THAT THE RŪNANGA CONFIRM THE MINUTES OF THE ORDINARY MEETING OF THE RŪNANGA HELD ON THURSDAY, 5 JULY 2018 BE ACCEPTED AS A TRUE AND CORRECT RECORD.

MOVED: T. ARTHUR  
SECONDED: R. SULLIVAN  
CARRIED BY ALL
REGULAR REPORTS

R10/04  CHIEF EXECUTIVE REPORT

Author  Gus Gilmore, Chief Executive
Contributors  Direct Reports and Deans
Endorser
Date  20 August 2018

Request to Rūnanga
Please note the information below updating Rūnanga on relevant issues and opportunities.

Information to note Finance
Update
The last quarter for MIT has proved to be very challenging. MIT Manukau and Otara and City Campus have revised their forecasts down. These revised forecasts have significantly impacted the year end result. Although on track to achieve the budget deficit of $(3.5m) the current forecast looks at risk.

Budget 2019
The budget for 2019 has been based off a conservative revenue assumption of -3%. This is indicative of the trend in falling EFTs over the last 7 years. This includes Māori enrolments. The steepest decline has been among Pasifika at degree level. There is a straight correlation between the growth in enrolments at AUT South Campus and the decline in EFTs at MIT.
The budget lands a much smaller deficit than previous years of circa $1m.

Investment Plan for 2019 and 2020
MIT submitted their final investment plan on 8 August, as requested by the TEC. We recently received feedback that the TEC has agreed to fund MIT for 2019 at levels similar to 2018. This is a good result and will enable us to achieve our budget and plans

Bilingual Education possibility
•  MIT plans to offer a Bachelor of Education (Primary) by 2020, with the possibility of a B.Ed. (Secondary) to follow. Concomitant with population growth, demand for teachers in south Auckland is predicted to grow in the immediate future. The University of Auckland’s B.Ed. program will exit MIT campus in November 2019, but is likely to relocate to a new base in south Auckland. As such, any program/s offered by MIT will need to have a distinctive character that directly addresses the needs of South Auckland and stands in competitive contrast to the UoA degree.

•  At the initiative of Louisa Wall, MP for Manurewa, MIT is working with principals from three schools (Shirley Maihi QSM – Finlayson Park School, Pete Jones – Manurewa High School, Robert Solomone – Alfriston College) to develop such a model. It is anticipated that the two distinctive characteristics will be (a) that it will commence in Year 13, thereby providing a streamlined pathway from secondary into tertiary studies, and (b) it will produce bilingual teachers (with an initial emphasis on the reo and Pasifika languages). This degree will be in, of and for South Auckland communities.

•  Discussions are underway with several Ministers and MPs to explore ways in which an exemption can be made from the current Ministerial moratorium against further education degree programs.”

Tech Park
We are close to signing an agreement with a developer to build a new trades facility at Manukau. Currently our trades training provision is spread over four sites with the largest being in Otara South. This area will be set aside for sale with us concentrating our Otara campus in the North.
Campus strategy
As part of the ongoing MIT transformation we are focused on “shrinking” our physical footprint. We have undertaken a review of the existing sites and identified MIT Manukau, Otara North and the City as the main delivery sites going forward. This enables us to sell land back to the Crown to build social housing and for us to repay a significant amount of debt which was incurred with the Collapse of Main Zeal in 2013. We project we can be debt free (current $23m) by the end of 2020 should the asset sales progress and the new Tech Park Campus built.

Sustainability
A small Academic led group has been working on initiatives to reduce our impact on the environment. The next major push is to reduce our energy consumption. MIT current ranks as a 2 star in terms of energy efficiency we plan to significantly improve this.

Languages @ MIT
The roll out this year of Māori, Tongan and Samoan languages has been we supported by the community. Further development is planned for 2019 with the Fijian language to be added to the portfolio. The goal is to have these languages as electives in all study programmes.

BN Nursing Māori
We are working with Te Whare Wānanga O Awanuiārangi and Counties Manukau District Heath Board to develop this new degree programme for 2020 delivery. Awanuiārangi has a programme up and running and in order for us to ensure 2020 delivery commencement, working with an existing programme is desirable.

P-Tech
We have been developing with IBM to bring this new innovative programme to New Zealand. It involves working with our Secondary Tertiary High School to develop a four year STEM programme. Two years at high school and two years post high school. This then pathways graduates into ICT employment. Our focus will be for Māori and Pasifika students. IBM is the lead industry partner and will provide mentoring for students as they continue with their study.

The following was noted:

• Written report received and read
• 4th quarter enrolments weak, a number of withdrawals from Business and Business Administration
• Operating deficit of $3.5m; however loss on sale of 2-Block increased the deficit
• Mid-Dec year end numbers, educational performance holding up – a reasonable improvement with course completion rates for Māori (Carpentry)
• Strategy – high focus on recruitment, retention and completion
• Ministers review, feedback from TEC – underwhelmed by advice received from TEC. Uncertainty around clarity of what is planned
• Collective Employment negotiations – TEU have signalled to AUT disruptive action e.g. withholding results; MIT offering .75% awaiting response from TEU
• Bilingual language training for school teachers after discussion with Louisa Wall – 2020 offering
<table>
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<tr>
<th>QUESTIONS</th>
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<tr>
<td><strong>The Southern Initiative – MIT involvement?</strong></td>
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<tr>
<td>Yes have attended a meeting and workshop with Business Development team.</td>
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<tr>
<td>• Healthy Homes initiative within Papakura has been very successful</td>
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<tr>
<td>• Community perception of tertiary (MIT/AUT) “scary”</td>
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</table>
1. That by 2022, participation of Māori in MIT will be at least equal to the Māori demographic of the community. 18% in 2017. Raising community awareness of MIT’s offerings through participation in 2018 Koroneihana, Te Wiki o Te Reo Māori, Māori and Pasifika Trades Training Whanaungatanga Days, Hokule’a Whānau Evenings, Marae Collective Hui.

2. That by 2019, Ngā Kete Wānanga Marae will have developed a suite of courses which proactively promotes Māori language skills and cultural knowledge and competence among all students, staff and members of the community. Developing Te Reo programmes at Levels 2 and 4. Level 3 programme has had a positive start (40 students). Boost Tourism Māori programme. Boost health workforce initiatives. Develop with EGM Academic, GM Manukau, Director of Nursing, Māori Nursing Leader, a BN Māori programme.

3. That by 2022, Māori success in MIT programmes at all levels is equal to or ahead of the institution performance. Investment in Hokule’a Project needs to be BAU in 2019. Actively encouraging TEC to invest in the Raising Outcomes Project to enable predictive data analytics, and greater student support. MPTT suite is more focused and more inclusive of older learners. Pushing to include higher level quals in MPTT and to be inclusive of iwi aspirations.

4. That by 2019, Māori student progression to employment or further education and training is equal to or ahead of the institution performance. Working with Head of External Engagement on a number of areas including the Careers Fair at MIT Manukau, and Cultural Competency tasters for industry during Māori language week.

5. That by 2018, a Māori staff recruitment, retention and progression plan has been developed and is being implemented across MIT. On-track for roll-out in 2018 in collaboration with DCE Pasifika, EGM People and Culture. Draft plan has been circulated to ELT.

6. By 2018 an action plan will be in place to enhance internal MIT and external community engagement in support of Māori educational outcomes. Working with Head of External Engagement. Māori Business Development role is in place. Kawenata Engagement across a number of areas including Whatapaka Marae Poukai, Koroneihana, Manurewa Marae, Iwi Influenced Investment EFTS.

**MANAAKITANGA**

*To enhance the experience and satisfaction for Māori within MIT*

Hokule’a Project has focused on Technology Park, interviewing 370+ students about a range of indicators including transport, income, first in tertiary, number of dependents, mentoring needs, NCEA achievement. This project has increased the number of student advisors to support students, and peer mentors.

Kaumatua and kuia support for staff and students including tangihanga, degree programme monitor visits, student celebrations.

Targeted scholarships including Rūnanga Scholarships, and Dame Te Atairangikaahu Nursing Scholarships.
MĀORITANGA
To enhance institutional responsiveness to Māori
Student Kapa Haka group. Revitalization of te reo Māori me ōna tikanga. Consistent onboarding of new students at Ngā Kete Wānanga Marae pōwhiri. Consistent cultural support for key Institute events.

Participation in key sector events including Te Tira Manukura hui of Māori ITP leadership held in Wellington concerning the ITP Roadmap, and Tuia Te Ako conference.

Also participated in TEC consultation in Wellington with TEC, NZQA and MoE re the ITP Roadmap.

New staff induction to include Te Tiriti o Waitangi training.

MĀTAURANGA
To improve academic success, employability and progression for Māori staff and students
Construction Practice area has achieved a 100% successful course completion rate for Māori in Semester 1.

We continue to strengthen our relationship with Waikato-Tainui to align with the iwi’s aspirations.

WHANAUNGATANGA
To strengthen engagement with and between Māori across the institute and also with the community

In collaboration with Te Puni Kōkiri, supporting Māori Language Week events at MIT Manukau: the Māori Language Parade ‘Hikoi Te Koorero’, and the screening of the Disney animation, Moana, in te reo Māori.

Monthly meeting with Te Puni Kōkiri education lead.

Participation in Rapua Te Mea Ngaro (Waikato-Tainui education hui).

Kingitanga Exhibition is scheduled for October 16-18.

Mana Whenua Video script has been drafted and will be filmed in October by the Marketing team.

Engagement with Ngāpuhi re future collaboration to be developed.
What We Offer

238 PROGRAMMES
1,707 COURSES
10 CAMPUSES

Student Participation

14,545
Total enrolled students

6,532
EFTS (Equivalent Full-Time Student)

43% Female students
57% Male students

STUDENTS UNDER 25*
49%

PASIFICA STUDENTS*
37%

MĀORI STUDENTS*
18%
Context Analysis Summary
• Major population growth projected for South Auckland.
• Real world challenges include equity for Māori and Pasifika, and sustainability.
• Full employment impacts demand for tertiary education and harder for employees to get time off for training/study.
• Real shortage of students to fill critical roles in industry e.g. Tourism, Education and Health.

Context Analysis Summary
• Projected industry employment growth in construction, logistics, business administration, tourism, hospitality & catering, nursing, health, social work and education.
• Significant technology disruption projected in many industry areas MIT teaches. This will require specific curriculum reform for the most disrupted industries, and general curriculum reform to embed adaptability, technological literacy and social dexterity.

Kaupapa
• We are the place for all people.
• We are the pathway to prosperity for our people.
• We are an engine room of talent
• We take Manukau and our region to the world.

Strategic Themes
1. Commitment to Diversity & Inclusiveness
2. Commitment to Māori Aspirations and Te Tiriti o Waitangi
3. Commitment to Pasifika Aspirations
4. Commitment to Whānau, Communities & Industries
5. Commitment to Sustainability & Wellbeing
6. Commitment to Curiosity & Lifelong Learning

Te Rautaki Mātauranga Māori
• MIT has a clear commitment to the advancement of Mātauranga Māori (Māori Knowledge), Te Tiriti o Waitangi and the application of Ako (Māori pedagogy).
• We focus on Māori staff and students living as Māori; to actively participate as citizens of the world; to enjoy good health and a high standard of living. A thriving, diverse Māori community is great for New Zealand with raised social outcomes for all. This tapestry of understanding is inclusive of all staff and students at MIT.*
• Māori success centres on mana enhanced whānau, while in an urban context success may also include strong connections to iwi, hapū, and marae-based collectives as well as the wider community. *Durie, M (2001).

Product offerings
• Broad based suit of programmes – 1/3 foundation, 1/3 vocational and degree/post graduate
• Business/ICT, Nursing, trades, social work, hospitality core activities
• Te Reo Māori at Levels 2, 3, and 4 in 2019 in Rumaki and Bilingual Fees Free
• Developing languages – Tongan, Samoan and Cook Island Māori at Level 3
• Bilingual Teacher education degree
• Cultural competency training for organizations
• Maritime
• Simulated competency training - expanding past Maritime
• In work focus
20th Anniversary Celebrations of Ngā Kete Wānanga Marae
May 2 – May 4 2019

• Nau mai, haere mai ki te marae o Ngā Kete Wānanga
• Opened on April 23rd 1999 by Hon. Tau Henare
• We would greatly value Rūnanga’s participation in this celebration
• We would also greatly appreciate your feedback and advice on all matters pertaining to Māori at MIT
ÔTARA-PAPATOE TOE
A SNAPSHOT OF EDUCATION, LEARNING AND SKILLS 2018

OUR PEOPLE
87,800 estimated residents (2017)
1,510 (1.7%) increase since 2016

5.3% of the estimated Auckland population (2017)

29.3 yrs median age of the population (2017)
(Auckland: 33.3 yrs)

Ôtara-Papatoetoe's growing population*

000s

<table>
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<tr>
<th>Year</th>
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<th>15-39 yrs</th>
<th>40-64 yrs</th>
<th>65+ yrs</th>
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<td>2033</td>
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</table>

*Medium projections (2017)

Ôtara-Papatoetoe's diverse population*

2013
13.3%
2023
17.5%
2033
21.7%

IWI AFFILIATION
Approximately
1 in 8 people affiliated with
at least one iwi (2013)²

Top three iwi by affiliation (2013)²
- Ngā Hotuhots o te Whetu: 1,221
- Waitakere-Tāmaki: 1,510
- Te Hika: 1,299

* Did not know or specify an iwi
EARLY LEARNING

7,580 estimated children aged 0-4 (2017)
(Auckland: 110,770)

4,447 children aged 0-4 enrolled in ECE services (2017)
(Auckland: 66,177)

Number of ECE Services (2017)
- Education & Care: 67
- Kindergarten: 10
- Home-based: 24
- Playcentre: 3
- Kātanga Reo: 12
- Hospital-based: 2

ECE Teaching Staff (2017)
- Auckland: 7,101
  - Qualified: 448
  - Not qualified: 194

Students who remained in school until age 17 (2016)

- Māori: 65 students
- Pasifika: 70 students
- Asian: 80 students
- MEAAC: 90 students
- Other: 100 students
- Euro: 110 students
- Otara: 120 students

Primary students learning languages other than Te Reo Māori and English
Years 1-8

5,290 secondary students (2017)

Each additional year of schooling contributes to an increase of 5-10% in income.

School leavers with minimum NCEA Level 2 or above (2016)

- 7.2% age 15
- 19.9% age 16
- 83.2% age 17
- 93% age 18
- 86.7% age 19
- 33.3% age 20+

School leavers by highest qualifications

- 15.1% school leavers with little or no formal attainment, DOWN from 21.1% in 2011 (2019)
- 20.9% school leavers with UE, UP from 19.3% in 2011 (2019)

*Pasifika languages exclude students in Pasifika language streams.
IN SCHOOL

11,275
primary and intermediate school students (2017)

National Standard achievement across all primary schooling years (2016)

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Maths

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<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
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59 students learning in Te Reo more than 50% of the time (2017)

2,773 (86%)
Māori students received little to no Te Reo (2017)

TRANSITIONS

School leavers two years after leaving school, by cohort and qualification level (2016)

18-year-olds* with minimum Level 2 NCEA qualifications or equivalent (2016)

78.4%
Housing

62% Increase in residential value
Average indicative residential value for 2014 to 2017

*Based on bonds lodged monthly with Tenancy Services. Local Board data not available.

305 households with severe or serious housing needs
240 of them at immediate risk (March, 2018)

How have high and rising accommodation costs affected education in your area?

Auckland struggles to recruit teachers due to higher living and housing costs.

1 in 5 schools in Auckland opened the year without a full teaching staff.

Overcrowding and rising rents contribute to multiple moves by families in search of affordable homes.

Otara-Papatoetoe students who transferred school twice or more between March and November

1,800

210

4


Skills and Work

Top 5 qualifications in demand in Otara-Papatoetoe by employers (2017)
1. Health: Degree (L7+)
2. Management and Commerce: Cert (L1-3)
3. Management and Commerce: Degree (L7+)
4. Engineering and Related Tech: Cert (L1-3)
5. Society and Culture: Degree (L7+)

5.8 to 10.3% of the labour force unemployed in Otara-Papatoetoe (December, 2017)
(Auckland: 4.6%)

13.9% of Auckland’s NEETs live in Otara-Papatoetoe (September, 2017)

www.cometauckland.org.nz

References
3. Education Counts, Ministry of Education.
11. Schools lose half their teachers as poverty forces families to move (20 May 2018). Stuff.
12. Education onsite. Schools in, but where are teachers? (5 Auckland schools short of staff Jan 27 2018). New Zealand Herald.
13. Auckland faces a shortage of teachers, nurses and police officers (5 July 2016), New Zealand Herald.
PAPAKURA
A SNAPSHOT OF EDUCATION, LEARNING AND SKILLS 2018

OUR PEOPLE

54,500
estimated residents (2017)

1,730
(3.3%)
increase since 2016

3.3%
of the estimated Auckland population (2017)

32.1 yrs
median age of the population (2017)
(Auckland: 33.9 yrs)

Papakura’s growing population*

Papakura’s diverse population*

SHARE OF AUCKLAND’S ETHNIC POPULATION
IN 2033

LIVING IN PAPAKURA

9%
of Maori

4.3%
of Pasifika

2.7%
of Asian

3.3%
of Euro/Other

IWI AFFILIATION

Approximately 1 in 5 people affiliated with at least one iwi (2013)²

Top three iwi by affiliation (2013)²

- Vakaeto-Tamati
- Nga Horehore a te Whitu
- Te Hiu

* Did not know or specify an iwi
EARLY LEARNING

**4,780** estimated children aged 0-4 (2017)²
(Auckland: 110,770)

**2,758** children aged 0-4 enrolled in ECE services (2017)³
(Auckland: 68,177)

Number of ECE Services (2017)²
- Education & Care: 36
- Kindergarten: 7
- Home-based: 3
- Playcentre: 4
- Kōhanga reo: 5

ECE Teaching Staff (2017)³
- Papakura: 291
  - Qualified: 138
  - Not qualified: 63
- Auckland: 7,101
  - Qualified: 3,551
  - Not qualified: 3,550

Students who remained in school until age 17 (2016)²
- Māori: 60%
- Pasifika: 70%
- Asian: 80%
- MELAA: 80%
- Other: 85%
- Euro: 90%
- Papakura: 95%

Primary students learning languages* other than Te Reo Māori and English³
- Years 1-8
- 3,083 secondary students (2017)³

School leavers with minimum NCEA Level 2 or above (2016)²
- 4.8% age 15
- 30.1% age 16
- 84.4% age 17
- 95.8% age 18
- 100% age 19
- 18.2% age 20+

School leavers by highest qualifications²
- 18.4% school leavers with little or no formal attainment, DOWN from 23.2% in 2011 (2016)²
- 28.5% school leavers with UE, UP from 28% in 2011 (2016)²

*Pasifika languages exclude students in Pasifika schools.

www.cometauckland.org.nz
IN SCHOOL

6,303
primary and intermediate school students (2017)

National Standard achievement across all primary schooling years (2016)

Reading

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Maths

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<td>24.8%</td>
<td>25.1%</td>
<td>25.1%</td>
<td>7.5%</td>
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Maori students received little to no Te Reo (2017)

100 students learning in Te Reo more than 50% of the time (2017)

3,012 (87%)

Secondary students learning languages other than English
Years 9-13

Secondary students learning languages other than English

What would it take to maintain the different spoken languages amongst our youngest residents?

ECE centres with 100% qualified staff ask more open-ended questions and pose more challenges that lead children to use complex thinking.

TRANSITIONS

School leavers two years after leaving school, by cohort and qualification level (2016)

18-year-olds* with minimum Level 2 NCEA qualifications or equivalent (2016)

*Excludes international students and students who left school before age 15
HOUSING

61% Increase in residential value
Average indicative residential value for 2014 to 2017

Mean rent*
$550
$500
$450
$400
$350
$300


Auckland Wellington

Based on bonds lodged monthly with Tenancy Services. Local Board data not available.

156 households with severe or serious housing needs
119 of them at immediate risk (March, 2018)

Auckland struggles to recruit teachers due to higher living and housing costs

1 in 5 schools in Auckland opened the year without a full teaching staff

Overcrowding and rising rents contribute to multiple moves by families in search of affordable homes

Papakura students who transferred school twice or more between March and November

Transient students
250
200
150
100


SKILLS AND WORK

Top 5 qualifications in demand in Papakura by employers (2017)
1. Engineering and Related Tech: Cert. (L1-3)
2. Management and Commerce: Cert. (L1-3)
3. Engineering and Related Tech: Cert. (L4)
4. Management and Commerce: Degree (L7+)
5. Education: Degree (L7+)

Auckland youths not in employment, education or training (September, 2017)
25,100 9.9% number rate

4.6% of the labour force unemployed in Auckland (December, 2017)

34.5% of New Zealand’s NEETs live in Auckland (September, 2017)

* Local Board data suppressed due to base numbers being too small (e.g. NEET below 1,000).

References
3. Education Counts, Ministry of Education.
11. Schools use half their students as poverty forces families to move (29 May 2018). Stuff.

www.cometauckland.org.nz
The following was noted:

- Written report received and read
- Chair noted Whaioranga update missing from DCE Maori report

Update on meetings attended.

**TEC/MPTT Training Hui**
- Former Māori trades apprentices attended (Pita Sharples, David Evans) who shared how this training had a positive impact on their lives and families
- Norm McKenzie from TSI attended
- Whakawhanaungatanga opportunity attending this hui with other consortium
- Access to Ngā Kete data
  - Education indicators online access (1:1 session with Gerhard) snapshot of previous years school students progressing to tertiary within our region and the qualifications they are studying
  - 25,000 school leavers – 100 went into nursing (30 MIT/30 AUT/20 UoA/20 other providers)
- Practical advice given and MIT was well-represented

**QUESTION**
How do non-MIT people get access? *It will become available eventually.*

**Rapua Te Mea Ngaro Conference**
- Launch of prospectus for Iwi influenced Investment programmes
- MIT courses on offer Construction, Maritime
- A scheme devised by TEC between Ngai Tahu and Waikato where Iwi look after pastoral care
- What is Tainui/Waikato investment? Recruitment and talking up our programmes; life-long journey korero

**Comet Hui**
- Handouts with Otara-Papatoetoe and Papakura (scan and send out with minutes)
- MIT will be working closely with Manurewa with regard to building upgrades utilising MPTT students

**FEEDBACK**
- Chair noted the engagement with community meetings as positive.
- R. Sullivan advised Cultural Competency training going well, potential Ports of Auckland business for 2019 with a few smaller clients e.g. AA and Mike Jenkins.
- J. McLeod advised Mike Moka operates an Indigenous Growth Ltd who also delivers cultural competency training – opportunity to see what his framework is.

**QUESTIONS**

**How do you feel the atmosphere for Māori is at MIT with the looming changes for staff and students?**
*Te Tai Tokerau have a regional investment plan – wanting to ensure they are included in plans.*
*If there was an Auckland regional hookup North Tec would be an easy reach.*
*Staff incredibly stressed, overworked and under pressure – it is tough!*

**Impact of Fees Free for Māori students?**
*Impact on MPTT scheme; reduction in EFTS.*
*Highlights the need to provide good guidance and advice about pathways.*

**With Fees Free does it look like students will return to study 2019?**
*Still catching up with numbers. Tech Park continue to have strong numbers. We don’t have reliable data.*
Māori Dashboard Data information extracted from current systems. High numbers of non-affiliation with any iwi highlights a serious urban issue where Māori students don’t know their pepeha which plays a key part in them understanding who they are and where they belong.

PRESENTATION OF KIA MATAARA APP TO MEMBERS (FROM CHAIR’S REPORT)

RECOMMENDATIONS
- Kia Mataara – Link attached to email signatures
- Post on Linkedin, Social Media

The Chair acknowledged the work done to get this app up and running, and asked members to share it around our various communities.

THE CHAIR MOVED TO ACCEPT THE WRITTEN REPORTS FROM CE AND DCE MĀORI
SECONDED: P. ENARI
Purpose:
To take New Zealand’s education experiences to the world for enduring economic, social and cultural benefit.

Goals:
• To deliver and excellent education and student experience
• To achieve sustainable growth
• Develop global citizens

Outcome:
• A thriving and globally connected New Zealand through world-class international Education
NZ is #1 in the world at preparing students for the future
- Teacher’s equipped to teach future skills
- World leading expertise in teaching and innovation in student centred learning approaches
- A curriculum framework for future skills
- Digital technologies integrated as a core component of the curriculum
- An internationally connected education sector

Teach students how to put knowledge to work in the world
- Independent thinking
- Working collaboratively
- Global perspective
- Self-directed
- Interactive
- Hands-on
- Project based
- Connected

Values based education
We’re an open society that encourages curiosity, new ideas and fresh ways of looking at the world
- We care for people and the world around us
- We’re inclusive of others
- We believe that everyone has a fair and equal opportunity to succeed
- We have an innate entrepreneurial spirit
- We connect globally

“Through education we instill students with the limitless thinking and self belief they need to make a difference in their own lives and the world around them – no matter where they are.”
Ministry of Foreign Affairs and Trade (MFAT) have a focus on...

- Small to Medium Enterprise
- Indigenous Economy
- Women
- Growing Regions
- Looking at a Pacific Refresh

**Workforce of the future**

The competing forces shaping 2030

---

**Gen X**

*Born early-to-mid 1960s to the early 1980s*

- Children of the Baby Boomers, post-World War II
- Born during a time of shifting societal values
- Both parents worked – less supervision
- Focused on individual advancement, stability, job satisfaction
- Migration from the Pacific to NZ

**Gen Y**

*Born 1980 – mid 1990s (Early 20s to late 30s)*

- Born in to the era of the internet and the development of smart technologies
- More likely civic minded and motivated by purpose
- Strong sense of community both local and global
- Confident, tolerant, entitled and narcissist (pursuit of gratification)
- Make up a large percentage of the workforce
- Higher levels of student loan debt and unemployment
- Non-hierarchical / flat work place structure
- Work-life balance

---

Social consciousness

Meaningful work, finding a creative outlet, immediate feedback

Not satisfied with a long period out the same time

Career paths more dynamic and less predictable

Social media has augmented collaborative skills

Has sought the aide of mentors and advisers

Public service sector roles

Competitive sport era

Change jobs for the same reasons as other generations—namely, more money and a more innovative work environment.

They look for versatility and flexibility in the workplace, and strive for a strong work–life balance in their jobs
Gen Z
Born Mid 1990s to Mid 2000s – iGen
(Under 5 years – Mid 20s)
• Shorter attention span
• Multi-task, and it’s not to be rude
• Independent vs collaborative (Gen Z would rather work in own space than others and Gen Y want to be collaborative)
• Digital pioneers
• Communication habits (F2F)
• Optimistic vision
• Convenience over brands
• Different ways of learning
• Less tolerant
• Social influencers

Gen Z see zero boundaries to creating their future – they see the ever-increasing technology innovations as their ticket to creating an abundant future. Many current jobs are not set up to ‘solve’ a problem – they are simply task-focused.

Generation Y and Z
Gen Y or Millenials ...
• are choosing to be entrepreneurs rather than work for an employer - freedom, flexibility and control over money as it contributes to lifestyle.

Gen Z or iGen ...
• willing to take more risk and do what it takes to own their own business
• the most entrepreneurial generation in history
• In America, more than 60% of high school students say they would rather be entrepreneurs instead of employees, as do 43% of university students
• Many prefer to create their own business over going to university
• Favour the opportunity to learn through real-life business rather than go into student debt to learn something that may or may not be relevant to their career.

Gen Z & Ako
Ako means to teach and also to learn
Ako is an educative partnership where teaching and learning is linked
Well-equipped teachers help to produce well equipped learners
This breed of Gen Z learners will have an inevitable impact on teacher, lecturers and facilitator now and in the future
The world is shrinking through the advent of the internet, so we need to be more aware of what is happening in the international space, because Gen Z learners are more aware, and are influenced by it.

A Millennial Job Interview
Two Big Questions

What kind of world and workforce are we preparing our learners for?
How prepared is MIT keep up with the expectations of Gen Z learners across the respective disciplines?
Rūnanga Chair (Verbal Report)

RŪNANGA SCHOLARSHIP (J. McLEOD)

- Nine applications received
- Good range of study pathways
- Good representation across age demographic (26 – 62 y/o)
- A few applicants were previous recipients
- Challenging to make a confirmed selection without supporting data
- We need to check eligibility for future processing/selection of successful recipients (where a student is at, distance they travel, transcripts, grade average and study period
- Established five successful applicants

J. McLEOD proposed a provisional recommendation to accept the five applications, subject to data check.

CARRIED BY ALL

ACTION:

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<tr>
<th>Action Description</th>
<th>Responsible Party</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify for each recipient grade average and previous results and report back to Rūnanga findings</td>
<td>PA/Cara McCarthy</td>
<td>31/10/18</td>
</tr>
<tr>
<td>Update 2019 Rūnanga Scholarship Application form Close-Off date to 11 February 2019</td>
<td>PA/Cat Marvin</td>
<td>31/10/18</td>
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<tr>
<td>J. McLeod to meet with Scholarship Team and Rūnanga Secretary to streamline application process</td>
<td>PA/JM/Cara McCarthy</td>
<td>Before 13/12/18</td>
</tr>
</tbody>
</table>

IT WAS RESOLVED THAT THE RŪNANGA ENDORSE THE FIVE SUCCESSFUL RECIPIENTS OF THE 2018 RŪNANGA SCHOLARSHIP

MOVED: R. TUWHANGAI
SECONDED: R. SULLIVAN
CARRIED BY ALL

ADVERTISING OF THE RŪNANGA SCHOLARSHIP FOR 2019

- The Chair requested a receipt of confirmation of credit applied to the student loan accounts of scholarship recipients
- Request mad for applications to be submitted digitally (no longer paper based applications)
- Better advertising of the scholarship to all Māori students (SMS data 2nd year degree and diploma students)
- Reinvest time into administration of scholarships for 2019
- Close off dates to be changed to 11 February 2019
- Email reminder to students in January 2019
- Put up panui about the scholarship at the Marae
- Suggestion to add scholarship details and link to mobile app Kia Mataara

PRESENTATION OF KIA MATAARA APP TO MEMBERS

R. SULLIVAN

Refer to DCE, Māori Update
Chair acknowledged the time invested in the content development for the app.
TAINUI KAWA FOR FORMAL OCCASIONS
The Chair voiced concerns about how the kawa was conducted at the Tuku Taonga celebration this year
- Acknowledgement that the Terms of Reference states that matters pertaining to Tikanga at MIT sits with the DCE Māori
- Concern raised that Guest of Honour was not acknowledged until later in the formalities.
- Karanga at the start of the proceedings to guests indicated that the kawa was that of a powhiri, not a whakatau, as was mentioned on the evening.
- Request made to ask DCE Māori to discuss this matter with kaumatua and kuia, and whomever if needed, so that the kawa is correct at the next Tuku Taonga.

P. Enari expressed that the Rūnanga want the right message conveyed from this feedback, and that it is seen as constructivewhat has been observed.

Action: R. Sullivan to speak to team members concerned.

USE OF THE DISCRETIONARY FUND FOR 2018

- In 2017 the 5k discretionary fund allocation supported the development of the cultural competency app Kia Mataara
- Chair sought suggestions from members about how these funds could be used in 2018, perhaps with a focus on supporting staff in some way.
- R Sullivan suggested that one way that staff could be supported was to attend the Pae o te Maramatanga Conference in November.

IT WAS RESOLVED THE 2018 DISCRETIONARY FUND BE USED TO SPONSOR APPROXIMATELY 5 MĀORI STAFF TO ATTEND THE NGĀ PAE O TE MĀRAMATANGA CONFERENCE, UP TO THE VALUE OF 5,000.00

MOVED: R. SULLIVAN
SECONDED: T. ARTHUR
CARRIED BY ALL

Action: R Sullivan to email a request for Expressions of Interest to all Māori Academic staff asking them to respond with “how would your attendance at this conference benefit MIT.” Expressions of interest should be sent to either R Sullivan or P Abraham. If there are more than five requests received, the Rūnanga will consider how the funds will be used.

MEMBERSHIP

The role of the Te Whakakitenga (Waikato-Tainui) representative ends in November 2018.

The recruitment process is being worked through

R. Sullivan attended the Whaiora Marae and Otara Collective Hui. Received an expression of interest from Busby Noble to join Rūnanga, which appeared to be supported by the collective present at that hui.

Action: On advice from Chair, R. Sullivan to gather background information/endorsements on Busby Noble.

GENERAL UPDATE

Meeting with CE and DCE
The Chair reported that after contacting the Chair of the Appointments Committee of Waikato-Tainui it became evident that the iwi had already started recruiting for the replacement of Bill Takerei, that
a short list had been compiled and that interviews were going to be taking place, all without consultation with the Rūnanga. After several attempts were made to meet with the Appointments Committee Chair, which were unsuccessful, this matter was later raised with the CE, and the Chair of Council as well as the Chair of Waikato-Tainui. We are awaiting a response.

G. Gilmore confirmed that he had received no response at this time.

Future Considerations

The Chair spoke to the information circulated regarding international education opportunities that she had been advised of at her recent meeting with the Board of Education New Zealand. A presentation was tabled and the following was noted:

- MFAT has Indigenous Economy as one of the priority areas. How might MiT capitalise on this?
- There are a lot of international students in NZ Secondary Schools. What are we doing to engage these secondary school students with MIT?
- How is MIT preparing staff to work with Gen Z learners?

R10/07 GENERAL BUSINESS

Sullivan - Ngā Kete Wānanga Marae 20th Anniversary 2-4 May 2019

P Abraham shared tentative meeting dates for Rūnanga Meetings for 2019. Meeting dates will be first Thursday of the month, for the months that the Rūnanga will be meeing. Calendar invites to be sent.

Action: Include Rūnanga to calendar invite.

Closing Karakia – R. Sullivan at 6:33pm
2019 DRAFT RŪNANGA ANNUAL WORK PLAN

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1</td>
<td>Review Māori Enrolment, Achievement and Recruitment Data</td>
</tr>
<tr>
<td></td>
<td>Rūnanga Scholarship applications close 29/03/19</td>
</tr>
<tr>
<td>March 25-30</td>
<td>MIT Graduation Celebrations and Main Graduation Week</td>
</tr>
<tr>
<td>March 28</td>
<td>Tuku Taonga Celebrations at Ngā Kete Wānanga Marae</td>
</tr>
<tr>
<td>March 30</td>
<td>MIT Main Graduation Ceremony at Vodafone Events Centre, Manukau City</td>
</tr>
<tr>
<td>May</td>
<td>Combined meeting with Te Komiti Tangata Whenua</td>
</tr>
<tr>
<td>July</td>
<td>Invite guest speakers / Guest presentations</td>
</tr>
<tr>
<td>August</td>
<td>Joint Council/Rūnanga Meeting</td>
</tr>
<tr>
<td>October</td>
<td>Invite guest speakers / Guest presentations</td>
</tr>
<tr>
<td></td>
<td>Confirm membership for following year</td>
</tr>
<tr>
<td>December</td>
<td>Review of Rūnanga Strategic Priorities</td>
</tr>
<tr>
<td></td>
<td>Review of Māori Education Strategy Priorities</td>
</tr>
<tr>
<td></td>
<td>Confirm Strategic Priorities for New Year</td>
</tr>
<tr>
<td></td>
<td>Confirm workplan for following year</td>
</tr>
</tbody>
</table>

MEETING SCHEDULE

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>DATE</th>
<th>VENUE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>20/02/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>07/03/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>20/03/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>17/04/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>01/05/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>15/05/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>19/06/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>03/07/2019</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>17/07/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga/Council</td>
<td>15/08/2019</td>
<td>Manuhiri Room, NT Block</td>
<td>11.45am-4pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>21/08/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>04/09/2019 or</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>02/10/2019</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>18/09/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Te Komiti Tangata Whenua</td>
<td>16/10/2019</td>
<td>NA121, Dilworth Centre</td>
<td>3-4pm</td>
</tr>
<tr>
<td>Rūnanga</td>
<td>06/11/2019 or</td>
<td>NA121, Dilworth Centre</td>
<td>4:30-6:30pm</td>
</tr>
<tr>
<td>04/12/2019</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### CURRENT ACTION LIST AS AT 24 OCTOBER 2018

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Action</th>
<th>Responsible</th>
<th>Due date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/10/18</td>
<td>Verify for each recipient grade average and previous results and report back to Rūnanga findings</td>
<td>PA/Cara McCarthy</td>
<td>31/10/18</td>
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<tr>
<td></td>
<td>Update 2019 Rūnanga Scholarship Application form Close-Off date to 11 February 2019</td>
<td>PA/Cat Marvin</td>
<td>31/10/18</td>
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<tr>
<td></td>
<td>J. McLeod to meet with Scholarship Team and Rūnanga Secretary to streamline application process</td>
<td>PA/JM/Cara McCarthy</td>
<td>Before 13/12/18</td>
<td></td>
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<tr>
<td></td>
<td>Feedback to Kaumatua/Kuia concerns about Tikanga/Kawa at formal events</td>
<td>RS</td>
<td>31/10/18</td>
<td></td>
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<td></td>
<td>Email all Māori staff for EoI to attend Ngā Pae o Te Māramatanga Conference</td>
<td>RDS</td>
<td>26/10/18</td>
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</tr>
<tr>
<td></td>
<td>Gather background information/endorsements about recommended Marae Representative.</td>
<td>RS</td>
<td>07/11/18</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Send calendar invite to Rūnanga members for Ngā Kete Wānanga Marae’s 20th Anniversary</td>
<td>PA</td>
<td>31/10/18</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/03/18</td>
<td>Members to consider new membership particularly in the fields of finance, business and entrepreneurship, social and commercial investment and local marae</td>
<td>ALL</td>
<td>From Oct 2017</td>
<td>Carried over to June 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/03/18 07/09/17</td>
<td>Follow up on inclusion of a Cultural Responsiveness module in the Adult Teaching Qualification</td>
<td>R. Sullivan G. Gilmore</td>
<td>November</td>
<td>Deferred to October 2018</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>01/03/18 07/09/17</td>
<td>That the Rūnanga Meeting Minutes be sent to R. Tuwhangai within 1 week of the Rūnanga meeting, and within 2 weeks of the Rūnanga meeting sent to members and also to Michelle Hubble for inclusion in Council Meeting papers</td>
<td>P. Abraham from October 2017</td>
<td>On going</td>
<td>On going</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
C12/18 MATTERS ARISING – OPEN SESSION

Author: Michelle Hubble, Council Secretary
Date: 05 November 2018

Request to Council
Please note the information below as action items taken from previous Council minutes to be reported back to Council.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Reference</th>
<th>Matter</th>
<th>Who</th>
<th>Expected Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/09/18</td>
<td>C09/14</td>
<td>Report due on how to respond to the PCAB recommendations and their revised Draft Terms of Reference to be tabled</td>
<td>S Lotu-Iiga</td>
<td>25 Oct</td>
<td>On Agenda</td>
</tr>
<tr>
<td>25/10/18</td>
<td>C10/20</td>
<td>Student Appeal Options Paper</td>
<td>M Carroll</td>
<td>21 Feb 2019</td>
<td></td>
</tr>
<tr>
<td>13/09/18</td>
<td>C09/20</td>
<td>Report due on progression of Bilingual Initial Teacher Education opportunity</td>
<td>M Carroll</td>
<td>16 May 2019</td>
<td></td>
</tr>
</tbody>
</table>
C12/19  CORRESPONDENCE - OPEN SESSION

**Author**  Michelle Hubble, Council Secretary  
**Date**  04 December 2018

**Request to Council**

Please note the information below regarding correspondence received and sent since the last meeting.

**INWARDS**

- 18.10.2018  From Hon. Chris Hipkins re Engagement of external security providers
- 06.11.2018  From Hon. Chris Hipkins re Performance-linked Funding
- 20.11.2018  From Tim Fowler, TEC re Rate MyQualification (MyQ) Results Publication
  - Link to Results Summary

**OUTWARDS**

- 06.11.2018  To Tim Fowler, TEC re MIT’s engagement of external security providers
- 04.12.2018  To Iona Holsted, MoE re update on progress at MIT since 2013
C12/20  Granting of Awards

Author  Michelle Hubble, Council Secretary
Endorser  Gus Gilmore, Academic Board Chair
Date  22 November 2018

Request to Council
That the Council confirm the sealed awards granted by the Chief Executive under the delegated authority of the Council since the last Council meeting held 25 October 2018.

Summary
In accordance with the provisions of section 6.1 of Manukau Institute of Technology Statute 3: The Academic Statute and under the delegated authority of the Council, the Chief Executive has granted awards of the Institute to graduands as stated in the signed memo for:

- 2018 Degrees and Level 7s
- 2018 Certificates and Diplomas

The full schedule of awards is available in the Appendices.
Granting of Awards

In accordance with the provisions of section 6.1 of Manukau Institute of Technology Statute 3: The Academic Statute and under the delegated authority of the Council, the Chief Executive hereby grants awards of the Institute to graduands as outlined in Appendix One to this document.

Summary of Graduand Numbers:

2018 Degrees and Level 7s

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Award Description</th>
<th>No. of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/1634</td>
<td>Graduate Certificate in Shipping</td>
<td>1</td>
</tr>
<tr>
<td>2018/1638-1656</td>
<td>Bachelor of Applied Social Work</td>
<td>19</td>
</tr>
</tbody>
</table>

2018 Certificates and Diplomas

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Award Description</th>
<th>No. of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/1635</td>
<td>Diploma in Marine Engineering</td>
<td>1</td>
</tr>
<tr>
<td>2018/1636</td>
<td>Certificate in Carpentry</td>
<td>1</td>
</tr>
<tr>
<td>2018/1637</td>
<td>Diploma in Nautical Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>New Zealand Diploma in Early Childhood Edu</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>and Care</td>
<td></td>
</tr>
</tbody>
</table>

Signed: ___________________________  Date: 22/11/18

Gerard Gilmore

Chief Executive

Attachment:

Appendix 1 - Names of Graduands and their relevant awards

\footnote{Statute 3: The Academic Statute, clause 6.1 “Awards of the Institute shall be granted pursuant to a resolution of the Council. The Chief Executive, under the delegated authority of the Council, may also grant awards of the Institute. In such circumstances, the Chief Executive shall notify the Council of all awards so granted for ratification by the resolution of the Council at its next scheduled meeting.

Authority to “Grant Sealed Awards of the Institute” is delegated to the Chief Executive (Council Register of Permanent Delegations and Authorisations - CE/ACR).}
C12/21

Proposed Response to the Pasifika Community Advisory Board (PCAB) Submission

Author Blake Wong-Ling, Pasifika External Relations Manager
Contributors MIT Pasifika Community Advisory Board
Endorser Peseta Sam Lotu-Iiga, Deputy Chief Executive - Pasifika
Date 20 November 2018

Request to Council

Please approve this amendment regarding the MIT Pasifika Community Advisory Board (PCAB) and their TWO (2) requests outlined as:

i) MIT Council formally adopts the PCAB as a sub-committee of the MIT Council

ii) MIT Council recognize PCAB as a Governance Talent Pipeline for future MIT Council appointments

Your formal approval is required to formalize PCAB as a formal sub-committee of MIT Council and to advise PCAB when vacancies arise in MIT Council

Summary

The following paper outlines proposed responses to the submission made by PCAB (MIT Pasifika Community Advisory Board) to MIT Council at the informal meeting post ordinary meeting on 13th September 2018. The presentation by PCAB was delivered by Chair Amatailevi Stella Muller supported by members of PCAB as follows; Deputy Chair George Mapakatama, Anae Arthur Anae, Bernie Pone, Letoa Henry Jenkins, Tunumafono Ava Fa’amoe and Joseph Liava’a.

RECOMMENDATIONS

i) MIT Council formally adopts PCAB as a Sub-Committee of the MIT Council

Pursuant to section 193 (3) of the Education Act 2018 the MIT Council has the power to establish committees to exercise such powers as are delegated to them under the Act or conferred on them by statutes made by Council.

The Pasifika Development Office suggest the following responses to this point:

- The MIT Council formally establish PCAB (The Pasifika Community Advisory Board) as a formal Council Sub-Committee.
PCAB then would be an Advisory Group to Council (similar to the Runanga):

a) To bring directly to MIT Council, the voice of the Pasifika Community

b) To increase engagement with the wider Pasifika community with an emphasis on bringing the community into the life of MIT to work together in the interests of increasing Pasifika student success, higher participation rates at MIT across all levels (including higher levels of education and qualification) and to advise on the wider Pasifika community of MIT on strategic aspirations for Pasifika

c) To recommend policy development and strategic directions relevant to the Pasifika Communities

d) The PCAB Terms of Reference (which are currently under review) be re-written to take into consideration this formality change

e) Work closely with the MIT Pasifika Development Office to make PCAB’s aspirations a reality

f) Regular reporting between this sub-committee and the MIT Council

A formal resolution establishing PCAB as an Advisory Group to Council is enclosed, for signature by two Council members. If approved, revised PCAB Terms of Reference taking into account the new reporting structure will be presented to Council next year.

ii) MIT Council recognizes PCAB as the Governance Talent Pipeline for Future MIT Council Appointments

The MIT Council is the highest governance structure at MIT. It is organized pursuant to legislation found in the Education Act 2018, Section 222AA where definition is given in s222AA, (1), (a) and (b) that four positions are appointed by the Minister and four positions by the Council itself.

With the terms of FOUR (4) Council Members coming to an end by the close of 2019, PCAB’s intention is to be a (not the only) recognized pool of talent for possible council appointments. Given this, there are currently two former Council members currently serving in PCAB (Anae Arthur Anae and Bernie Pone).

The Pasifika Development Office suggest the following responses to this point:

- MIT Council to advise PCAB when council vacancies arise and PCAB may make non-binding recommendations to MIT Council of potential candidates

The rationale behind this proposed action point is to address PCABs goal to ensure that PCABs internal talent and experience is recognized as well as their connecting of potential Pasifika candidates who would be suitable in the recruitment of potential council appointments.

PCAB’s original presentation is attached
1. That the MIT Council formally adopts the PCAB as a sub-committee of the MIT Council.

2. That the MIT Council recognise PCAB as the Governance Talent Pipeline for future MIT Council appointments.
Council of Manukau Institute of Technology

Resolution

This resolution records that the Manukau Institute of Technology (MIT) Council resolved that the Pasifika Community Advisory Board (PCAB) be established as an Advisory Group to Council in accordance with sections 193 and 222 of the Education Act 1989.

Signed under seal for and on behalf of the MIT Council:

____________________________ _____________________________ ________________
Member of Council 
Signature Name Date

____________________________ _____________________________ ________________
Member of Council 
Signature Name Date
Request to Council

To approve the External Audit Plan in respect of the audit for the year ending 31 December 2018.

Information to note

Management wish to highlight the following:

- The Audit plan is a change in approach from prior years where an Audit Arrangements Letter was issued by Audit New Zealand and needed to be signed on behalf of MIT. Audit New Zealand have advised the Audit plan does not need signing by MIT. What is expected at a minimum is that it is submitted to the Audit & Compliance Committee.

- In accordance with action from the Audit & Compliance Committee 26 October 2018 we re-submit the 2018 Audit Plan to Council for approval with the requested change on the Strategic Property and Technology Park projects.
Audit plan
Manukau Institute of Technology
For the year ending 31 December 2018
Audit plan

I am pleased to present the arrangements for the audit of Manukau Institute of Technology (MIT) for the year ending 31 December 2018. The purpose of this audit plan is to discuss:

<table>
<thead>
<tr>
<th>Audit risks and issues</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our audit process</td>
<td>8</td>
</tr>
<tr>
<td>Reporting protocols</td>
<td>11</td>
</tr>
<tr>
<td>Audit logistics</td>
<td>12</td>
</tr>
</tbody>
</table>

The contents of this plan should provide a good basis for discussion when we meet with you.

We will be happy to elaborate further on the matters raised in this plan.

We are committed to delivering a high-quality audit. Our audit is risk based, which means that we focus on the areas that matter. Every member of the audit team will contribute to achieving the highest standard of professional excellence.

If there are additional matters that you think we should include, or any matters requiring clarification, please discuss these with me.

Yours sincerely

David Walker
Appointed Auditor
8 November 2018
Audit risks and issues

Focus areas

Based on the planning work and discussions that we have completed to date, this table sets out the main audit risks and issues.

<table>
<thead>
<tr>
<th>Audit risk/issue</th>
<th>Our audit response</th>
</tr>
</thead>
</table>
| **Transformation projects** | MIT is currently undergoing a significant transformation project (that is, the Strategic Property: Campus Masterplan). There is a risk that inadequate project governance and management, or external market factors such as land prices, could lead to cost overruns and/or the project not delivering the desired outcome. We encourage MIT to consider obtaining independent assurance over significant projects to provide the Council and management with comfort that appropriate project management practices are being applied and that assumptions regarding external market factors are reasonable and appropriate. We will update our understanding of the project(s) and consider the adequacy of managements review processes and engagement with Those Charged with Governance in respect of:  
  • business cases developed to support capital investment decisions;  
  • project and procurement planning and governance;  
  • risk management practices; and  
  • project reporting. We will review and test the allocation of costs between capital and operating activities, to ensure this is appropriate. |
| **TechPark**           | Before MIT’s financial year-end we understand that MIT will sign a development agreement for a developer to build and own the land and buildings referred to as TechPark. We also understand that the development agreement will include a draft long-term operating lease agreement, between the developer and MIT, to be finalised on completion of the development. The long-term risk to MIT is being bound by a level of operating costs, including lease payments, which may not be financially supportable by the level of income generated (including student fees from courses run out of TechPark). We will review management’s assessment and the Board’s consideration of the TechPark project including:  
  • the business case to support the financial feasibility of TechPark;  
  • MIT’s risk assessment and proposed monitoring process of TechPark; and  
  • the level of approvals required due to the significance of TechPark. We will review management’s assessment of any disclosures that may be required in the December 2018 annual report. |
<table>
<thead>
<tr>
<th>Audit risk/issue</th>
<th>Our audit response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial sustainability</td>
<td></td>
</tr>
<tr>
<td>The tertiary education sector</td>
<td>We will review how MIT is tracking against the approved budget.</td>
</tr>
<tr>
<td>continues to face financial</td>
<td></td>
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<tr>
<td>challenges as a result of the</td>
<td>We will update our understanding of the strategies MIT has put in place to manage the</td>
</tr>
<tr>
<td>current economic climate and</td>
<td>current financial constraints and the EFT uncertainties.</td>
</tr>
<tr>
<td>increased competition.</td>
<td></td>
</tr>
<tr>
<td>Long term financial viability</td>
<td>We will review the Council’s and management’s assessment of going concern assumption</td>
</tr>
<tr>
<td>planning is becoming a key issue</td>
<td>and the underlying support for the assumption.</td>
</tr>
<tr>
<td>for MIT and the sector as a</td>
<td>We will review the final number of EFTS achieved and review the associated accounting</td>
</tr>
<tr>
<td>whole.</td>
<td>treatment and disclosures to ensure they are appropriate.</td>
</tr>
<tr>
<td>MIT has incurred a loss for the</td>
<td></td>
</tr>
<tr>
<td>2017 financial year, and is</td>
<td></td>
</tr>
<tr>
<td>under continuing pressure to</td>
<td></td>
</tr>
<tr>
<td>find operational efficiencies to</td>
<td></td>
</tr>
<tr>
<td>ensure the 2018 budget is met.</td>
<td></td>
</tr>
<tr>
<td>Accounting standards require the</td>
<td></td>
</tr>
<tr>
<td>Council and management to</td>
<td></td>
</tr>
<tr>
<td>conduct an assessment on MIT’s</td>
<td></td>
</tr>
<tr>
<td>financial viability to support</td>
<td></td>
</tr>
<tr>
<td>the appropriateness of the going</td>
<td></td>
</tr>
<tr>
<td>concern assumption each year.</td>
<td></td>
</tr>
<tr>
<td>Based on this assessment, the</td>
<td></td>
</tr>
<tr>
<td>Council will need to determine</td>
<td></td>
</tr>
<tr>
<td>if it needs to obtain a letter</td>
<td></td>
</tr>
<tr>
<td>of support from the Minister of</td>
<td></td>
</tr>
<tr>
<td>Education and Minister of Finance.</td>
<td></td>
</tr>
<tr>
<td>Audit risk/Issue</td>
<td>Our audit response</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Property, Plant and Equipment (PPE); Valuations and Fair value assessments</strong></td>
<td></td>
</tr>
</tbody>
</table>

As part of the Strategy Property: Campus Masterplan, MIT is looking at how best to reduce the MIT property footprint, improve overall property utilisation and realise campus asset value for reinvestment. We understand as part of this strategic initiatives MIT are looking to sell, divest or demolish current buildings.

MIT will need to consider whether the land (including buildings and other related assets) needs to be reclassified as non-current assets held for sale, rather than property, plant and equipment.

As the campus masterplan progresses, MIT will also need to identify those assets which are no longer in use (or have no service potential) and derecognise these by writing them off through the surplus/(deficit). Where assets continue to have service potential at balance date, decisions will need to be made by MIT about the assets’ carrying value and the possible reductions in remaining useful lives.

As MIT intends to revalue its land and buildings as at 31 December 2018, these decisions will need to be communicated with MIT’s valuer so the information can be used to inform the valuations. PBE IPSAS 17 *Property, Plant and Equipment* requires that assets be revalued on a class by class basis.

MIT will also need to review the carrying value of any class of assets that are not revalued for impairment. Our expectation is that a formal assessment will be completed by management by the start of the interim audit. It is important that this assessment is completed at an early stage to avoid the risk of not accounting for PPE at fair value becoming a delay during the final audit.

We will review management’s processes for the disposal of PPE. We will review whether MIT has accounted for any land sales in accordance with GAAP, and whether the appropriate approvals had been obtained. We will also enquire of management whether the assets sold, and other related components, have been removed from the fixed asset register.

We will make enquiries of the independent valuer that the valuations of MIT’s land and buildings have been performed in accordance with PBE IPSAS 17 *Property, Plant and Equipment* and that, in particular, the fair value accurately reflects the remaining useful lives of assets. PBE IPSAS 17 requires that all assets in the class of asset must be revalued. We will also assess whether MIT has correctly accounted for the valuations in its financial statements. Any revaluation adjustments should be completed as soon as possible after the revaluation date to ensure discrepancies are promptly resolved.

We will obtain assurance that assets (by asset class) that are not revalued (if any) have been appropriately assessed by MIT for impairment. We will also review any impairment charges and confirm that they have been accounted for in accordance with PBE IPSAS 21, *Impairment of Non-cash Generating Assets*. 
## Audit risk/issue

<table>
<thead>
<tr>
<th>Borrowing arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT have high levels of external borrowings, which are both current and non-current with the bulk of the borrowings being non-current. These long term borrowings come with the risk of being made current in the event that debt covenants are breached. As MIT have high levels of non-current borrowings, MIT needs to ensure borrowings and derivatives are appropriately accounted for in line with GAAP. This will include the need to consider compliance with TEC and banking covenants and the impact of any non-compliance on classification of MIT’s borrowings as current or non-current liabilities.</td>
</tr>
<tr>
<td>We will review borrowing arrangements entered into by MIT and ensure that borrowings and related derivative arrangements are correctly accounted for in the financial statements. This will include considering MIT’s compliance with borrowing covenants and the consequences of non-compliance (if any). We will also consider whether associated transaction and interest costs (including capitalised interest) are appropriately accounted for in MIT’s financial statements.</td>
</tr>
</tbody>
</table>

## The risk of management override of internal controls

<table>
<thead>
<tr>
<th>The risk of management override of internal controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an inherent risk in every organisation of fraud resulting from management override of internal controls. Management are in a unique position to perpetrate fraud because of their ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Auditing standards require us to treat this as a risk on every audit.</td>
</tr>
</tbody>
</table>
| Our audit response to this risk includes:  
- testing the appropriateness of selected journal entries;  
- reviewing accounting estimates for indications of bias; and  
- evaluating any unusual or one-off transactions, including those with related parties. |

## Statement of service performance

<table>
<thead>
<tr>
<th>Statement of service performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Education (Tertiary Education and Other Matters) Amendment Act 2018 amended section 220 of the Education Act 1989 to provide that the Statement of Service Performance included in a TEIs annual report had to be prepared in accordance with GAAP (new section 220(2C)). This amendment came into force on 30 March 2018. However, there are transitional provisions included in the amendment, meaning that the first financial year that section 220(2C) applies to is the 2019 financial year.</td>
</tr>
<tr>
<td>In preparation for the application of the requirements of section 220(2C) we will apply the Auditor-General’s Auditing Standard 4 *The Audit of Performance Reports on a dry-run basis in our audit of MIT’s performance information for the year ending 31 December 2018. There will be no opinion impact on the 31 December 2018 annual report as a result of the dry-run application of AG-4. We will report any identified areas for improvement in our management report.</td>
</tr>
</tbody>
</table>
Please tell us about any additional matters we should consider, or any specific risks that we have not covered. Additional risks may also emerge during the audit. These risks will be factored into our audit response and our reporting to you.

**Fraud risk**

Misstatements in the financial statements and performance information can arise from either fraud or error. The distinguishing factor between fraud and error is whether the underlying action is intentional or unintentional. In considering fraud risk, two types of intentional misstatements are relevant – misstatements resulting from fraudulent reporting, and misstatements resulting from misappropriation of assets.

The primary responsibility for the prevention and detection of fraud and error rests with the Council, with assistance from management. In this regard, we will discuss the following questions with you:

- What role does Council play in relation to fraud? How do you monitor management’s exercise of its responsibilities?
- Has a robust fraud risk assessment been completed? If so, is the Council satisfied that it had appropriate input into this process?
- How does management provide assurance that appropriate internal controls to address fraud risks are in place and operating?
- What protocols/procedures have been established between the Council and management to keep you informed of instances of fraud, either actual, suspected, or alleged?
- Are you aware of any actual, suspected, or alleged fraud? If so, have the results of management’s investigation been reported to Council? Has appropriate action been taken on any lessons learned?
**Our responsibility**

Our responsibility is to obtain reasonable, but not absolute, assurance that the financial statements and performance information are free from material misstatement resulting from fraud. Our approach to obtaining this assurance is to:

- identify fraud risk factors and evaluate areas of potential risk of material misstatement;
- evaluate the effectiveness of internal controls in mitigating the risks;
- perform substantive audit procedures; and
- remain alert for indications of potential fraud in evaluating audit evidence.

The Auditor-General has published useful information on fraud that can be found at [oag.govt.nz/reports/fraud-reports](http://oag.govt.nz/reports/fraud-reports).
Our audit process

Initial planning activities include verifying compliance with independence requirements and building the audit team.

We use our extensive sector and business knowledge to make sure we have a broad and deep understanding of you, your business, and the environment you operate in.

We use our knowledge of the business, the sector and the environment to identify and assess the risks that could lead to a material misstatement in the financial statements and performance information.

During the interim audit, we update our understanding of internal control. This includes reviewing the control environment, risk assessment processes, and relevant aspects of information systems controls.

We use the results of the internal control evaluation to determine how much we can rely on the information produced from your systems during our final audit.

During the final audit we will be auditing the balances, disclosures, and other information included in MIT’s financial statements and performance information.

We will issue our audit report on the financial statements and performance information. We will also report to the Council covering any relevant matters that come to our attention.
Materiality

In performing our audit, we apply the concept of materiality. In the public sector, materiality refers to something that if omitted, misstated, or obscured could reasonably be expected to:

- influence readers' overall understanding of the financial statements and performance information; and
- influence readers in making decisions about the stewardship and allocation of resources, or assessing your performance.

This definition of materiality is broader than the one used in the private sector.

Accounting standards also require the Council and management to consider materiality in preparing the financial statements. IFRS Practice Statement 2, *Making Materiality Judgements*, provides guidance on how to make materiality judgements from a financial statements preparer’s perspective. Although this guidance is primarily aimed at for-profit entities, the same principles can be applied by public benefit entities.

Whether information is material is a matter of judgement. We consider the nature and size of each item judged in the surrounding circumstances. The nature or size of the item, or a combination of both, could be the determining factor. Materiality will be lower for some items due to their sensitivity.

Misstatements

Misstatements are differences in, or omissions of, amounts and disclosures that may affect a reader’s overall understanding of your financial statements and performance information. During the audit, we will provide details of any such misstatements we identify to an appropriate level of management.

We will ask for each misstatement to be corrected, other than those that are clearly trivial. Where management does not wish to correct a misstatement we will seek written representations from representatives of Council that specify the reasons why the corrections will not be made.

Professional judgement and professional scepticism

Many of the issues that arise in an audit, particularly those involving valuations or assumptions about the future, involve estimates. Estimates are inevitably based on imperfect knowledge or dependent on future events. Many financial statement items involve subjective decisions or a degree of uncertainty. There is an inherent level of uncertainty which cannot be eliminated. These are areas where we must use our experience and skill to reach an opinion on the financial statements and performance information.
The term “opinion” reflects the fact that professional judgement is involved. Our audit report is not a guarantee but rather reflects our professional judgement based on work performed in accordance with established standards.

Auditing standards require us to maintain professional scepticism throughout the audit. Professional scepticism is an attitude that includes a questioning mind and a critical assessment of audit evidence. Professional scepticism is fundamentally a mind-set. A sceptical mind-set drives us to adopt a questioning approach when considering information and in forming conclusions.

Exercising professional scepticism means that we will not accept everything we are told at face value. We will ask you and management to provide evidence to support what you tell us. We will also challenge your judgements and assumptions and weigh them against alternative possibilities.

**How we consider compliance with laws and regulations**

As part of the Auditor-General’s mandate, we consider compliance with laws and regulations that directly affect your financial statements or general accountability. Our audit does not cover all of your requirements to comply with laws and regulations.

Our approach involves first assessing the systems and procedures that you have in place to monitor and manage compliance with laws and regulations relevant to the audit. We may also complete our own checklists. In addition, we will ask you about any non-compliance with laws and regulations that you are aware of. We will evaluate the effect of any such non-compliance on our audit.

**Wider public sector considerations**

A public sector audit also examines whether:

- Manukau Institute of Technology carries out its activities effectively and efficiently;
- waste is occurring or likely to occur as a result of any act or failure to act by Manukau Institute of Technology;
- there is any sign or appearance of a lack of probity as a result of any act or omission by Manukau Institute of Technology or by one or more of its members, office holders, or employees; and
- there is any sign or appearance of a lack of financial prudence as a result of any act or omission by Manukau Institute of Technology or by one of more of its members, office holders, or employees.
**Reporting protocols**

**Communication with management and the Council**

We will meet with management and the Council throughout the audit. We will maintain ongoing, proactive discussion of issues as and when they arise to ensure there are “no surprises”.

**Reports to governors and the Ministerial Letter**

We will provide a draft of all reports to governors and management for discussion/clearance purposes. In the interests of timely reporting, we ask management to provide their comments on the draft within 10 working days. Once management comments are received the report will be finalised and provided to Council.

We will also follow up on your progress in responding to our previous recommendations.

The report to governors will form the basis of a letter to the Minister, which will be cleared with Council by the OAG Sector Manager, Patricia Johnson.
Audit logistics

Our team

Our senior audit team members are:

David Walker          Appointed Auditor
Ian Lothian           Engagement Quality Control Director
Warren Auths          Audit Manager
Clive Shazell         Information Systems Auditor

Our engagement team is selected to ensure that we have the right subject matter expertise and sector knowledge. Each member of the audit team has received tailored training to develop their expertise.
Timetable

Our proposed timetable is:

12 November 2018  Interim audit begins
12 December 2018¹  Draft interim management report issued
Once available       2019 Draft Investment Plan available for review
11 February 2019    Draft financial statements available for audit (including notes to the financial statements) with actual year-end figures
11 February 2019    Final audit begins
8 March 2019        Final financial statements available, incorporating all the amendments agreed to between us
13 March 2019       Annual report available, including any Chair’s and Chief Executive’s overview or reports
15 March 2019       Verbal audit clearance given
29 March 2019       Audit opinion issued
29 March 2019       Final detailed management report issued

¹ If required.
Expectations

For the audit process to go smoothly for both you and us, there are expectations that each of us need to meet.

Our respective responsibilities are set out in our audit engagement letter dated 11 November 2016.

We expect that:

- you will provide us with access to all relevant records and provide information in a timely manner;
- staff will provide an appropriate level of assistance;
- the draft financial statements, including all relevant disclosures, will be available in accordance with the agreed timetable;
- management will make available a detailed workpaper file supporting the information in the financial statements; and
- the annual report, financial statements and performance information will be subjected to appropriate levels of quality review before being provided to us.

To help you prepare for the audit, we will liaise with management and provide them with a detailed list of the information we will need for the audit. We have also published information to explain what to expect from your audit:
Health and safety

The Auditor-General and Audit New Zealand take seriously their responsibility to provide a safe working environment for audit staff.

Under the Health and Safety at Work Act 2015, we need to make arrangements with management to keep our audit staff safe while they are working at your premises.

We expect you to provide a work environment for our audit staff that minimises or, where possible, eliminates risks to their health and safety. This includes providing adequate lighting and ventilation, suitable desks and chairs, and safety equipment where required. We also expect management to provide them with all information or training necessary to protect them from any risks they may be exposed to at your premises. This includes advising them of emergency evacuation procedures and how to report any health and safety issues.
Request to Council

1. Please note the information below, which is supplied as a status report on Health and Safety at MIT for the month of October 2018.
2. Please approve the updated MIT Health and Safety Policy for adoption.

Information to note

Incidents

<table>
<thead>
<tr>
<th></th>
<th>October 18</th>
<th>October 17</th>
<th>YTD 18</th>
<th>YTD 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

There were no significant incidents reported in October.

ACC Claims

<table>
<thead>
<tr>
<th></th>
<th>October 18</th>
<th>October 17</th>
<th>YTD 18</th>
<th>YTD 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>2</td>
<td>5</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Costs</td>
<td>$147.57</td>
<td>$516.80</td>
<td>$18,694</td>
<td>$8,301</td>
</tr>
</tbody>
</table>

Progress Against Health and Safety Strategy

<table>
<thead>
<tr>
<th>Key Result Areas</th>
<th>Status</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MIT’s Health and Safety strategy is clearly communicated to and understood by staff and students</td>
<td></td>
<td>• Refresher training, Hazard Management and Fire Warden training was run for the Marketing team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refresher training was run for the Construction School.</td>
</tr>
<tr>
<td>2. MIT’s faculties out-perform comparable industry benchmarks</td>
<td></td>
<td>• There were 2 ACC Claims reported for the month of October. Both resulted in a minor medical treatment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• MIT continues to outperform prior year ACC benchmarks for the tertiary sector.</td>
</tr>
<tr>
<td>3. Develop a reporting culture</td>
<td></td>
<td>• 5 near misses reported October 2018 vs 3 in October 2017.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• YTD 2018 58 reported near misses vs 42 YTD 2017.</td>
</tr>
<tr>
<td>4. Students graduating from MIT consistently demonstrate Health and Safety skills and knowledge</td>
<td></td>
<td>• Manukau and Tech Park Campuses are reviewing and updating their student handbook to improve health and safety information provided to students, in preparation for Semester 1 2019.</td>
</tr>
</tbody>
</table>
5. Health and Safety Leadership is effectively role modelled by MIT’s Council and Leadership team

- All new leaders appointed since July 2017 have received a 1:1 induction with the Safety and Wellbeing Manager.
- All People Leaders are being invited to attend a Health and Safety Leadership refresher at each H&S committee meeting. These have been completed for all Campuses. Upcoming sessions will target the Student Journey, the Pasifika and Marae teams.
- All Council H&S visits in 2018 to date have been completed, bar one which was missed due to a scheduling clash.

6. MIT’s high-risk areas are identified and effectively controlled

- Corrective actions arising from the lifeboat incident investigation are on track for completion.
- A critical risk audit of the Maritime School’s fire training facility at Mahurangi was carried out during October. No uncontrolled high risks were identified. Recommendations for improvement are detailed later in this report.

7. MIT has resources in place and enables staff participation to deliver a safe and healthy workplace

- 98% of rep roles filled (54/55).
- 93% of H&S representatives are trained (50/54).
- New academic workload model has proposed an allocation of time for a Safety Lead in each School.

8. MIT achieves external benchmark standards for practice in Health and Safety

- Annual AS/NZS4801:2001 surveillance audit took place 12-16 November 2018. MIT maintained its accreditation with no major non-conformances identified by the auditor. Details of the final report will be included at the next Council meeting.

Security Report

<table>
<thead>
<tr>
<th>Security Incident</th>
<th>Oct 18</th>
<th>Oct 17</th>
<th>↓</th>
<th>↑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burglary &amp; Attempts</td>
<td>0</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MV theft, attempts</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Theft ex. MV, attempts</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vandalism, graffiti</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Theft (inc all attempts)</td>
<td>0</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>People (inc Assaults, Robbery)</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening Behaviour/ Trespass</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant Events</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Apprehensions</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Critical Risk Audit Schedule

<table>
<thead>
<tr>
<th>Critical Risk</th>
<th>Auditor</th>
<th>Date</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asbestos</td>
<td>Safety and Wellbeing Manager</td>
<td>September 2018</td>
<td>September audit checked for implementation of the Asbestos Management Plan. No non-compliances identified. Update provided at 25 October Council meeting.</td>
</tr>
<tr>
<td>Hazardous substances (including gases)</td>
<td>2018 – HazTech, Registered Test certifier</td>
<td>February 2018</td>
<td>Test Location Certificates were issued by the Registered Certifier in February and May 2018.</td>
</tr>
<tr>
<td>Moving parts and equipment</td>
<td>360 Safety Solutions Limited</td>
<td>May 2018</td>
<td>The 2018 audit has been carried out. All areas audited (Construction, Plumbing, Maritime, Pukekohe) have corrective action plans in place. All action plans are on track.</td>
</tr>
<tr>
<td>Lifeboat training</td>
<td>Safety and Wellbeing Manager</td>
<td>March 2018</td>
<td>The lifeboat incident action plan is on track for completion.</td>
</tr>
<tr>
<td>Working from height/ scaffolding</td>
<td>Scaffolding Consultants Limited</td>
<td>May 2018</td>
<td>An audit was carried out on 29 May. Corrective action plan is tracking to target.</td>
</tr>
</tbody>
</table>
Fire Training Critical Risk Audit Recommendations

There were four recommendations for improvement identified during the fire training critical risk audit. They were:

- Conduct and record regular checks of the fire box and engage an engineer to conduct periodic reviews of the fire box structure to ensure its integrity
- Repair damaged floor and ceiling panels
- Implement a system to check that staff are medically fit to perform fire training activities
- Develop an electronic system for the storage of fire training documentation

A plan is in place to remedy these corrective actions.

Information to approve

Health and Safety Policy Statement

The MIT Health and Safety Policy Statement has been reviewed and updated to better reflect MIT’s health and safety aspirations and to explicitly refer to the AS/NZS 4801 Standard that we benchmark our system against. The review process included consultation and feedback from all MIT staff, health and safety representatives, the Executive Leadership Team and Unions.

MIT’s Safety Management System requires the policy to be reviewed and updated every two years. In response to this the Chairman is requested to sign the updated Health and Safety Policy Statement following the Council’s adoption of the Policy.

link to the policy
Request to Council

Please note the information below updating Council on relevant issues and opportunities.

Information to note

Pasifika Update
- We successfully launched the MIT Pasifika Strategy on 29 November. It was officially launched by Hon. Aupito William Sio and Gus Gilmore and included over 120 staff, students and community groups. This year we have been consulting to launch our MIT Pasifika Strategy for the next 5 years. This has been done in parallel with MIT’s strategy and has involved us consulting with staff, students and community groups.
- The Pasifika Team is jointly working with the Marketing team on a Community Perceptions project focused on exploring what the community (including staff, students and families) think about MIT and what influences their choices about study. So far the team has collected Pasifika student and staff feedback. The next steps include seeking external community and stakeholder feedback as well analysing the evidence collected and examining themes that can be used to better inform MIT’s strategies.
- MIT recently hosted our inaugural Fono Tangata Pasifika awards. The awards were well attended and demonstrated the breadth of talent and the invaluable contributions being made by Pasifika staff across MIT.

Student Complaints Update
The Draft Student Complaints Resolution Policy was released to staff for feedback in July. The Draft was submitted and endorsed by ELT in early September. An on-line complaints form is currently under-development to centralise the reporting of complaints across the institution. This is expected to be ready for launch in Jan/Feb. To support the visibility and roll-out of the new policy and use of the new on-line complaints form, a training workshop is under development to improve staff awareness and effective application of the policy. This workshop will be piloted in the new-year to inform a wider roll-out of the workshop. A bi-monthly Complaints Committee was set-up in August this year and is chaired by the EGM Academic.
Update from Specialist Advisor to the CE:

- Over 300 students who have passed the Certificate in Vocational and Technical Studies in the secondary schools of the Kingdom of Tonga received their Certificates at a Graduation Ceremony in Nuku’alofa on Tuesday, 13 November 2019.
- Stuart Middleton presented each graduate with the award. The ceremony attended by three thousand people and televised was the 2018 Graduation Ceremony for the Tonga Institute of Science and Technology who have now taken over the qualification from MIT as the second project MIT is undertaking in conjunction with the NZ Ministry of Foreign Affairs and Trade focuses on expanding the Certificate to more schools spread over the four main islands.
- An additional focus is also on strengthening the industry sector groups in the country and Graeme McClennan has established a number of industry groups and an industry advisory group chaired by the CEO of the Tonga Ministry of Education and Training.
- On the evening before the graduation NZ High Commissioner, Tiffany Babington, hosted a reception in recognition of the programme and commended MIT for the significant contribution being made. Each year there are approximately 700 students undertaking the 2 year programme across a wide range of trades areas. MIT staff have contributed to strengthening the capability of the school and tertiary teachers to deliver the programme. Also present and praising the programme was the Minister of Education and Training, Hon Penisimani ‘Epinesa Fifita, who noted the impact the programme was having on keeping students in school and in significantly increasing the intakes into the Tonga Institute of Science and Technology.
- (It is interesting to note that the withdrawal rate from the programme is a staggering low figure of 3.9%).

GM Otara Campus

- MIT have an agreement with Wintec to do IELTS testing in Hamilton. Commenced 1st of December, with the aim to grow business to do a minimum of 50 tests at Wintec on 11 test days during 2019.
- The 1st of December was a historic day in the IELTS test centre, as for the first time ever we exceeded 100 IELTS tests at the Otara centre, we ran at full capacity at Manukau and Commerce Street and we started at Wintec.
Request to Council

1. Please note the report from the Academic Board meeting held on Wednesday, 14 November 2018.

2. Approve the amended Manukau Institute of Technology Student Regulations for 2019, to come into effect on 1 January 2019.

Your formal approval is required because The Student Statute (Statute 3) requires the Student Regulations to be reviewed annually and amendments to be approved by the Council.

Summary: The amended Student Regulations for 2019 are attached for the Council’s consideration and approval. Also attached is a summary of the major proposed changes.

The amended document has been prepared following consultation with Academic Board members, Academic Registry, International, the Occupational Health and Safety Manager, the RPL Manager, Legal and Contracts, and wider staff. The document was endorsed by the Academic Board at its 14 November 2018 meeting.

3. Approve the following amendments to the Academic Board Membership and Terms of Reference:
   - Changes to reflect amendments to reflect recent changes to the MIT restructure and role titles.
   - Clarification of attendance requirements in both Academic Board membership and Sub Committee membership and terms of reference.

4. Approve the following recommendation outlined in the International Students Advisory Committee Report:
   - Programme cancellations, or modifications to occurrences and start dates, are advised by the General Manager, Academic Services to the International Director in writing at least six months before the programme commencement date.
   - MIT will cease to accept enrolments from international students who will be under the age of 18 years on the commencement date of their programme.
Please note the Financial Report for the period ended 31 October 2018 attached.
# MANUKAU INSTITUTE OF TECHNOLOGY

Monthly Report

OCTOBER 2018

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</tr>
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</table>
## STATEMENT OF FINANCIAL PERFORMANCE
### FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT % / $'000s</th>
<th>MIT $'000s</th>
<th>MIT $'000s</th>
<th>MIT % / $'000s</th>
<th>MIT $'000s</th>
<th>MIT % / $'000s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government funding</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>43,120</td>
<td>44,282</td>
<td>(1,162)</td>
<td>49,863</td>
<td>51,873</td>
<td>2,010</td>
<td>51,178</td>
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</tr>
<tr>
<td><strong>Domestic student receipts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15,090</td>
<td>15,680</td>
<td>(590)</td>
<td>17,775</td>
<td>18,392</td>
<td>(617)</td>
<td>18,051</td>
<td></td>
</tr>
<tr>
<td><strong>International student receipts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15,274</td>
<td>13,243</td>
<td>2,031</td>
<td>18,214</td>
<td>15,710</td>
<td>2,504</td>
<td>16,156</td>
<td></td>
</tr>
<tr>
<td><strong>Other base income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5,725</td>
<td>5,763</td>
<td>(38)</td>
<td>7,208</td>
<td>6,922</td>
<td>286</td>
<td>7,732</td>
<td></td>
</tr>
<tr>
<td><strong>Non base income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7,837</td>
<td>8,680</td>
<td>(843)</td>
<td>10,428</td>
<td>10,426</td>
<td>(1,019)</td>
<td>10,266</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>87,046</td>
<td>87,648</td>
<td>(602)</td>
<td>102,467</td>
<td>(856)</td>
<td>103,383</td>
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</tr>
<tr>
<td><strong>Academic Operations base staff costs</strong></td>
<td>25,331</td>
<td>25,105</td>
<td>(226)</td>
<td>31,037</td>
<td>30,150</td>
<td>37,182</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Operations base other expenditure</strong></td>
<td>5,892</td>
<td>6,861</td>
<td>969</td>
<td>7,916</td>
<td>8,496</td>
<td>5,357</td>
<td></td>
</tr>
<tr>
<td><strong>Service Directorates base staff costs</strong></td>
<td>22,346</td>
<td>24,327</td>
<td>1,981</td>
<td>27,838</td>
<td>29,379</td>
<td>27,052</td>
<td></td>
</tr>
<tr>
<td><strong>Service Directorates base other expenditure</strong></td>
<td>12,425</td>
<td>14,866</td>
<td>2,461</td>
<td>18,200</td>
<td>17,778</td>
<td>19,307</td>
<td></td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>3,599</td>
<td>3,725</td>
<td>126</td>
<td>5,116</td>
<td>5,286</td>
<td>3,981</td>
<td></td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>355</td>
<td>687</td>
<td>332</td>
<td>881</td>
<td>301</td>
<td>612</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>69,948</td>
<td>75,591</td>
<td>5,643</td>
<td>89,861</td>
<td>91,157</td>
<td>93,490</td>
<td></td>
</tr>
<tr>
<td><strong>Net Operating Surplus / (Deficit) (EBITDA)</strong></td>
<td>17,098</td>
<td>12,057</td>
<td>5,041</td>
<td>12,606</td>
<td>12,166</td>
<td>9,893</td>
<td></td>
</tr>
<tr>
<td><strong>Contribution Margin %</strong></td>
<td>20%</td>
<td>14%</td>
<td>12%</td>
<td>11.2%</td>
<td>11.8%</td>
<td>9.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Depreciation expense</strong></td>
<td>11,626</td>
<td>12,066</td>
<td>380</td>
<td>14,324</td>
<td>14,324</td>
<td>13,784</td>
<td></td>
</tr>
<tr>
<td><strong>EBIT</strong></td>
<td>5,472</td>
<td>5,421</td>
<td>(1,418)</td>
<td>1,804</td>
<td>1,804</td>
<td>1,548</td>
<td></td>
</tr>
<tr>
<td><strong>Interest expense</strong></td>
<td>1,222</td>
<td>1,503</td>
<td>281</td>
<td>1,804</td>
<td>1,804</td>
<td>1,548</td>
<td></td>
</tr>
<tr>
<td><strong>Net Surplus / (Deficit) (excl One Off Items)</strong></td>
<td>4,250</td>
<td>(1,453)</td>
<td>5,702</td>
<td>(2,913)</td>
<td>(3,962)</td>
<td>1,049</td>
<td>(5,439)</td>
</tr>
<tr>
<td><strong>One off expenditure</strong></td>
<td>2,833</td>
<td>0</td>
<td>(2,833)</td>
<td>0</td>
<td>0</td>
<td>2,557</td>
<td></td>
</tr>
<tr>
<td><strong>One off revenue</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>(695)</td>
<td></td>
</tr>
<tr>
<td><strong>Unrealised losses</strong></td>
<td>(346)</td>
<td>0</td>
<td>346</td>
<td>0</td>
<td>346</td>
<td>(271)</td>
<td></td>
</tr>
<tr>
<td><strong>Net Surplus / (Deficit)</strong></td>
<td>1,763</td>
<td>(1,453)</td>
<td>3,215</td>
<td>(5,460)</td>
<td>(3,962)</td>
<td>(1,438)</td>
<td>(7,030)</td>
</tr>
<tr>
<td><strong>Permanent FTE</strong></td>
<td>598</td>
<td>598</td>
<td>0</td>
<td>595</td>
<td>679</td>
<td>83</td>
<td>671</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>102</td>
<td>102</td>
<td>0</td>
<td>100</td>
<td>66</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td><strong>Casual FTE</strong></td>
<td>33</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>43</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>732</td>
<td>732</td>
<td>0</td>
<td>728</td>
<td>788</td>
<td>61</td>
<td>761</td>
</tr>
</tbody>
</table>

* YTD FTE represents current Payroll FTE & Forecast FTE is the projection for Dec 2018
## EQUIVALENT FULL-TIME STUDENTS (EFTS) SUMMARY
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTARA &amp; CITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>213</td>
<td>143</td>
<td>48%</td>
<td>211</td>
<td>142</td>
<td>142</td>
<td>48%</td>
<td>91</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>1,417</td>
<td>1,685</td>
<td>-(16%)</td>
<td>1,405</td>
<td>1,680</td>
<td>1,680</td>
<td>-(16%)</td>
<td>1,760</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>41</td>
<td>113</td>
<td>-(64%)</td>
<td>46</td>
<td>112</td>
<td>112</td>
<td>-(57%)</td>
<td>117</td>
</tr>
<tr>
<td>International</td>
<td>216</td>
<td>214</td>
<td>1%</td>
<td>215</td>
<td>212</td>
<td>214</td>
<td>1%</td>
<td>260</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>1,687</td>
<td>2,155</td>
<td>-(12%)</td>
<td>1,679</td>
<td>2,147</td>
<td>2,149</td>
<td>-(12%)</td>
<td>2,228</td>
</tr>
<tr>
<td><strong>TECHNOLOGY PARK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>81</td>
<td>93</td>
<td>-(13%)</td>
<td>78</td>
<td>93</td>
<td>93</td>
<td>-(16%)</td>
<td>92</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>746</td>
<td>890</td>
<td>-(16%)</td>
<td>736</td>
<td>887</td>
<td>887</td>
<td>-(17%)</td>
<td>712</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>167</td>
<td>215</td>
<td>-(22%)</td>
<td>175</td>
<td>215</td>
<td>215</td>
<td>-(19%)</td>
<td>268</td>
</tr>
<tr>
<td>International</td>
<td>349</td>
<td>291</td>
<td>20%</td>
<td>354</td>
<td>292</td>
<td>292</td>
<td>21%</td>
<td>319</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>1,343</td>
<td>1,488</td>
<td>-(10%)</td>
<td>1,343</td>
<td>1,487</td>
<td>1,487</td>
<td>-(10%)</td>
<td>1,381</td>
</tr>
<tr>
<td><strong>MANUKAU</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>23</td>
<td>28</td>
<td>-(20%)</td>
<td>22</td>
<td>28</td>
<td>28</td>
<td>-(19%)</td>
<td>8</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>1,578</td>
<td>1,738</td>
<td>-(9%)</td>
<td>1,567</td>
<td>1,728</td>
<td>1,728</td>
<td>-(9%)</td>
<td>1,519</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>46</td>
<td>24</td>
<td>92%</td>
<td>46</td>
<td>24</td>
<td>24</td>
<td>94%</td>
<td>22</td>
</tr>
<tr>
<td>International</td>
<td>460</td>
<td>410</td>
<td>12%</td>
<td>472</td>
<td>408</td>
<td>408</td>
<td>16%</td>
<td>448</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>2,107</td>
<td>2,200</td>
<td>-(4%)</td>
<td>2,107</td>
<td>2,189</td>
<td>2,187</td>
<td>-(4%)</td>
<td>1,998</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC L1-2</td>
<td>316</td>
<td>264</td>
<td>20%</td>
<td>312</td>
<td>263</td>
<td>263</td>
<td>19%</td>
<td>190</td>
</tr>
<tr>
<td>SAC L3+</td>
<td>3,742</td>
<td>4,312</td>
<td>-(13%)</td>
<td>3,708</td>
<td>4,295</td>
<td>4,295</td>
<td>-(14%)</td>
<td>4,020</td>
</tr>
<tr>
<td>Youth guarantee</td>
<td>255</td>
<td>353</td>
<td>-(28%)</td>
<td>269</td>
<td>351</td>
<td>351</td>
<td>-(23%)</td>
<td>398</td>
</tr>
<tr>
<td>International</td>
<td>1,025</td>
<td>915</td>
<td>12%</td>
<td>1,041</td>
<td>913</td>
<td>913</td>
<td>14%</td>
<td>1,031</td>
</tr>
<tr>
<td>Total EFTS</td>
<td>5,338</td>
<td>5,844</td>
<td>-(9%)</td>
<td>5,330</td>
<td>5,822</td>
<td>5,822</td>
<td>-(8%)</td>
<td>5,639</td>
</tr>
</tbody>
</table>

*Actual EFTS may be larger than forecast EFTS due to estimated student withdrawals based on historical precedence.
## EQUIVALENT FULL-TIME STUDENTS (EFTS) BY SCHOOL

FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTARA &amp; CITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>231</td>
<td>231</td>
<td>260</td>
<td>260</td>
<td>(11%)</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>270</td>
<td>271</td>
<td>334</td>
<td>334</td>
<td>(19%)</td>
</tr>
<tr>
<td>International Maritime</td>
<td>193</td>
<td>192</td>
<td>244</td>
<td>246</td>
<td>(22%)</td>
</tr>
<tr>
<td>Languages, Literacy and Numeracy</td>
<td>138</td>
<td>137</td>
<td>87</td>
<td>87</td>
<td>56%</td>
</tr>
<tr>
<td>Logistics</td>
<td>108</td>
<td>108</td>
<td>157</td>
<td>157</td>
<td>(31%)</td>
</tr>
<tr>
<td>NZ Maritime</td>
<td>159</td>
<td>159</td>
<td>156</td>
<td>156</td>
<td>2%</td>
</tr>
<tr>
<td>Employment Pathways</td>
<td>243</td>
<td>239</td>
<td>175</td>
<td>175</td>
<td>36%</td>
</tr>
<tr>
<td>Primary and Creative Industries</td>
<td>174</td>
<td>174</td>
<td>253</td>
<td>253</td>
<td>(31%)</td>
</tr>
<tr>
<td>Social Work and Sport</td>
<td>370</td>
<td>367</td>
<td>482</td>
<td>482</td>
<td>(24%)</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,887</td>
<td>1,879</td>
<td>2,147</td>
<td>2,149</td>
<td>(12%)</td>
</tr>
<tr>
<td><strong>TECHNOLOGY PARK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>204</td>
<td>204</td>
<td>266</td>
<td>266</td>
<td>(23%)</td>
</tr>
<tr>
<td>Construction and Electrical Trades</td>
<td>505</td>
<td>505</td>
<td>482</td>
<td>482</td>
<td>5%</td>
</tr>
<tr>
<td>Professional Engineering</td>
<td>403</td>
<td>403</td>
<td>397</td>
<td>397</td>
<td>1%</td>
</tr>
<tr>
<td>Specialist Trades</td>
<td>231</td>
<td>231</td>
<td>342</td>
<td>342</td>
<td>(32%)</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>1,343</td>
<td>1,343</td>
<td>1,487</td>
<td>1,487</td>
<td>(10%)</td>
</tr>
<tr>
<td><strong>MANUKAU</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>773</td>
<td>773</td>
<td>839</td>
<td>838</td>
<td>(8%)</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>373</td>
<td>373</td>
<td>333</td>
<td>333</td>
<td>12%</td>
</tr>
<tr>
<td>Health and Counselling</td>
<td>318</td>
<td>318</td>
<td>333</td>
<td>333</td>
<td>(4%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>643</td>
<td>643</td>
<td>683</td>
<td>683</td>
<td>(6%)</td>
</tr>
<tr>
<td><strong>Total EFTS</strong></td>
<td>2,107</td>
<td>2,107</td>
<td>2,189</td>
<td>2,187</td>
<td>(4%)</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otara &amp; City</td>
<td>1,887</td>
<td>1,879</td>
<td>2,147</td>
<td>2,149</td>
<td>(13%)</td>
</tr>
<tr>
<td>Technology Park</td>
<td>1,343</td>
<td>1,343</td>
<td>1,487</td>
<td>1,487</td>
<td>(10%)</td>
</tr>
<tr>
<td>Manukau</td>
<td>2,107</td>
<td>2,107</td>
<td>2,189</td>
<td>2,187</td>
<td>(4%)</td>
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<tr>
<td><strong>Total EFTS</strong></td>
<td>5,338</td>
<td>5,330</td>
<td>5,822</td>
<td>5,822</td>
<td>(8%)</td>
</tr>
</tbody>
</table>

*Actual EFTS may be larger than forecast EFTS due to estimated student withdrawals based on historical precedence.*
## FINANCIAL PERFORMANCE BY CAMPUS
### FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OTARA &amp; CITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base revenue</td>
<td>23,135</td>
<td>24,969</td>
<td>(1,834)</td>
<td>27,238</td>
<td>29,064</td>
<td>29,121</td>
<td>(1,883)</td>
<td>30,119</td>
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<tr>
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<td>10,429</td>
<td>9,997</td>
<td>(432)</td>
<td>12,759</td>
<td>11,627</td>
<td>12,015</td>
<td>(744)</td>
<td>14,860</td>
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<td>2,195</td>
<td>154</td>
<td>2,517</td>
<td>2,643</td>
<td>2,760</td>
<td>243</td>
<td>2,439</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td><strong>10,665</strong></td>
<td><strong>12,777</strong></td>
<td><strong>(2,112)</strong></td>
<td><strong>11,962</strong></td>
<td><strong>14,794</strong></td>
<td><strong>14,346</strong></td>
<td><strong>(2,384)</strong></td>
<td><strong>12,820</strong></td>
</tr>
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<td>Base Contribution Margin %</td>
<td>46%</td>
<td>51%</td>
<td>44%</td>
<td>51%</td>
<td>49%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>3,708</td>
<td>3,758</td>
<td>(50)</td>
<td>3,952</td>
<td>4,470</td>
<td>4,470</td>
<td>(518)</td>
<td>4,083</td>
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<td>503</td>
<td>1,352</td>
<td>2,312</td>
<td>1,965</td>
<td>643</td>
<td>1,109</td>
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<td>128</td>
<td>134</td>
<td>6</td>
<td>191</td>
<td>189</td>
<td>161</td>
<td>(30)</td>
<td>112</td>
</tr>
<tr>
<td>Overhead</td>
<td>1,020</td>
<td>945</td>
<td>(75)</td>
<td>1,185</td>
<td>1,125</td>
<td>1,125</td>
<td>(80)</td>
<td>916</td>
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<tr>
<td>Non base Surplus/(Deficit)</td>
<td><strong>1,492</strong></td>
<td><strong>1,018</strong></td>
<td><strong>474</strong></td>
<td><strong>1,224</strong></td>
<td><strong>844</strong></td>
<td><strong>1,169</strong></td>
<td><strong>35</strong></td>
<td><strong>1,956</strong></td>
</tr>
<tr>
<td>Total revenue</td>
<td>26,843</td>
<td>28,727</td>
<td>(1,884)</td>
<td>31,190</td>
<td>33,534</td>
<td>33,591</td>
<td>(2,401)</td>
<td>34,212</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>11,497</td>
<td>11,658</td>
<td>161</td>
<td>14,111</td>
<td>13,939</td>
<td>14,010</td>
<td>(101)</td>
<td>15,969</td>
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<tr>
<td>Total other expenditure</td>
<td>2,169</td>
<td>2,329</td>
<td>160</td>
<td>2,708</td>
<td>2,832</td>
<td>2,921</td>
<td>213</td>
<td>2,551</td>
</tr>
<tr>
<td>Total Overhead</td>
<td>1,020</td>
<td>945</td>
<td>(75)</td>
<td>1,185</td>
<td>1,125</td>
<td>1,125</td>
<td>(80)</td>
<td>916</td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td><strong>12,157</strong></td>
<td><strong>13,795</strong></td>
<td><strong>(1,638)</strong></td>
<td><strong>13,166</strong></td>
<td><strong>15,638</strong></td>
<td><strong>15,535</strong></td>
<td><strong>(2,349)</strong></td>
<td><strong>14,776</strong></td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>45%</td>
<td>48%</td>
<td>42%</td>
<td>47%</td>
<td>46%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Permanent FTE          | 140        | 140        | 0            | 140                | 126              | 126              | 143                               | 143                        |
| Fixed Term FTE         | 17         | 17         | 0            | 16                 | 13               | 13               | (3)                               | 11                         |
| Casual FTE             | 8          | 8          | 0            | 8                  | 15               | 15               | 7                                 | 24                         |
| Total FTE              | **165**    | **165**    | **0**        | **164**            | **154**          | **154**          | **(10)**                          | **178**                    |
### TECHNOLOGY PARK

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td><strong>Base revenue</strong></td>
<td>18,885</td>
<td>20,130</td>
<td>(1,245)</td>
<td>22,962</td>
<td>23,341</td>
<td>23,391</td>
<td>(429)</td>
<td>20,869</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>6,882</td>
<td>6,818</td>
<td>(64)</td>
<td>8,376</td>
<td>8,270</td>
<td>8,186</td>
<td>(190)</td>
<td>9,301</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>2,230</td>
<td>2,730</td>
<td>500</td>
<td>2,886</td>
<td>3,302</td>
<td>3,302</td>
<td>416</td>
<td>1,681</td>
</tr>
<tr>
<td><strong>Base Surplus/(Deficit)</strong></td>
<td>9,773</td>
<td>10,582</td>
<td>(809)</td>
<td>11,700</td>
<td>11,769</td>
<td>11,903</td>
<td>(203)</td>
<td>9,887</td>
</tr>
<tr>
<td><strong>Base Contribution Margin %</strong></td>
<td>52%</td>
<td>53%</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non base revenue</strong></td>
<td>3,824</td>
<td>4,359</td>
<td>(535)</td>
<td>5,107</td>
<td>5,313</td>
<td>5,313</td>
<td>(206)</td>
<td>5,145</td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>2,311</td>
<td>1,860</td>
<td>(451)</td>
<td>2,704</td>
<td>2,528</td>
<td>2,219</td>
<td>(485)</td>
<td>1,900</td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>193</td>
<td>488</td>
<td>295</td>
<td>327</td>
<td>615</td>
<td>615</td>
<td>288</td>
<td>449</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td>1,089</td>
<td>1,276</td>
<td>187</td>
<td>1,499</td>
<td>1,560</td>
<td>1,560</td>
<td>61</td>
<td>1,839</td>
</tr>
<tr>
<td><strong>Non base Surplus/(Deficit)</strong></td>
<td>231</td>
<td>735</td>
<td>(504)</td>
<td>577</td>
<td>610</td>
<td>919</td>
<td>(342)</td>
<td>957</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>22,709</td>
<td>24,489</td>
<td>(1,780)</td>
<td>28,069</td>
<td>28,654</td>
<td>28,704</td>
<td>(635)</td>
<td>26,014</td>
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<tr>
<td><strong>Total staff costs</strong></td>
<td>9,193</td>
<td>8,678</td>
<td>(515)</td>
<td>10,640</td>
<td>10,976</td>
<td>10,405</td>
<td>(675)</td>
<td>11,201</td>
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<tr>
<td><strong>Total other expenditure</strong></td>
<td>2,423</td>
<td>3,216</td>
<td>795</td>
<td>3,213</td>
<td>3,917</td>
<td>3,917</td>
<td>704</td>
<td>2,130</td>
</tr>
<tr>
<td><strong>Total overhead</strong></td>
<td>1,089</td>
<td>1,276</td>
<td>187</td>
<td>1,499</td>
<td>1,560</td>
<td>1,560</td>
<td>61</td>
<td>1,839</td>
</tr>
<tr>
<td><strong>Campus Surplus/(Deficit)</strong></td>
<td>10,004</td>
<td>11,317</td>
<td>(1,313)</td>
<td>12,277</td>
<td>12,379</td>
<td>12,822</td>
<td>(545)</td>
<td>10,844</td>
</tr>
<tr>
<td><strong>Total Contribution Margin %</strong></td>
<td>44%</td>
<td>46%</td>
<td>44%</td>
<td>43%</td>
<td>45%</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Permanent FTE
- **80**
- **0**
- **89**
- **89**
- **10**
- **95**

#### Fixed Term FTE
- **37**
- **0**
- **27**
- **27**
- **10**
- **24**

#### Casual FTE
- **8**
- **0**
- **12**
- **12**
- **4**
- **2**

#### Total FTE
- **125**
- **125**
- **0**
- **124**
- **128**
- **4**
- **121**
<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANUKAU</strong></td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT % / $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td>Base revenue</td>
<td>27,408</td>
<td>26,188</td>
<td>1,220</td>
<td>31,110</td>
<td>31,289</td>
<td>31,182</td>
<td>(72)</td>
<td>29,581</td>
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<td>8,020</td>
<td>8,290</td>
<td>270</td>
<td>9,902</td>
<td>10,657</td>
<td>9,949</td>
<td>47</td>
<td>11,162</td>
</tr>
<tr>
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<td>1,621</td>
<td>1,936</td>
<td>315</td>
<td>2,513</td>
<td>2,434</td>
<td>2,434</td>
<td>(79)</td>
<td>1,113</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>17,767</td>
<td>15,962</td>
<td>1,805</td>
<td>18,695</td>
<td>18,198</td>
<td>18,799</td>
<td>(104)</td>
<td>17,306</td>
</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>65%</td>
<td>61%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>289</td>
<td>563</td>
<td>(274)</td>
<td>333</td>
<td>643</td>
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<td>(310)</td>
<td>586</td>
</tr>
<tr>
<td>Non base staff costs</td>
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<td>204</td>
<td>125</td>
<td>105</td>
<td>276</td>
<td>287</td>
<td>182</td>
<td>295</td>
</tr>
<tr>
<td>Non base other expenditure</td>
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<td>65</td>
<td>31</td>
<td>34</td>
<td>77</td>
<td>77</td>
<td>43</td>
<td>16</td>
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<tr>
<td>Overhead</td>
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<td>118</td>
<td>90</td>
<td>44</td>
<td>135</td>
<td>135</td>
<td>91</td>
<td>98</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>148</td>
<td>176</td>
<td>(28)</td>
<td>150</td>
<td>155</td>
<td>144</td>
<td>6</td>
<td>177</td>
</tr>
<tr>
<td>Total revenue</td>
<td>27,697</td>
<td>26,751</td>
<td>946</td>
<td>31,443</td>
<td>31,932</td>
<td>31,825</td>
<td>(382)</td>
<td>30,167</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>8,099</td>
<td>8,494</td>
<td>395</td>
<td>10,007</td>
<td>10,933</td>
<td>10,236</td>
<td>229</td>
<td>11,457</td>
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<td>346</td>
<td>2,547</td>
<td>2,511</td>
<td>2,511</td>
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<td>1,129</td>
</tr>
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<td>Total overhead</td>
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<td>90</td>
<td>44</td>
<td>135</td>
<td>135</td>
<td>91</td>
<td>96</td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td>17,315</td>
<td>16,138</td>
<td>1,777</td>
<td>18,845</td>
<td>18,353</td>
<td>18,943</td>
<td>(98)</td>
<td>17,483</td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>65%</td>
<td>60%</td>
<td>60%</td>
<td>57%</td>
<td>60%</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>105</td>
<td>105</td>
<td>0</td>
<td>105</td>
<td>118</td>
<td>118</td>
<td>13</td>
<td>111</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
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<td>0</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>(3)</td>
<td>1</td>
</tr>
<tr>
<td>Casual FTE</td>
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<td>0</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>(3)</td>
<td>1</td>
</tr>
<tr>
<td>Total FTE</td>
<td>118</td>
<td>118</td>
<td>0</td>
<td>118</td>
<td>125</td>
<td>125</td>
<td>7</td>
<td>113</td>
</tr>
</tbody>
</table>
## FINANCIAL PERFORMANCE BY CAMPUS
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
</tr>
<tr>
<td><strong>CAMPUS TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base revenue</td>
<td>69,428</td>
<td>71,287</td>
<td>(1,859)</td>
<td>81,310</td>
<td>83,694</td>
<td>83,694</td>
<td>(2,384)</td>
<td>80,569</td>
</tr>
<tr>
<td>Base staff costs</td>
<td>25,331</td>
<td>25,105</td>
<td>(226)</td>
<td>31,037</td>
<td>30,554</td>
<td>30,150</td>
<td>(887)</td>
<td>35,323</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>5,892</td>
<td>6,861</td>
<td>969</td>
<td>7,916</td>
<td>8,379</td>
<td>8,496</td>
<td>580</td>
<td>5,233</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>38,205</td>
<td>39,321</td>
<td>(1,116)</td>
<td>42,357</td>
<td>44,761</td>
<td>45,048</td>
<td>(2,691)</td>
<td>40,013</td>
</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>55%</td>
<td>55.2%</td>
<td>52.1%</td>
<td>53.5%</td>
<td>53.8%</td>
<td>49.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>7,821</td>
<td>8,680</td>
<td>(859)</td>
<td>9,392</td>
<td>10,426</td>
<td>10,426</td>
<td>(1,034)</td>
<td>9,024</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>3,458</td>
<td>3,725</td>
<td>267</td>
<td>4,161</td>
<td>5,116</td>
<td>5,071</td>
<td>340</td>
<td>3,304</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>355</td>
<td>687</td>
<td>332</td>
<td>552</td>
<td>881</td>
<td>853</td>
<td>122</td>
<td>577</td>
</tr>
<tr>
<td>Overhead</td>
<td>2,137</td>
<td>2,339</td>
<td>202</td>
<td>2,728</td>
<td>2,620</td>
<td>2,620</td>
<td>102</td>
<td>2,653</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>1,871</td>
<td>1,929</td>
<td>(58)</td>
<td>1,951</td>
<td>1,609</td>
<td>2,252</td>
<td>(301)</td>
<td>3,090</td>
</tr>
<tr>
<td>Total revenue</td>
<td>77,249</td>
<td>79,967</td>
<td>(2,718)</td>
<td>90,702</td>
<td>94,120</td>
<td>94,120</td>
<td>(3,418)</td>
<td>90,393</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>28,789</td>
<td>28,830</td>
<td>41</td>
<td>35,198</td>
<td>35,670</td>
<td>34,651</td>
<td>(547)</td>
<td>38,627</td>
</tr>
<tr>
<td>Total other expenditure</td>
<td>6,247</td>
<td>7,548</td>
<td>1,301</td>
<td>6,468</td>
<td>9,260</td>
<td>9,349</td>
<td>881</td>
<td>5,810</td>
</tr>
<tr>
<td>Total overhead</td>
<td>2,137</td>
<td>2,339</td>
<td>202</td>
<td>2,728</td>
<td>2,620</td>
<td>2,620</td>
<td>102</td>
<td>2,653</td>
</tr>
<tr>
<td>Campus Surplus/(Deficit)</td>
<td>40,076</td>
<td>41,250</td>
<td>(1,174)</td>
<td>44,308</td>
<td>46,370</td>
<td>47,300</td>
<td>(2,992)</td>
<td>43,104</td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>52%</td>
<td>52%</td>
<td>49%</td>
<td>49.3%</td>
<td>50.3%</td>
<td>47.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>325</td>
<td>325</td>
<td>0</td>
<td>324</td>
<td>334</td>
<td>334</td>
<td>9</td>
<td>349</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
<td>62</td>
<td>62</td>
<td>0</td>
<td>60</td>
<td>45</td>
<td>45</td>
<td>(16)</td>
<td>36</td>
</tr>
<tr>
<td>Casual FTE</td>
<td>21</td>
<td>21</td>
<td>0</td>
<td>21</td>
<td>29</td>
<td>29</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Total FTE</td>
<td>408</td>
<td>408</td>
<td>0</td>
<td>408</td>
<td>407</td>
<td>407</td>
<td>1</td>
<td>412</td>
</tr>
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</table>
## FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
### FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>% / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
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</tbody>
</table>

### ACADEMIC SERVICE DEPARTMENTS

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>% / $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
</tr>
</tbody>
</table>

#### Base revenue
- 2,559
- 2,490
- 69
- 3,062
- 2,907
- 2,907
- 155
- 2,949

#### Base staff costs
- 3,718
- 4,255
- 537
- 4,496
- 4,285
- 5,117
- 621
- 3,355

#### Base other expenditure
- 369
- 747
- 378
- 1,198
- 912
- 912
- (286)
- 614

#### Base Surplus/(Deficit)
- (1,528)
- (2,512)
- 984
- (2,632)
- (2,290)
- (3,122)
- 490
- (1,020)

#### Non base revenue
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0

#### Non base staff costs
- 139
- 0
- (139)
- 155
- 0
- 0
- (155)
- 272

#### Non base other expenditure
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0

#### Overhead
- 0
- 0
- 0
- 0
- 0
- 0
- 0
- 0

#### Non base Surplus/(Deficit)
- (139)
- 0
- (139)
- (155)
- 0
- 0
- (155)
- (274)

#### Total revenue
- 2,559
- 2,490
- 69
- 3,062
- 2,907
- 2,907
- 155
- 2,949

#### Total staff costs
- 3,857
- 4,255
- 398
- 4,651
- 4,285
- 5,117
- 466
- 3,627

#### Total other expenditure
- 369
- 747
- 378
- 1,198
- 912
- 912
- (286)
- 616

#### Total Surplus/(Deficit)
- (1,667)
- (2,512)
- 845
- (2,787)
- (2,290)
- (3,122)
- 335
- (1,294)

#### Permanent FTE
- 46
- 46
- 0
- 46
- 31
- 31
- 16
- 47

#### Fixed Term FTE
- 6
- 6
- 0
- 6
- 5
- 5
- 1
- 1

#### Casual FTE
- 1
- 1
- 0
- 1
- 2
- 2
- (1)
- 1

#### Total FTE
- 54
- 54
- 0
- 54
- 37
- 37
- 16
- 48
FINANCIAL PERFORMANCE BY SERVICE DIRECTORATES
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YTD Actual</td>
<td>YTD Target</td>
<td>YTD Variance</td>
<td>YTD Actual</td>
<td>YTD Target</td>
</tr>
<tr>
<td><strong>Service Departments</strong></td>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
<td>$'000s</td>
</tr>
<tr>
<td><strong>Base revenue</strong></td>
<td>7,222</td>
<td>5,191</td>
<td>2,031</td>
<td>8,688</td>
<td>6,296</td>
</tr>
<tr>
<td><strong>Base staff costs</strong></td>
<td>18,628</td>
<td>20,072</td>
<td>1,444</td>
<td>23,342</td>
<td>24,656</td>
</tr>
<tr>
<td><strong>Base other expenditure</strong></td>
<td>12,056</td>
<td>14,139</td>
<td>2,083</td>
<td>17,002</td>
<td>16,955</td>
</tr>
<tr>
<td><strong>Non base revenue</strong></td>
<td>16</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non base staff costs</strong></td>
<td>2</td>
<td>0</td>
<td>(2)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non base other expenditure</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non base Surplus/(Deficit)</strong></td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td>7,238</td>
<td>5,191</td>
<td>2,047</td>
<td>8,703</td>
<td>6,296</td>
</tr>
<tr>
<td><strong>Total staff costs</strong></td>
<td>18,630</td>
<td>20,072</td>
<td>1,442</td>
<td>23,342</td>
<td>24,656</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>12,056</td>
<td>14,139</td>
<td>2,083</td>
<td>17,002</td>
<td>16,955</td>
</tr>
<tr>
<td><strong>Total Surplus/(Deficit)</strong></td>
<td>(21,311)</td>
<td>(26,681)</td>
<td>5,370</td>
<td>(28,914)</td>
<td>(32,495)</td>
</tr>
<tr>
<td><strong>Permanent FTE</strong></td>
<td>227</td>
<td>227</td>
<td>0</td>
<td>225</td>
<td>314</td>
</tr>
<tr>
<td><strong>Fixed Term FTE</strong></td>
<td>33</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td><strong>Casual FTE</strong></td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>270</td>
<td>270</td>
<td>0</td>
<td>268</td>
<td>344</td>
</tr>
</tbody>
</table>
## FINANCIAL PERFORMANCE BY SERVICE DIRECTORIES
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>$'000s</td>
<td>% / $'000s</td>
<td>$'000s</td>
</tr>
<tr>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
<td>MIT</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base revenue</td>
<td>79,209</td>
<td>78,968</td>
<td>241</td>
<td>93,060</td>
<td>92,897</td>
<td>92,897</td>
<td>163</td>
</tr>
<tr>
<td>Base staff costs</td>
<td>47,677</td>
<td>49,432</td>
<td>1,755</td>
<td>58,875</td>
<td>59,495</td>
<td>59,529</td>
<td>654</td>
</tr>
<tr>
<td>Base other expenditure</td>
<td>18,317</td>
<td>21,747</td>
<td>3,430</td>
<td>26,116</td>
<td>26,246</td>
<td>26,274</td>
<td>158</td>
</tr>
<tr>
<td>Overhead</td>
<td>(2,137)</td>
<td>(2,339)</td>
<td>(202)</td>
<td>(2,728)</td>
<td>(2,820)</td>
<td>(2,820)</td>
<td>(92)</td>
</tr>
<tr>
<td>Base Surplus/(Deficit)</td>
<td>15,352</td>
<td>10,128</td>
<td>5,224</td>
<td>10,797</td>
<td>9,976</td>
<td>9,914</td>
<td>883</td>
</tr>
<tr>
<td>Base Contribution Margin %</td>
<td>19%</td>
<td>12.8%</td>
<td>11.6%</td>
<td>10.7%</td>
<td>10.7%</td>
<td>7.6%</td>
<td></td>
</tr>
<tr>
<td>Non base revenue</td>
<td>7,837</td>
<td>8,680</td>
<td>(843)</td>
<td>9,407</td>
<td>10,426</td>
<td>10,426</td>
<td>(1,019)</td>
</tr>
<tr>
<td>Non base staff costs</td>
<td>3,599</td>
<td>3,725</td>
<td>126</td>
<td>4,318</td>
<td>5,116</td>
<td>4,501</td>
<td>183</td>
</tr>
<tr>
<td>Non base other expenditure</td>
<td>355</td>
<td>687</td>
<td>332</td>
<td>552</td>
<td>881</td>
<td>853</td>
<td>301</td>
</tr>
<tr>
<td>Overhead</td>
<td>2,137</td>
<td>2,339</td>
<td>202</td>
<td>2,728</td>
<td>2,820</td>
<td>2,820</td>
<td>92</td>
</tr>
<tr>
<td>Non base Surplus/(Deficit)</td>
<td>1,746</td>
<td>1,929</td>
<td>(183)</td>
<td>1,809</td>
<td>1,609</td>
<td>2,252</td>
<td>(443)</td>
</tr>
<tr>
<td>Total revenue</td>
<td>87,046</td>
<td>87,648</td>
<td>(602)</td>
<td>102,467</td>
<td>103,323</td>
<td>103,323</td>
<td>(858)</td>
</tr>
<tr>
<td>Total staff costs</td>
<td>51,276</td>
<td>53,157</td>
<td>1,881</td>
<td>63,193</td>
<td>64,611</td>
<td>64,030</td>
<td>837</td>
</tr>
<tr>
<td>Total other expenditure</td>
<td>18,672</td>
<td>22,434</td>
<td>3,762</td>
<td>26,668</td>
<td>27,127</td>
<td>27,127</td>
<td>459</td>
</tr>
<tr>
<td>Total overhead</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Surplus/(Deficit)</td>
<td>17,098</td>
<td>12,057</td>
<td>5,041</td>
<td>12,606</td>
<td>11,585</td>
<td>12,166</td>
<td>440</td>
</tr>
<tr>
<td>Total Contribution Margin %</td>
<td>20%</td>
<td>14%</td>
<td>12%</td>
<td>11.2%</td>
<td>11.8%</td>
<td>9.6%</td>
<td></td>
</tr>
<tr>
<td>Permanent FTE</td>
<td>598</td>
<td>598</td>
<td>0</td>
<td>595</td>
<td>679</td>
<td>679</td>
<td>(63)</td>
</tr>
<tr>
<td>Fixed Term FTE</td>
<td>102</td>
<td>102</td>
<td>0</td>
<td>100</td>
<td>66</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>Casual FTE</td>
<td>33</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>43</td>
<td>43</td>
<td>(11)</td>
</tr>
<tr>
<td>Total FTE</td>
<td>732</td>
<td>732</td>
<td>0</td>
<td>728</td>
<td>788</td>
<td>788</td>
<td>(61)</td>
</tr>
</tbody>
</table>

MIT Council Agenda Papers - 6 December 2018 - OPEN SESSION
<table>
<thead>
<tr>
<th>ASSETS</th>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>5,601</td>
<td>3,658</td>
<td>2,946</td>
<td>2,946</td>
<td>712</td>
<td>2,084</td>
</tr>
<tr>
<td>Student Fees prepayments and Other Receivables</td>
<td>6,500</td>
<td>3,930</td>
<td>3,963</td>
<td>3,963</td>
<td>(33)</td>
<td>5,177</td>
</tr>
<tr>
<td>Inventory</td>
<td>1,150</td>
<td>1,150</td>
<td>576</td>
<td>576</td>
<td>574</td>
<td>869</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td><strong>13,251</strong></td>
<td><strong>8,738</strong></td>
<td><strong>7,484</strong></td>
<td><strong>7,484</strong></td>
<td><strong>1,254</strong></td>
<td><strong>7,930</strong></td>
</tr>
<tr>
<td>Non Current Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Plant and Equipment</td>
<td>275,343</td>
<td>276,566</td>
<td>286,538</td>
<td>290,190</td>
<td>(13,623)</td>
<td>287,655</td>
</tr>
<tr>
<td>Intangible Assets - Computer Software</td>
<td>3,945</td>
<td>3,945</td>
<td>3,863</td>
<td>3,863</td>
<td>81</td>
<td>3,863</td>
</tr>
<tr>
<td><strong>Total Non Current Assets</strong></td>
<td><strong>279,288</strong></td>
<td><strong>280,511</strong></td>
<td><strong>290,401</strong></td>
<td><strong>294,053</strong></td>
<td><strong>(13,542)</strong></td>
<td><strong>291,517</strong></td>
</tr>
<tr>
<td><strong>Total ASSETS</strong></td>
<td><strong>292,538</strong></td>
<td><strong>289,249</strong></td>
<td><strong>297,886</strong></td>
<td><strong>301,538</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| LIABILITIES                    |             |                    |                  |                  |                         |                           |
| Current Liabilities            |             |                    |                  |                  |                         |                           |
| Trade and Other Payables       | (5,709)     | (12,657)           | (14,931)         | (14,931)         | 2,273                   | (17,150)                  |
| Employee Benefit Liabilities   | (3,658)     | (3,386)            | (3,967)          | (3,967)          | 581                     | (3,386)                   |
| Revenue Received in Advance    | (11,508)    | (9,816)            | (9,297)          | (9,297)          | (519)                   | (8,665)                   |
| Trust Funds                    | (631)       | (631)              | (629)            | (629)            | (2)                     | (631)                     |
| Non Current Liabilities        |             |                    |                  |                  |                         |                           |
| Employee Benefit Liabilities   | (278)       | (278)              | (377)            | (377)            | 99                      | (278)                     |
| Long-term Debt                 | (27,000)    | (25,890)           | (31,620)         | (35,272)         | 9,382                   | (27,000)                  |
| Derivative Financial Instruments | (1,216)    | (1,217)            | (1,687)          | (1,687)          | 470                     | (1,563)                   |
| **Total Non Current Liabilities** | **(28,494)**| **(27,384)**       | **(33,683)**     | **(37,335)**     | **9,951**               | **(28,840)**              |
| **Total LIABILITIES**          | **(50,000)**| **(53,874)**       | **(62,506)**     | **(66,158)**     | **12,284**              | **(56,671)**              |

| NET ASSETS                     |             |                    |                  |                  |                         |                           |
| Working Capital                | (8,256)     | (17,752)           | (21,339)         | (21,339)         | 3,587                   | (21,901)                  |
| Net Non Current Assets         | 250,794     | 253,127            | 256,719          | 256,719          | (3,591)                 | 262,677                   |
| **NET ASSETS**                 | **242,538** | **235,376**        | **235,380**      | **235,380**      | **(4)**                 | **240,776**               |

| EQUITY                         |             |                    |                  |                  |                         |                           |
| General Equity                 | 82,079      | 74,917             | 74,921           | 74,921           | (4)                     | 80,318                    |
| Crown Asset Reserve            | 29,957      | 29,957             | 29,957           | 29,957           | 0                       | 29,957                    |
| Revaluation Reserves           | 130,502     | 130,502            | 130,502          | 130,502          | 0                       | 130,502                   |
| **Total EQUITY**               | **242,538** | **235,376**        | **235,380**      | **235,380**      | **(4)**                 | **240,776**               |
CASHFLOW POSITION
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th></th>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
<td>MIT $'000s</td>
</tr>
<tr>
<td>Net cash inflows/(outflow) from operations</td>
<td>5,553</td>
<td>8,347</td>
<td>9,535</td>
<td>8,876</td>
</tr>
<tr>
<td>Net investment cashflows</td>
<td>(2,035)</td>
<td>(5,663)</td>
<td>(9,087)</td>
<td>(3,019)</td>
</tr>
<tr>
<td>Cashflow before borrowings</td>
<td>3,517</td>
<td>2,684</td>
<td>448</td>
<td>5,858</td>
</tr>
<tr>
<td>Increase/(decrease) in gross debt</td>
<td>0</td>
<td>(1,110)</td>
<td>737</td>
<td>(7,500)</td>
</tr>
<tr>
<td>Movement in cash and cash equivalents</td>
<td>3,517</td>
<td>1,574</td>
<td>1,165</td>
<td>(1,642)</td>
</tr>
<tr>
<td>(Net debt) / Cash on hand</td>
<td>(21,399)</td>
<td>(22,232)</td>
<td>(28,674)</td>
<td>(24,916)</td>
</tr>
</tbody>
</table>

COVENANTS
FOR THE PERIOD ENDING 31 OCTOBER 2018

<table>
<thead>
<tr>
<th>TEC Covenants</th>
<th>YTD Actual</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Aggregate Borrowing ($'000s)</td>
<td>27,000</td>
<td>35,000</td>
<td>8,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Interest Hedging target at Year End (Fixed Min. %)</td>
<td>88.9%</td>
<td>50.0%</td>
<td>38.9%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Interest Hedging target at Year End (Fixed Max. %)</td>
<td>88.9%</td>
<td>100.0%</td>
<td>11.1%</td>
<td>88.6%</td>
</tr>
<tr>
<td>ANZ bank term covenants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum Debt / Debt plus equity</td>
<td>10.0%</td>
<td>25.0%</td>
<td>15.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>EBITDA to interest costs ratio</td>
<td>12.0</td>
<td>2.0</td>
<td>10.0</td>
<td>6.4</td>
</tr>
<tr>
<td>Guaranteeing group total assets</td>
<td>100.0%</td>
<td>90.0%</td>
<td>10.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Average Interest Rate</td>
<td>5.0%</td>
<td>5.0%</td>
<td></td>
<td>5.8%</td>
</tr>
</tbody>
</table>

NET CASH POSITION

MIT year end forecast net debt position is $22.2 million, below budget by $6.5 million, due to:
- the unfavourable opening gross debt position of $3.8m, offset by
- cash funding required to cover the forecasted shortfall (after one-offs).

We are forecasting to be within ANZ covenant requirements.
MIT's interest hedging at year end will be $24 million, therefore ratio is 91% which is below maximum (100%) and above minimum (50%).

Net Investment cashflows is made up of:
- Purchase of property, plant and equipment (10,263)
- Proceeds from sale of Z Block 4,600
- Net Investment cashflows  (5,663)
## Capital Programme

### For the Period Ending 31 October 2018

### Major Investment Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing move to MIT Manukau</td>
<td>2,508</td>
<td>2,508</td>
<td>0</td>
<td>2,506</td>
<td>2,521</td>
<td>(12)</td>
<td>1,513</td>
<td></td>
</tr>
<tr>
<td>Quad Upgrade</td>
<td>817</td>
<td>817</td>
<td>0</td>
<td>1,305</td>
<td>2,383</td>
<td>3,014</td>
<td>(1,709)</td>
<td>640</td>
</tr>
<tr>
<td>Technology Park Fit out</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TechOne Financials upgrade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other major projects</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,330</td>
<td>3,330</td>
<td>0</td>
<td>3,814</td>
<td>7,683</td>
<td>11,035</td>
<td>(7,221)</td>
<td>2,321</td>
</tr>
</tbody>
</table>

### Annual Allocations

<table>
<thead>
<tr>
<th>Allocations</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property &amp; Campus Services Annual Replacement</td>
<td>1,081</td>
<td>1,875</td>
<td>794</td>
<td>1,847</td>
<td>1,750</td>
<td>2,250</td>
<td>(403)</td>
<td>832</td>
</tr>
<tr>
<td>Furniture Annual Allocation</td>
<td>15</td>
<td>108</td>
<td>94</td>
<td>65</td>
<td>130</td>
<td>130</td>
<td>(65)</td>
<td>77</td>
</tr>
<tr>
<td>Motor Vehicles</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>120</td>
<td>120</td>
<td>(120)</td>
<td>107</td>
</tr>
<tr>
<td>Library</td>
<td>197</td>
<td>333</td>
<td>136</td>
<td>324</td>
<td>400</td>
<td>400</td>
<td>(76)</td>
<td>336</td>
</tr>
<tr>
<td>Information Technology Allocation</td>
<td>909</td>
<td>1,417</td>
<td>508</td>
<td>1,700</td>
<td>1,700</td>
<td>1,700</td>
<td>0</td>
<td>1,517</td>
</tr>
<tr>
<td>Business Systems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Academic Departments</td>
<td>275</td>
<td>625</td>
<td>350</td>
<td>534</td>
<td>750</td>
<td>750</td>
<td>(216)</td>
<td>986</td>
</tr>
<tr>
<td>Hokule’a Maori &amp; Pasifika Onboarding</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>(7)</td>
<td>0</td>
</tr>
<tr>
<td>Alumni</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>37</td>
<td>4</td>
<td>4</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>International Diversification</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Timetabling optimisation</td>
<td>112</td>
<td>215</td>
<td>103</td>
<td>401</td>
<td>258</td>
<td>258</td>
<td>144</td>
<td>0</td>
</tr>
<tr>
<td>HRIS System Implementation</td>
<td>612</td>
<td>1,127</td>
<td>515</td>
<td>1,384</td>
<td>0</td>
<td>1,352</td>
<td>(32)</td>
<td>0</td>
</tr>
<tr>
<td>Library System Replacement</td>
<td>82</td>
<td>136</td>
<td>54</td>
<td>163</td>
<td>0</td>
<td>163</td>
<td>(0)</td>
<td>0</td>
</tr>
<tr>
<td>Redevelop protégé system</td>
<td>29</td>
<td>29</td>
<td>0</td>
<td>29</td>
<td>0</td>
<td>29</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Contestable Capital Projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,731</td>
<td>186</td>
<td>186</td>
<td>(186)</td>
<td>1,227</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,312</td>
<td>5,975</td>
<td>2,663</td>
<td>6,448</td>
<td>6,650</td>
<td>7,350</td>
<td>(901)</td>
<td>5,143</td>
</tr>
</tbody>
</table>

### Total Capital Plan

<table>
<thead>
<tr>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,641</td>
<td>9,304</td>
<td>2,663</td>
<td>10,263</td>
<td>14,733</td>
<td>18,385</td>
<td>(8,122)</td>
<td>7,464</td>
</tr>
</tbody>
</table>

### Investment Fund - OPEX Projects

### For the Period Ending 31 October 2018

<table>
<thead>
<tr>
<th>Project Description</th>
<th>YTD Actual</th>
<th>YTD Target</th>
<th>YTD Variance</th>
<th>Full Year Forecast</th>
<th>Full Year Budget</th>
<th>Full Year Target</th>
<th>FY Forecast vs FY Target Variance</th>
<th>Full Year Last Year Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Implementation</td>
<td>168</td>
<td>180</td>
<td>12</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hokule’a Maori &amp; Pasifika Onboarding</td>
<td>161</td>
<td>219</td>
<td>58</td>
<td>219</td>
<td>219</td>
<td>219</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alumni</td>
<td>123</td>
<td>253</td>
<td>130</td>
<td>253</td>
<td>253</td>
<td>253</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Diversification</td>
<td>60</td>
<td>129</td>
<td>69</td>
<td>129</td>
<td>129</td>
<td>129</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Timetabling optimisation</td>
<td>0</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>HRIS System Implementation</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reretahi Centre Process Improvement</td>
<td>29</td>
<td>396</td>
<td>366</td>
<td>475</td>
<td>475</td>
<td>475</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,400</td>
</tr>
<tr>
<td><strong>Total OPEX</strong></td>
<td>546</td>
<td>1,207</td>
<td>661</td>
<td>1,286</td>
<td>1,000</td>
<td>1,286</td>
<td>0</td>
<td>1,400</td>
</tr>
</tbody>
</table>

1 The Council approved $2,120,618 of capital budget carried forward from last year. The Council also authorises the Chief Executive to accept additional Project costs up to a maximum of $4,000,000 in excess of the Budget.

2 The Council approved $3,014,407 of capital budget carried forward from last year.

3 The Council approved to restate the FM annual allocation to $2,250,000.

4 The Council approved an additional funding of $200,000 in Oct to implement a HRIS system.
DEBTOR ANALYSIS
FOR THE PERIOD ENDING 31 OCTOBER 2018

Outstanding Debtors

<table>
<thead>
<tr>
<th></th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2018 (5000s)</td>
<td>1,702</td>
<td>2,134</td>
<td>657</td>
<td>197</td>
<td>4,700</td>
</tr>
<tr>
<td>% Total</td>
<td>36%</td>
<td>45%</td>
<td>14%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2017 (5000s)</td>
<td>1,144</td>
<td>277</td>
<td>547</td>
<td>409</td>
<td>2,376</td>
</tr>
<tr>
<td>% Total</td>
<td>48%</td>
<td>12%</td>
<td>23%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>&lt;30 days</th>
<th>30-60</th>
<th>60-90</th>
<th>90+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2018</td>
<td>2,404</td>
<td>1,182</td>
<td>-224</td>
<td>1,027</td>
<td>4,389</td>
</tr>
<tr>
<td>August 2018</td>
<td>2,641</td>
<td>405</td>
<td>21</td>
<td>1,066</td>
<td>4,153</td>
</tr>
<tr>
<td>July 2018</td>
<td>1,221</td>
<td>377</td>
<td>161</td>
<td>1,577</td>
<td>3,336</td>
</tr>
</tbody>
</table>

Bad Debts Written Off

<table>
<thead>
<tr>
<th>Year to Date</th>
<th>Oct 18</th>
<th>Sep 18</th>
<th>Aug 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5000s)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total debt has increased by $0.5m (excluding additional provision) from last month with 78% of debt being less than 60 days, relating mainly to student debt.

90+ days debt have decreased by $0.6m when compared to last month which mainly relates to International payments received but yet to be invoiced.

A stronger interdepartmental focus on International has been undertaken to streamline processes and debt referral to the debt collection agency.

We have provisioned 62% of all debt over a year plus. A review of potential write offs has resulted in a provision increase of $223k.

The October report from Ilion (formally Dun & Bradstreet) show a 40% collection rate of debt under their management to date and a majority of uncollected debt is still active and being pursued.

Top three non students debtors 90 days and over are:

- Tamaki College $20k Payment expected in November
- AB Equipment Ltd $11K Payment expected in November
- AE Smith $9k Payment expected in November
C12/27 Report on Te Rautaki Mātauranga Māori

Author: Robert Sullivan, DCE Māori
Date: 24 November 2018

Request to Council

Please note the information in the appendices, which I am supplying as a status report on Te Rautaki Mātauranga Māori because of our strategic interest in Māori achievement at MIT. [link].
Report to MIT Council on Te Rautaki Mātauranga Māori

TARGETS

1. That by 2022, participation of Māori in MIT will be at least equal to the Māori demographic of the community.

   18% in 2017. Raising community awareness of MIT’s offerings through participation in 2018 Koroneihana, Te Wiki o Te Reo Māori, Māori and Pasifika Trades Training Whanaungatanga Days, Hokule’a Whānau Evenings, Te Kotahi a Tāmaki Marae Collective Hui, Waikato-Tainui educational partners hui.

2. That by 2019, Ngā Kete Wānanga Marae will have developed a suite of courses which proactively promotes Māori language skills and cultural knowledge and competence among all students, staff and members of the community.

   Te Reo programmes at Levels 2 and 4 have been approved by NZQA. Boost Tourism Māori programme. Boost health workforce initiatives. Develop with EGM Academic, GM Manukau, Director of Nursing, Māori Nursing Leader, a Bachelor of Nursing Māori programme. This has achieved Strategic Investment Funding.

   Lead in the Auckland Māori and Pasifika Trades Training consortium and support its success by monitoring and contributing initiatives.

3. That by 2022, Māori success in MIT programmes at all levels is equal to or ahead of the institution performance.

   Investment in Hokule’a Project needs to be BAU in 2019. Actively encouraging TEC to invest in the Raising Outcomes Project to enable predictive data analytics, and greater student support. In the meantime, before Raising Outcomes is implemented, Hokule’a is the large pilot which focuses on Tech Park.

   MPTT suite is more focused and more inclusive of older learners. Recently announced Learner Support Funding (replacing the tools grant) will enable more flexible arrangements for services and items such as driver licensing, travel, and course equipment.

4. That by 2019, Māori student progression to employment or further education and training is equal to or ahead of the institution performance.

   Working with Head of External Engagement on a number of areas including the Careers Fair at MIT Manukau, and Cultural Competency tasters for industry during Māori language week.

5. That by 2018, a Māori staff recruitment, retention and progression plan has been developed and is being implemented across MIT.

   On-track for roll-out in 2018 in collaboration with DCE Pasifika, EGM People and Culture. Draft plan has been circulated to ELT. January 2019 focus on Tech Park.

6. By 2018 an action plan will be in place to enhance internal MIT and external community engagement in support of Māori educational outcomes.

   Working with Head of External Engagement. Māori Business Development role is in place. Kawenata Engagement across a number of areas including Whatapaka Marae Poukai, Koroneihana, Manurewa Marae, Iwi Influenced Investment EFTS, Waikato-Tainui educational partners’ hui. Pitching cultural competency training to a number of organizations. Half the staff of Competenz have been trained. Auckland Council’s Culture and Heritage unit will receive training in January. Ports of Auckland, AMP, AA, KPMG have expressed interest.
**MANAAKITANGA**

*To enhance the experience and satisfaction for Māori within MIT*

Hokule‘a Project has focused on Technology Park, interviewing 370+ students about a range of indicators including transport, income, first in tertiary, number of dependents, mentoring needs, NCEA achievement. This project has increased the number of student advisors to support students, and peer mentors.

Kaumatua and kuia support for staff and students including tangihanga, degree programme monitor visits, student onboarding, graduation celebrations, cultural advice.

Targeted scholarships including Runanga Scholarships, and Dame Te Atairangikaahu Nursing Scholarships.

**MĀORITANGA**

*To enhance institutional responsiveness to Māori*

Student Kapa Haka group. Revitalization of te reo Māori me ōna tikanga. Consistent onboarding of new students at Ngā Kete Wānanga Marae pōwhiri. Consistent cultural support for key Institute events.

Participation in key sector events including Te Tira Manukura hui of Māori ITP leadership held in Wellington concerning the ITP Roadmap, Tuia Te Ako conference, and the COMET Māori education forum.

NKW Marae Team consistently supports MPTT celebration events.

Also participated in TEC consultation in Wellington with TEC, NZQA and MoE re the ITP Roadmap.

New staff induction to include Te Tiriti o Waitangi training. Cultural competency training is available to all staff on a first-in basis. Next session for staff is December 4.

**MĀTAURANGA**

*To improve academic success, employability and progression for Māori staff and students*

Tracking provisional course completions. At this early stage achievement rates have improved for Otara & City, and Manukau campuses. Tech Park results mean we need to maintain a structured focus on key programmes.

Three staff attended and one presented at the Ngā Pae o Te Māramatanga indigenous research conference at University of Auckland.

We continue to strengthen our relationship with Waikato-Tainui to align with the iwi’s aspirations in its 2050 Whakatupuranga strategy.
WHANAUNGATANGA
To strengthen engagement with and between Māori across the institute and also with the community

Supported the national TEC-led ‘Māori and Pasifika Trades Training Hui – Learner Success.’ Follow up meeting with TEC and Auckland MPTT stakeholders on November 23rd.

Monthly meeting with Te Puni Kōkiri education lead.

Participation in Rapua Te Mea Ngaro (Waikato-Tainui education hui).

Kingitanga Exhibition exhibition was held in October 16-18. Good engagement with local schools.

Mana Whenua Video script has been drafted and will be filmed in October by the Marketing team.

Engagement with Ngāpuhi re future collaboration to be developed.

WHAI ORANGA
Increase Māori entrepreneurial income

External engagement strategy is in progress with the Business Development and Iwi Liaison.

Scoping engagement with the Whai Rawa Māori Economies research project led by A/Prof. Manuka Henare and Dr Shaun Awatere.
C12/28 Sub-Committee to Consider Council Membership

Author       Gus Gilmore, Chief Executive
Endorser    Peter Winder, Chair of Council
Date         28 November 2018

Request to Council

Please note the information below, which we are supplying because of your interest in the ongoing membership of the Council.

Information to note

In accordance with section 6.1 of Statute No 1, The Council Membership, Meetings, Fees and Committees Statute, the Chair of Council has established a sub-committee to consider potential candidates for the Council membership places falling due on 30 April 2019, and make recommendations to the Council in respect of the same.

The sub-committee membership consists of:

- Peter Winder
- Peter Parussini
- Theresa Stratton
- Uluomatootua Aiono
- Rachael Tuwhangai
APPENDICES
– OPEN SESSION
Appendix 1: Names of Graduands and their relevant awards - as of 12/10/2018 to 21/11/2018

<table>
<thead>
<tr>
<th>Certificate No.</th>
<th>Person Code</th>
<th>Forename</th>
<th>Surname</th>
<th>Award Code</th>
<th>Award Description</th>
<th>Level</th>
<th>Date on Certificate</th>
<th>Notes</th>
<th>Early Issue Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/1634</td>
<td>160001440</td>
<td>Craig</td>
<td>Andrew</td>
<td>MN4471</td>
<td>Graduate Certificate in Shipping</td>
<td>Level 7</td>
<td>16 October 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018/1635</td>
<td>130003022</td>
<td>Bradford</td>
<td>Edward</td>
<td>MN4476</td>
<td>Diploma in Marine Engineering</td>
<td>Level 6</td>
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<tr>
<td>2018/1636</td>
<td>140008621</td>
<td>Andrew</td>
<td>James</td>
<td>MN4515</td>
<td>Certificate in Carpentry</td>
<td>Level 4</td>
<td>23 October 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11110321</td>
<td>Saleshni</td>
<td>Kiran</td>
<td>NZZ851</td>
<td>New Zealand Diploma in Early Childhood Education and Care</td>
<td>Level 5</td>
<td>21 November 2018</td>
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<tr>
<td>2018/1637</td>
<td>11101421</td>
<td>Jayde</td>
<td>Martin</td>
<td>MN4324</td>
<td>Diploma in Nautical Science</td>
<td>Level 5</td>
<td>16 November 2018</td>
<td></td>
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<tr>
<td>2018/1638</td>
<td>11111254</td>
<td>Jamie</td>
<td>Te Awhina</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
<td>Level 7</td>
<td>21 November 2018</td>
<td></td>
<td>Early Release requested 07/11/2018</td>
</tr>
<tr>
<td>2018/1639</td>
<td>140008490</td>
<td>Chayne</td>
<td>Jarred</td>
<td>Gordon</td>
<td>MN4483</td>
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<td>Level 7</td>
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<tr>
<td>2018/1640</td>
<td>140008849</td>
<td>Serena</td>
<td>Elizabeth</td>
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<td>21 November 2018</td>
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<tr>
<td>2018/1641</td>
<td>150008492</td>
<td>Renee</td>
<td>Eliza</td>
<td>Nichols</td>
<td>MN4483</td>
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<td>Level 7</td>
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<td></td>
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<tr>
<td>2018/1642</td>
<td>150002100</td>
<td>Tracey</td>
<td>Renee</td>
<td>Robson</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
<td>Level 7</td>
<td>21 November 2018</td>
<td></td>
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<tr>
<td>2018/1643</td>
<td>93101981</td>
<td>Lesley</td>
<td>Anne</td>
<td>Cherie</td>
<td>MN4483</td>
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<td>21 November 2018</td>
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<tr>
<td>2018/1644</td>
<td>150011218</td>
<td>Claire</td>
<td>Alison</td>
<td>MN4483</td>
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<td>Level 7</td>
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<tr>
<td>2018/1648</td>
<td>11212697</td>
<td>Sonja</td>
<td>Eleanor</td>
<td>Holloway</td>
<td>MN4483</td>
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<td>Level 7</td>
<td>21 November 2018</td>
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<tr>
<td>2018/1649</td>
<td>10926363</td>
<td>Kyra</td>
<td>Fern</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
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<td>21 November 2018</td>
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<td>Early Release requested 07/11/2018</td>
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<tr>
<td>2018/1650</td>
<td>90313019</td>
<td>John</td>
<td>Wiremu</td>
<td>Patai</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
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<td>21 November 2018</td>
<td></td>
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<tr>
<td>2018/1651</td>
<td>99122292</td>
<td>Ruth</td>
<td>Jasmine</td>
<td>Hunt</td>
<td>MN4483</td>
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<td>21 November 2018</td>
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<tr>
<td>2018/1652</td>
<td>150002120</td>
<td>Carrie</td>
<td>Anne</td>
<td>Matkovich</td>
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<td>Bachelor of Applied Social Work</td>
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<td>21 November 2018</td>
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<tr>
<td>2018/1653</td>
<td>99139679</td>
<td>Bronwyn</td>
<td>Brenda</td>
<td>Cook</td>
<td>MN4483</td>
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<tr>
<td>2018/1654</td>
<td>140008451</td>
<td>Kori</td>
<td>Lorake</td>
<td>Puckey</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
<td>Level 7</td>
<td>21 November 2018</td>
<td></td>
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<tr>
<td>2018/1655</td>
<td>11212749</td>
<td>Melissa</td>
<td>Helen</td>
<td>Johns</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
<td>Level 7</td>
<td>21 November 2018</td>
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<tr>
<td>2018/1656</td>
<td>150011075</td>
<td>Rita</td>
<td>Avis</td>
<td>Greaves</td>
<td>MN4483</td>
<td>Bachelor of Applied Social Work</td>
<td>Level 7</td>
<td>21 November 2018</td>
<td></td>
</tr>
</tbody>
</table>

NZ qualification do not get printed on MIT parchment no Certificate number available
Health and Safety Policy

Audience and scope:

This policy is relevant to the following:

- All staff
- All students
- All visitors to Manukau Institute of Technology (MIT)

Document management and control

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Consultation Scope</th>
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<tbody>
<tr>
<td>HR 9</td>
<td>ELT People Leaders, Health and Safety Representatives, Union Representatives, All staff</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Approval Bodies</th>
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<td>People &amp; Culture</td>
<td>MIT Council</td>
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<th>Policy Owner</th>
<th>Review Dates</th>
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<tr>
<td>Director People &amp; Culture</td>
<td>July 2020</td>
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<table>
<thead>
<tr>
<th>Policy Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Wellbeing Manager</td>
</tr>
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</table>

Amendment history

<table>
<thead>
<tr>
<th>Version</th>
<th>Effective Date</th>
<th>Created/Reviewed by</th>
<th>Reason for review/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version one</td>
<td>15 July 2014</td>
<td>Paul Harper</td>
<td>Update &amp; review policy</td>
</tr>
<tr>
<td>Version two</td>
<td>September 2016</td>
<td>Annemieke Van Dam</td>
<td>Policy review and new health and safety legislation</td>
</tr>
<tr>
<td>Version three</td>
<td>July 2018</td>
<td>Annemieke Van Dam</td>
<td>Policy review and change to 4801 standard</td>
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</tbody>
</table>
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Health and Safety Policy Statement

Purpose
The purpose of this Health and Safety Policy statement is to demonstrate MIT's commitment to playing a leadership role in the area of Health and Safety. MIT ensures the quality of its Health and Safety system through compliance with AS/NZS 4801 Certification criteria.

Policy
MIT will be recognised as the leading provider of graduates who have the skills and confidence to act as safety leaders in the workplace. This requires staff and management to model safety leadership in their conduct and teaching practices. The Council and MIT's management are committed to providing a high standard of health and safety to all workers, students and members of the MIT community (including visitors).

To achieve this MIT will:
- Engage closely with industry and regulatory bodies to understand current best practice in Health and Safety.
- Actively support all staff and management to implement Health and Safety best practices into their work environment.
- Deliver course content that enhances the Health and Safety capability of students.
- Promote an environment where everyone talks about Health and Safety, including regularly consulting with workers, Health and Safety Representatives and Union Representatives on matters relating to Health and Safety.
- Require the accurate and timely reporting and recording of workplace incidents and injuries, including near-misses.
- Support the safe and timely return to work of injured employees.
- Rigorously comply with relevant legislation, regulations, codes of practice and safe operating procedures, tracked by a robust audit programme.
- Support continuous improvement in Health and Safety.
- Set clear goals that reflect these aspirations and regularly report on their achievement.

Everyone involved in the MIT community (including visitors) are expected to show commitment to Health and Safety by:
- Behaving in a safety conscious manner to ensure their own safety and the safety of others.
- Actively participating in health and safety matters and consultation opportunities, either directly or through their representative union.
- Prioritising Health and Safety activities and tasks for completion, including taking time to learn about MIT’s Health and Safety practices.
- Cooperating with MIT’s health and safety policies and procedures.
- Complying with the Health and Safety at Work Act along with other safety-related Acts and regulations.
- Timely reporting of all hazards and incidents, including near misses, and injuries.
- Supporting MIT in the achievement of its health and safety objectives.

Approved by
Peter Winder _________________________
Chairman
Manukau Institute of Technology

Date
This Health and Safety Policy Statement is to be read in conjunction with the MIT Safety and Wellbeing System.

**Procedures**

The procedures that underpin this Health and Safety Policy Statement will be identified in the Safety Manual and the Safety and Wellbeing Hub.

**Evaluation/Outcomes**

This Policy will be evaluated annually by the Safety and Wellbeing Manager and reviewed every two years.

**Additional Information**

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exemptions and dispensations**

There are no exemptions or dispensations applicable to this Policy.

**Delegations**

Not applicable

**Relevant Legislation**

Health and Safety at Work Act 2015

**Legal Compliance**

AS/NZS 4801

**Associated documents**

Safety Manual
Worker Participation Agreement
Safe Operating Procedures
Health and Safety Forms and Templates
VAULT system and health and safety records
Contractor Management Procedure
Each item in this report is referenced to the full minutes of the Academic Board meeting held on Wednesday, 14 November 2018 which are available on MITNet or by request.

**BUSINESS CONDUCTED**

1. **APPLICATIONS FOR PROGRAMME APPROVAL AND ACCREDITATION:**
   - Te Pokaitahi Reo (Rumaki, Reo Rua)/ New Zealand Certificate in Te Reo Māori (Immersion, Bilingual) (Level 2) [NZ3044]. [AB11/7]
   - Te Pokaitahi Reo (Rumaki, Reo Rua) (Level 4) [NZ0346] leading to the Te Pōkaitahi Reo (Rumaki, Reo Rua) / New Zealand Certificate in Te Reo Maori (Rumaki, Reo Rua) (Level 4) [0346]. [AB11/7]
   - New Zealand Certificate in Sport and Recreation (Level 4) [NZ3573] leading to the New Zealand Certificate in Sport and Recreation (Level 4) [3573]. [AB11/7]

2. **APPLICATION FOR TYPE 2 CHANGES:**
   - New Zealand Certificate in Automotive Technology (Specialisation Light (Level 3), Specialisation Heavy Diesel (Level 3) Specialisation Motor Sport (Level 3), Specialisation Auto Electrical (Level 3) Leading to the New Zealand Certificate in Automotive Engineering [3097].
   - Bachelor of Creative Arts (Level 7) Leading to the Bachelor of Creative Arts (Level 7). [AB11/7]
   - Diploma in Photography (Level 5) Leading to the New Zealand Diploma in Photography (Level 5). [AB11/7]
   - New Zealand Diploma in Landscape (Level 5) [NZ2888] Leading to the New Zealand Diploma in Landscape (Level 5) with a Strand in Construction [2888]. [AB11/7]
   - Diploma in Nursery Production (Level 5) [NZ2666] Leading to the New Zealand Diploma in Horticulture Production (Level 5) with a Strand in Nursery Production [2666]. [AB11/7]

3. **REGULAR REPORTS RECEIVED:**
   - Academic Standards Sub-Committee [AB11/7]
   - Self-Assessment Evaluation and Review Committee [AB11/8]
   - Ethics Sub-Committee Report [AB11/9]
   - Te Komiti Tangata Whenua Whenua Report [AB11/10]
   - Pasifika Academic Sub-Committee [AB11/11]
   - International Student Sub-Committee [AB11/12]

4. **DECISION ITEMS:**
   The Academic Board:
   - Endorsed the following amendments to the Academic Board Membership and Terms of Reference: [AB11/13]
     - Changes to reflect amendments to reflect recent changes to the MIT restructure and role titles.
     - Clarification of attendance requirements in both Academic Board membership and Sub Committee membership and terms of reference.
- Approve the following recommendation outlined in the International Students Advisory Committee Report:
  - Programme cancellations, or modifications to occurrences and start dates, are advised by the General Manager, Academic Services to the International Director in writing at least six months before the programme commencement date.
  - MIT will cease to accept enrolments from International students who will be under the age of 18 years on the commencement date of their programme.
- Approved the 2019 Annual Work Plan [AB11/16]
- Approved the 2019 Schedule of meetings, with the inclusion of a December meeting. [AB11/17]
- Endorsed the amended Student Regulations for 2019, subject to the amendments outlined in the report and recommend to the council that they are approved to come into effect on 1 January 2019. [AB11/18]
- Approved the Student Review of the Survey System Report and endorsed its recommendations. [AB11/20]
- Approved the Assessment and Moderation Policy (AC4). The following four sets of procedures, which fall out of the policy, have not yet been presented to the Board for consideration.
  - Assessment Procedures (AC4/1)
  - Recognition of Prior Learning, Credit Recognition, and Credit Transfer Procedures (AC4/2)
  - Moderation Procedures (AC4/3)
  - Results and Storage of Assessment Materials Procedures (AC4/4) [AB11/21]

5. INFORMATION ITEMS

The Academic Board:

- Received an update on Māori and Pasifika Intervention Strategies.[AB11/22]
- Received an update on the Raising Outcomes Project. [AB11/23]

Martin Carroll, Chair
## Review of the MIT Student Regulations for 2019
### November 2018

In addition to a number of cosmetic changes (for clarification, to improve readability, and amend terminology to reflect the current MIT structure, titles, and common usage), the following more substantive amendments are proposed and have been incorporated into the draft *Regulations* document for 2019.

<table>
<thead>
<tr>
<th>Section</th>
<th>Proposed amendments</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1.2.2 & Glossary | **Scope** – section amended to clarify that the *Regulations* apply to all MIT educational offerings including programmes, training schemes, micro-credentials, training and short courses. Micro-credentials have been defined in the Glossary as:  
> "As defined in the NZQA Training Scheme Rules 2012:  
> "Micro-credential means a kind of training scheme which:  
> a. certifies the achievement of a specific set of skills and knowledge:  
> b. has a statement of purpose and clear learning outcomes:  
> c. has demonstrable support from the relevant industries, employers, or communities:  
> d. has a credit value that is from 5 to 40 credits (inclusive):  
> e. would typically not duplicate current quality assured learning approved by NZQA"" | These amendments reflect the introduction of micro-credentials by NZQA. |
| 2.2.3 | **Entry requirements** – section amended to read:  
> “Students who have attained the age of 20 years and do not hold the minimum entry requirements for a programme or training scheme may be eligible to be enrolled. Such decisions will be made by the Head of School. Students who have not attained the age of 20 years and do not hold the required minimum entry requirements may also be eligible to be enrolled in exceptional circumstances where they can demonstrate capability for study at the required level. Such decisions will be made by the Head of School.” | This amendment more closely aligns MIT entry provisions with section 224 of the *Education Act 1989* around the non-applicability of entry requirements for students who have attained the age of 20 years. |
<table>
<thead>
<tr>
<th>Section</th>
<th>Proposed amendments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.8.5</td>
<td>Refusal or cancellation of enrolment – section amended to clarify that &quot;Students with a bad debt will not be permitted to re-enrol using a company or other third-party invoice for payment.&quot;</td>
<td>This amendment addresses recent issues where a small number of students were able to re-enrol with MIT through an ITO even though those students had an outstanding debt with MIT.</td>
</tr>
<tr>
<td>2.10</td>
<td>Enrolment provisions for specific student groups – section amended to include the following statement: &quot;International students who will be under the age of 18 years at the commencement of a proposed programme of study, will not be enrolled at MIT.&quot;</td>
<td>This amendment addresses concerns around MIT’s ability to meet requirements under the <em>Education (Pastoral Care of International Students) Code of Practice 2016</em> for support and monitoring of international students under the age of 18. Significant additional resources are required to monitor and ensure the safety and wellbeing of international students under the age of 18. Annually over the past three years, MIT has enrolled an average of approximately 15 international EFTS under the age of 18.</td>
</tr>
<tr>
<td>2.10</td>
<td>Enrolment provisions for specific student groups – section amended to remove reference to dual pathways enrolments.</td>
<td>This amendment reflects the end to Dual Pathways Pilot funding at the end of 2018.</td>
</tr>
</tbody>
</table>
| 3 & 12.11.3 Glossary | Recognition of Prior Learning, Credit Recognition, and Credit Transfer – section significantly amended, including clarification that:  
- RPL/ CRT credit is granted at a course level where evidence provided by the applicant is evaluated and deemed to be equivalent to the course learning outcomes (i.e. credit is not granted at a programme level)  
- RPL/CRT is available for all programmes, training schemes and courses unless otherwise stated in the relevant Programme or Training Scheme Regulations  
- Some programmes and training schemes may limit the number of credits that may be recognised through RPL/CRT  
- RPL/CRT fees are charged for the equivalence assessment and are non-refundable- fees are to be paid at the time of the application  
- Eligibility for student loans and allowances may be affected by RPL/CRT | The section has been significantly amended to reflect updated NZQA recognition of prior learning, credit recognition and credit transfer guidelines and new practices at MIT. Reference to the term Assessment of Prior Learning (as an umbrella term for Recognition of Prior Learning, Credit Transfer and Cross Credit) has been removed from throughout the *Regulations*. |
<table>
<thead>
<tr>
<th>Section</th>
<th>Proposed amendments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ International students wishing to be granted RPL or credit recognition should contact the MIT International Office in the first instance - all international documentation is required to be authenticated and translated by an approved translator before it is accepted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Unless otherwise stated in the relevant Programme or Training Scheme Regulations, the following limitations apply to the granting of credit for RPL and/or CRT:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Learning for which credit is sought must have taken place within the past five years;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– No RPL credit will be granted for capstone or compulsory research projects at level 7 or above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ In some cases, RPL/CRT awarded for a qualification may not be used for progression into another programme of study, for example entry into post graduate study.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit recognition (CR) is defined in the Glossary as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The granting of credit for having successfully completed a similar course to the required level, credits, and learning outcomes. Determined through an equivalence mapping exercise from the academic transcript and learning outcomes already achieved. Recorded on a student’s transcript as cross credit.”</td>
<td></td>
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<tr>
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<td>Credit recognition and transfer is defined in the Glossary as:</td>
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<tr>
<td></td>
<td>“See credit recognition and/or credit transfer.”</td>
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<td>Credit transfer (CT) is defined in the Glossary as:</td>
<td></td>
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<tr>
<td></td>
<td>“The granting of credit for having successfully completed a course that is an exact match to the required level, learning and outcomes.”</td>
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<tr>
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<td>Cross credit (CC) is defined in the Glossary as:</td>
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<tr>
<td></td>
<td>“The granting of credit for having successfully completed a similar course to the required level, credits, and learning outcomes. Determined through an equivalence mapping exercise from the academic transcript and learning outcomes already achieved. Also known as credit recognition.”</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Proposed amendments</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Recognition of prior learning (RPL) is defined in the Glossary as:</td>
<td>This amendment is intended to provide international students with sufficient time to modify study plans, change travel and accommodation plans, and apply for new visas where MIT cancels a programme. It is consistent with MIT’s obligations under the Education (Pastoral Care of International Students) Code of Practice 2016.</td>
</tr>
<tr>
<td>5.1.1</td>
<td>Programme cancellation – section amended to include the following statement “At least six months’ notice will be given prior to cancelling or postponing a programme offered to international students.”</td>
<td></td>
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<tr>
<td>5.2.1</td>
<td>Timetable changes – section amended to read: “Where students are enrolled in a course and the timetable changes after enrolment, but before the course start date, MIT will endeavour to provide an alternative course that meets their requirements, or will withdraw the student’s enrolment and refund their fees in full.”</td>
<td>This amendment clarifies that timetable changes may be made after enrolment, but before the course start date.</td>
</tr>
<tr>
<td>6.2.1 &amp; 8.2.1</td>
<td>Withdrawal by MIT – section amended to read: “MIT may withdraw students from a course where they are enrolled but have not attended within the first 15 working days (or ten working days for quarter based courses) from the course start date...”</td>
<td>This amendment takes into account intensified delivery and abbreviated timeframes of quarter based programmes. Section 8.2.1: Refunds – domestic students has also been amended to reflect this change</td>
</tr>
<tr>
<td>8.3.2</td>
<td>Refunds – international student – section amended to require an international withdrawal or transfer form to be received by the MIT International Centre at least 10 working days prior to the earliest course start date in order for an international student to receive a refund (70% of tuition fees). Previously international students were required to submit a withdrawal or transfer form before the earliest course start date in order to receive a refund.</td>
<td>This amendment is intended to discourage international students from arriving in New Zealand and withdrawing a few days prior to their course starting. It recognises the administrative load required to process these applications.</td>
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<tr>
<td>8.4.1</td>
<td>Refunds on compassionate or exceptional grounds – section amended to clarify that refunds on both compassionate and exceptional grounds are at the discretion of the General Manager, Academic Services (for domestic students) or the International, Director (for international students).</td>
<td>This amendment reflects current practice. While the Regulations currently state that refunds on exceptional grounds are at the discretion of the Executive General Manager, Academic, in practice this process is been managed by the General Manager, Academic Services.</td>
</tr>
<tr>
<td>8.4.2</td>
<td>Refunds on compassionate or exceptional grounds – section amended to read: “The decision to refund fees on compassionate or exceptional grounds, and the amount of the refund, may take into consideration how much of the course the student has completed prior to withdrawal. Part refunds may be approved. Fees may also be transferred to another programme, training scheme or course or to the same programme, training scheme or course for a different intake.”</td>
<td>This amendment provides information on the factors that may be taken into consideration when refunding fees on compassionate or exceptional grounds. It also clarifies that part refunds may be approved.</td>
</tr>
<tr>
<td>8.4.3</td>
<td>Refunds on compassionate or exceptional grounds – section amended to clarify that applications for refunds on compassionate or exceptional grounds must be received within the academic year in which the student is enrolled and be accompanied by a completed application form and supporting evidence.</td>
<td>This amendment provides clarification of the requirements and process for withdrawal on compassionate or exceptional grounds.</td>
</tr>
<tr>
<td>11.2.3</td>
<td>Academic progress – new footnote included to clarify that “For the purposes of section 11.2.3, two delivery quarters shall be deemed to be an enrolment period.”</td>
<td>This amendment addresses disadvantage to students enrolled on courses which are delivered quarterly.</td>
</tr>
<tr>
<td>12.2 &amp; Glossary</td>
<td>Academic integrity – new section included Minor amendments have also been made to the definition of misconduct during assessment in the Glossary to provide further up-to-date examples of what amounts to misconduct during assessment.</td>
<td>This amendment highlights the importance of academic integrity to students and the seriousness with which MIT treats misconduct during assessment.</td>
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<td>Proposed amendments</td>
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<tr>
<td>12.3 &amp; Glossary</td>
<td><strong>Plagiarism and plagiarism detection software</strong> — section extended to include expanded information on plagiarism. Plagiarism is defined as: “Using someone else’s work without indicating that the ideas are not your own. Plagiarism may be either intentional or unintentional. It involves paraphrasing or copying information (e.g. from books, journal articles, electronic sources such as the internet or databases, sound recordings, films, other students, your own previous work) without appropriately acknowledging/referencing the source.”</td>
<td>This amendment provides expanded information on what plagiarism is and requirements for referencing and acknowledging cited materials.</td>
</tr>
<tr>
<td>12.8</td>
<td><strong>Extensions</strong> — new section included to clarify that opportunities for extensions may be available.</td>
<td>This amendment clarifies that, where legitimate reasons exist, extensions to assessment dates may be available to students. This section will be supported by information for staff in the Assessment Procedures on how to apply extensions.</td>
</tr>
<tr>
<td>12.9</td>
<td><strong>Late or non-submission of assessment, or failure to attend a test or examination</strong> — new section included to clarify consequences of late or non-submission of assessment, or failure to attend a test or examination.</td>
<td>This amendment clarifies that there may be consequences for late or non-submission of an assessment, or failure to attend a test or examination. This section will be supported by information for staff in the Assessment Procedures (on how to apply penalties).</td>
</tr>
<tr>
<td>12.14.4</td>
<td><strong>Restricted or conceded passes</strong> — section amended to remove reference to guidelines developed by the Programme Committee and replace it with a generic statement about MIT processes.</td>
<td>This section will be supported by information for staff in the Assessment Procedures (on how to apply penalties).</td>
</tr>
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</table>
| 12.17.2 | **Recounts and the return of assessment evidence** — section amended to include the following statement: “Following a summative assessment (excluding examinations – see section 12.17.1), students are entitled to:  
- Their marked assessment at the same time as receiving their assessment outcome (this will not apply where the permanent return could jeopardise the security of the assessment - in such situations, students will receive their marked assessments, be provided with feedback and will be informed of their right of appeal, but must then return all materials relating to the assessment, including their completed scripts, to the Lecturer).” | This amendment is intended to cover situations where assessment materials may be used multiple times (for example, some standard ITO assessment materials for assessment standards). |
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<tr>
<td>12.17.3</td>
<td><strong>Recounts and the return of assessment evidence</strong> – section amended to clarify that copies of all marked examinations and assessment will be retained by MIT for at least 12 months after completion of the course.</td>
<td>This amendment aligns the Regulations with recent changes to NZQA requirements for the retention of assessment materials outlined in the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016.</td>
</tr>
<tr>
<td>12.19</td>
<td><strong>Moderation</strong> – section amended to clarify that “Presentations and/or practical assessments may be recorded or photographed, and retained as evidence for moderation purposes.”</td>
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<td>13</td>
<td><strong>Misconduct</strong> – section significantly amended, including:</td>
<td>These amendments</td>
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<td>- Extending authority to Campus General Managers to dismiss students from the campus in situations where urgent immediate action is required</td>
<td>- Align with the current MIT structure</td>
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<td></td>
<td>- Extending authority to the Executive General Manager, Academic to suspend a student from attending classes</td>
<td>- Create a single process for the investigation of misconduct and complaints, streamline the process, and reduce confusion for staff and students</td>
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<tr>
<td></td>
<td>- Moving the misconduct investigation process into a separate section (section 15: Misconduct and Complaints Investigations)</td>
<td>- Create a single process for appeals of misconduct and complaints decisions, streamline the process, and reduce confusion for staff and students</td>
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<td>- Amendments to the penalties sections, which outline who can apply what penalties, including:</td>
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<td>- Authority to impose penalties in section 13.4.3 has been removed from Executive General Managers (except the EGM Academic) and moved to Campus General Managers</td>
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<td>- Authority to impose a more severe penalty in section 13.4.4 has been extended to the Executive General Manager, Academic</td>
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<td>- Authority to impose penalties in section 13.4.5 for students from the School of Secondary-Tertiary Studies has been clarified as including the Principal or Pathways Manager</td>
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<td>- Clarification of grounds for appeals of misconduct decisions</td>
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<td>- Moving appeals provisions into a separate section (section 16: Appeals).</td>
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<td>Notes</td>
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</table>
| 14 & Glossary | **Concerns and Complaints (including Complaints relating to Academic Decisions)** – section significantly amended, including:  
- Inclusion of complaints about academic decisions within the complaints section (and removal of separate “academic appeals” provisions)  
- Clarification that MIT staff members may escalate a concern to the level of a complaint (where they deem the issue to be of a serious nature and/or where the matter is not suitable for informal resolution)  
- Clarification of the complaints process  
- Moving the complaints investigation process into a separate section (section 15: Misconduct and Complaints Investigations)  
- Clarification of the grounds for the appeal of a complaints decision  
- Moving appeals provisions into a separate section (section 16: Appeals).  
A complaint has been defined in the Glossary as:  
“A written expression of dissatisfaction from a student who:  
- Considers they have been unfairly treated by MIT, or who is making a complaint against another student, and as a result considers there has been a direct and significant adverse impact on them; and  
- Seeks redress through MIT’s formal complaints resolution process.  
Complaints include challenges to academic decisions made by MIT.”  
A concern has been defined in the Glossary as:  
“Concerns involve a student seeking an informal resolution for a situation where they consider appropriate standards have not been met. Concerns may be escalated to a complaint where not resolved or deemed to be of a serious nature.” | These amendments:  
- Align with the current MIT structure  
- Create a single process for the investigation of misconduct and complaints, streamline the process, and reduce confusion for staff and students  
- Create a single process for appeals of misconduct and complaints decisions, streamline the process, and reduce confusion for staff and students. |
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</table>
| 15      | **Misconduct and Complaints Investigations** – new section included to cover both misconduct and complaints investigations and clarify:  
- The investigation process  
- That students have a responsibility to provide full and accurate information to the person investigating the matter follow MIT’s investigation process in good faith (including attending investigation meetings as required). | These amendments create a single process for the investigation of misconduct and complaints, streamline the process, and reduce confusion for staff and students. |
| 16      | **Appeals** – section significantly amended to cover appeals of both misconduct and complaints decisions and clarify:  
- The appeals process for students (removing unnecessary detail, which will be moved to an investigation process for staff to follow)  
- Possible outcomes from appeals  
- Grounds for appeals to the MIT Council and possible outcomes from such an appeal | These amendments create a single process for appeals relating to misconduct and complaints (including academic complaints), streamline the process, and reduce confusion for staff and students. |
| 22.1.3  | **Health and Safety** – section amended to clarify that students are expected to behave in a safety conscious manner to ensure their own safety and the safety of others and:  
- Actively participate in health and safety activities;  
- Ask if they have questions about health and safety; and  
- Report any health and safety issues and concerns. | This amendment aligns with proposed changes to MIT Health and Policy statements. |
Manukau Institute of Technology
Student Regulations

Audience and scope:

This policy is relevant to the following roles:

- All students and staff.

Document management and control

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<td>Manukau Institute of Technology Council</td>
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<tr>
<td>Policy Contact Person</td>
<td>General Manager, Academic Services</td>
<td>October 2019</td>
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Amendment history

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<td>V1.0</td>
<td>24 April 2013</td>
<td>Academic Quality Analyst</td>
<td>Redraft</td>
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<td>V2.0</td>
<td>1 January 2014</td>
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<td>V6.0</td>
<td>25 May 2017</td>
<td>Academic Quality Leader</td>
<td>Amendment to section 11.2.1 and EGM role titles.</td>
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<td>1 January 2018</td>
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<td>V8.0</td>
<td>22 February 2018</td>
<td>Academic Quality Leader</td>
<td>Update to role responsibilities and titles following an academic restructure</td>
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Manukau Institute of Technology Student Regulations

1. General

1.1. Introduction

1.1.1 MIT is committed to:

- Transforming lives, organisations and communities through learning;
- Maintaining the highest academic standards and providing a safe and effective learning environment;
- The advancement of Mātauranga Māori, the application of Ako (Māori Pedagogy) and Te Tiriti o Waitangi; and
- Providing an environment in which all students have an equal opportunity to achieve their academic potential and ensuring no unreasonable barriers are created which could prevent students from gaining access to education and training. MIT places particular emphasis on the elimination of barriers that result in under representation in tertiary education.

1.2. Scope

1.2.1 The Student Regulations are relevant to all students of Manukau Institute of Technology (MIT) including:

- People in the process of applying to enrol with MIT;
- Students who attend courses at MIT campuses;
- Students who take courses via distance or online; and
- International students.

Note: Not all sections of the Student Regulations are applicable to every student. The Student Regulations do not apply to educational offerings that are not open to the public unless specifically agreed in writing.

1.2.2 For the purposes of these Regulations, the terms ‘programme’ and ‘training scheme’ are deemed to include all MIT educational offerings (including programmes, training schemes, micro-credentials, training and short courses) unless expressly excluded.

1.2.3 The Student Regulations seek to ensure that all MIT students are treated fairly and equitably.

1.2.4 The Student Regulations are intended to be consistent with relevant New Zealand legislation and MIT statutes. In the event of any inconsistency between the Student Regulations and New Zealand legislation, the relevant legislative provisions will prevail. In the event of any inconsistency with MIT statutes, the statutory provisions will prevail.

1.2.5 Where a programme or training scheme is subject to regulation by MIT and by an external authority, and there is conflict between those regulations, the General Manager, Academic Services in conjunction with the Head of School will determine whether the regulations of that other authority will apply in respect to that programme or training scheme. In making such a determination, they will take into account any agreements and/or arrangements that exist between MIT and the external authority, and maintenance of the academic integrity of the programme.
1.2.6 In addition to the Student Regulations, MIT has also established:
- Specific Programme and Training Scheme Regulations which prescribe requirements for entry into and completion of a programme or training scheme and courses making up the programme or training scheme; and
- Policies, procedures and processes to give effect to the Student Regulations.

A summary of the regulations for each programme and training scheme is available from the relevant Campus Office. Regulation, policy and procedure documents are available on the MIT website. Students are encouraged to familiarise themselves with these documents.

1.2.7 In the event of any inconsistency between the Student Regulations and specific Programme or Training Scheme Regulations or policies, procedures or processes, the Student Regulations will, unless specifically stated otherwise, prevail.

1.3. Changes to this document

1.3.1 The Student Regulations are determined and approved by the MIT Council (or its delegate) and are reviewed annually (see MIT Statute 3: The Academic Statute).

1.3.2 Information provided by MIT to students will be updated where necessary to reflect any changes made to the Student Regulations. MIT will notify students of any changes made outside of the annual review cycle that may affect them.

2. Admission and Enrolment

2.1. General provisions

2.1.1 Students must comply with the relevant enrolment policies and procedures applying to each programme or training scheme.

2.1.2 Before students can be enrolled at MIT they must complete and sign or accept online any relevant forms for admission, registration and enrolment and produce the evidence specified on the forms of:
- Full legal name;
- Date of birth;
- Gender;
- New Zealand citizenship, residency status or valid student visa;
- Appropriate insurance cover if they are an international student; and
- Any other evidence relevant to their enrolment.

2.1.3 Where a student has a legal guardian or has granted power of attorney to someone else, then that person may sign the form on behalf of the student.

2.1.4 Failure by students to complete an MIT admission, registration or enrolment form correctly and truthfully, or to provide the necessary documents to confirm identity, citizenship and qualifications, may result in their application being declined or their enrolment being cancelled (see section 2.8: Refusal or cancellation of enrolment).

2.1.5 Students enrolled at MIT will be formally classified as either domestic or international students.
2.2. Entry requirements

2.2.1 In order to be considered for enrolment at MIT, a student must be an eligible person as defined in section 224 of the Education Act 1989.

2.2.2 The detailed requirements for entry into and completion of MIT programmes and training schemes are contained in the relevant Programme or Training Scheme Regulations and in information published by MIT. Where applicable, students must meet the minimum entry requirements for a programme or training scheme before they will be eligible to enrol and must provide appropriate evidence of meeting such requirements.

2.2.3 Students who have attained the age of 20 years and do not hold the minimum entry requirements for a programme or training scheme may be eligible to be enrolled, such decisions will be made by the Head of School. Students who have not attained the age of 20 years and do not hold the required minimum entry requirements may also be eligible to be enrolled in exceptional circumstances where they can demonstrate capability for study at the required level. Such decisions will be made by the Head of School.

2.3. Limitations on enrolment

2.3.1 Where students meet the requirements for entry into a programme, training scheme or course, they are entitled to be enrolled if places are available.

2.3.2 MIT may limit the number of enrolments in any programme, training scheme or course where this is deemed necessary. Reasons for limiting the number of enrolments include, but are not limited to, the availability of:

- Staff;
- Accommodation (including, but not limited to, classroom space, work experience places or as a result of health and safety constraints); and
- Equipment.

2.3.3 Where there are insufficient places available in a programme, training scheme or course to accommodate all eligible students, selection will be according to the selection criteria set out in the Programme or Training Scheme Regulations and information published by MIT. Selection criteria may give preference to eligible students who are from a category of persons under-represented among the students undertaking the programme or training scheme.

2.4. Alternative programmes, training schemes or courses

2.4.1 Where students apply for a programme, training scheme or course that is not available or is full, MIT may offer them entry into an alternative programme, training scheme or course.

2.4.2 Students will be notified at the time of enrolment if the programme, training scheme or course in which they wish to enrol is full. They will be advised whether they will be placed onto a waiting list and/or offered the opportunity to select an alternative programme, training scheme or course.
2.5. Confirmation of accepted or declined entry

2.5.1 Students will be informed in writing whether their application for entry into a programme, training scheme or course has been accepted or declined. Wherever possible, this will be done before the programme, training scheme or course starts.

2.6. Late enrolment

2.6.1 Unless otherwise stated in the Programme or Training Scheme Regulations, students may be accepted by the Head of School (or their delegate) for late enrolment up to ten working days after the course start date or 20 per cent of the course duration, whichever is lesser. The Head of School may extend or shorten this period in exceptional circumstances taking into account, amongst other factors, a student’s likelihood of success following late enrolment.

2.7. Name change

2.7.1 Students who have officially changed their name must provide MIT with appropriate evidence to support the change including, but not limited to a:

- Marriage Certificate;
- Dissolution of Marriage Certificate;
- Statutory Declaration issued by the Registrar of Births, Deaths, and Marriages;
- Birth Certificate.

2.8. Refusal or cancellation of enrolment

2.8.1 MIT may refuse to permit, or may cancel the enrolment of students who:

- Are not of good character (including, but not limited to, having a bad debt history, a criminal conviction, or a history of breaching MIT regulations or policies);
- Have been guilty of misconduct or a breach of discipline (see section 13: Misconduct);
- Are enrolled for full-time instruction in another institution or in secondary school; or
- Have made insufficient progress in their study after a reasonable trial (e.g. see also section 11: Academic Progress).

2.8.2 Only the MIT Council or Chief Executive may cancel a student’s enrolment for misconduct or a breach of discipline (see section 13: Misconduct).

2.8.3 Students whose enrolment has been cancelled as a result of misconduct will not be re-enrolled at MIT until their term of exclusion has been lifted, or has expired. MIT’s Council or Chief Executive determines the term of exclusion in each case (see section 13: Misconduct).

2.8.4 Where, subsequent to enrolment, students are found to have falsified evidence or not disclosed required information relevant to meeting the entry criteria for a programme or training scheme, this will be treated as misconduct (see section 13: Misconduct). This is likely to result in the cancellation of a student’s enrolment without a refund of fees (see section 2.8.1).

2.8.5 Students with an MIT bad debt history may be excluded from re-enrolling at MIT (see sections 2.8.1: Refusal or cancellation of enrolment and 4.6.3: Consequences of unpaid fees). Students with a company or other third-party bad debt may re-enrol if they are paying their fees themselves or through a student loan or other third-party. Students cannot enrol or re-enrol using a company or other third-party invoice for payment where the company or third-party has a bad debt. Students with a bad debt will not be permitted to re-enrol using a company or other third-party invoice for payment.
2.8.6 Immigration New Zealand will be notified where enrolments of international students are cancelled.

2.9. When enrolment becomes official

2.9.1 MIT will issue a confirmation of enrolment to students who have been enrolled at MIT. This will include:
- Confirmation of a student’s place on a programme or training scheme;
- The specified teaching periods for their course(s) (course timetable); and
- A statement of applicable fees / course costs for the programme or training scheme (as applicable).

2.9.2 Students are deemed to be enrolled in a programme, training scheme or course when:
- The relevant form(s) for admission, registration and enrolment have been:
  - Completed and signed\(^2\) by the student;
  - Submitted through the appropriate enrolment channels; and
- Either:
  - They have paid their fees or have made provision for their fees to be paid; or
  - They have not paid their fees but are attending the course after the period for the full refund of any fees paid has lapsed and have been invoiced, and MIT is enforcing the debt.

2.10. Enrolment provisions for specific student groups

The following table details enrolment provisions for specific student groups:

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<tr>
<td>International</td>
<td>International students will not be enrolled in all or part of a programme unless that programme is approved by NZQA and MIT is accredited to provide the programme, or the programme is exempted by NZQA. International students will not be enrolled in all or part of a training scheme unless that training scheme is approved by NZQA, or the training scheme is exempted by NZQA. International students will not be enrolled in Adult and Community Education (ACE) funded courses, the School of Secondary-Tertiary Studies, Trades Academy, and STAR funded courses. MIT may refuse to permit, or may cancel the enrolment of international students who have not fulfilled the terms of their student visa. International students who will be under the age of 18 years at the commencement of a proposed programme of study, will not be enrolled at MIT.</td>
</tr>
<tr>
<td>Group</td>
<td>Enrolment details</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| Students under 16 years (excluding School of Secondary-Tertiary Studies, Trades Academy, and STAR students) | Students who are under 16 years of age and wish to study full-time at MIT must provide a School Exemption Certificate from the Ministry of Education before they can enrol. Students who are under 16 years of age and wish to study part-time at MIT while still at school must provide a letter from their school principal before they can enrol confirming that:  
- They are capable of undertaking tertiary study as well as their secondary school study; and  
- Their school principal has approved their attendance at MIT.  
In order to be exempt from the above requirements, students must be 16 years of age at the course start date. Where a student is 15 at the course start date, they must meet the requirements above. |
| Students who are still at school (including School of Secondary-Tertiary Studies, Trades Academy, and STAR students) | Students who are enrolled at school cannot generally be enrolled in Student Achievement Component (SAC) funded courses that require them to be absent from school to complete their studies. These students can only be enrolled at MIT during school hours at School of Secondary-Tertiary Studies, Trades Academy, and STAR funded courses. |
| Students with the Department of Corrections | Prison inmates who are not covered by publicly funded programmes or training schemes designed for prisoners are eligible to enrol at MIT if they meet the entry criteria for the programme or training scheme. |
| Students who are studying in another provider’s programme, training scheme or other form of provision at MIT | Students who are studying in another provider’s programme, training scheme or other form of provision at MIT are enrolled through their own institution. These students must follow that institution’s enrolment processes. These students are not enrolled students of MIT but may be entitled to use various student support services (e.g., library and computers) by agreement between MIT and the provider. Where applicable, this will be specified in their student information and students will be required to comply with MIT regulations, policies and rules for the use of these services. |
3. Recognition of Prior Learning, Credit Recognition, and Credit Transfer

3.1. General

3.1.1 Recognition of prior learning, credit recognition and credit transfer (RPL/CRT) are processes where formal, informal and non-formal learning are recognised and credentialed. Credit is granted at course level where evidence provided by the applicant is evaluated and deemed to be equivalent to the course learning outcomes.

3.1.2 RPL/CRT is available for all programmes, training schemes and courses unless otherwise stated in the relevant Programme or Training Scheme Regulations.

3.1.3 Where stated in the Programme or Training Scheme Regulations, some programmes and training schemes may limit the number of credits that may be recognised through RPL/CRT.

3.1.4 RPL/CRT for some qualifications may be governed by policies and procedures set by external regulatory bodies.

3.1.5 RPL/CRT is only available to current MIT students and those in the process of enrolling at MIT.

3.1.6 Applicants, who as part of their enrolment wish to seek credit for courses, must formally request RPL/CRT at least 30 working days before the course start date, unless otherwise agreed by the Head of School.

3.1.7 Where a student realises after the start of their course that they may meet an equivalence assessment and be granted RPL/CRT for the course, they should seek guidance from the academic staff member responsible for the course. In these circumstances MIT withdrawal (see section 6: Withdrawals) and refund (see section 8: Refunding Fees) provisions will apply.

3.1.8 RPL/CRT fees are charged for the equivalence assessment (see section 3.2) and are non-refundable. Fees are to be paid at the time of the application.

3.1.9 Eligibility for student loans and allowances may be affected by RPL/CRT.

3.2. Equivalence Assessment

3.2.1 Applicants for RPL/CRT must provide appropriate and authentic evidence to support their application.

3.2.2 On receipt of a RPL/CRT application, MIT will assign an RPL/CRT assessor, whose role it will be to determine equivalence with course learning outcomes.

3.2.3 Each RPL application will be considered on an individual basis.

3.2.4 RPL applicants who have been assessed as having the knowledge and skills equivalent to the course learning outcomes, will be granted credit for the course.

3.2.5 International students wishing to be granted RPL or credit recognition should contact the MIT International Office in the first instance. All international documentation is required to be authenticated and translated by an approved translator before it is accepted.
3.2.6 Misconduct during the RPL/CRT process will be treated as misconduct during assessment and will be dealt with in accordance with student misconduct provisions set out in these Regulations (see section 13: Misconduct).

3.3. Limitations on the grant of RPL/CRT

3.3.1 Unless otherwise stated in the relevant Programme or Training Scheme Regulations, the following limitations apply to the granting of credit for RPL and/or CRT:

- Learning for which credit is sought must have taken place within the past five years; and
- No RPL credit will be granted for capstone or compulsory research projects at level 7 or above.

3.3.2 In some cases, RPL/CRT awarded for a qualification may not be used for progression into another programme of study, for example entry into post graduate study.

4. Paying Fees

4.1. General provisions

4.1.1 This section covers the payment of fees by:

- New Zealand citizens and permanent residents;
- International students; and
- Companies.

4.1.2 A 1.25 per cent surcharge may be added to payments using the credit option when using a MasterCard or Visa card (a credit card or debit card). The surcharge may be reviewed and amended periodically at MIT's discretion.

4.2. When payment is due - domestic students

4.2.1 Fees must be paid in full, or a signed agreement made for payment in instalments, by the start of the course (subject to section 4.2.2 for distance and online courses).

4.2.2 Students undertaking distance or online courses must pay all fees by the time they have started communication with the lecturer.

4.2.3 In exceptional circumstances and provided the course has not ended, students may be approved to pay their fees in instalments.

4.2.4 Students may apply to pay fees in instalments by completing and submitting an Instalment Application form.²

Note: Where students are eligible for a student loan, payment in instalments will not normally be approved. Agreements for the payment of fees in instalments will incur an administration fee.

² Instalment Application forms for domestic students are available from the Academic Registry. Completed forms must be submitted to the Academic Registry along with supporting information.

Deleted: vi process by which formal learning and experience is matched against learning outcomes is called the assessment of prior learning (APL) and includes credit transfer (CT), cross credit (CC) and recognition of prior learning (RPL). Prior learning might be work-based, experiential, attested skills or formal learning; of prior learning is only available to MIT students. Assessment of prior learning/credit recognition and transfer and recognition of prior learning may be awarded at a course, programme or training scheme level. Credit may be granted for prior learning where sufficient evidence can be supplied of meeting the learning outcomes of a course, programme or training scheme.

Assessment of prior learning/credit recognition and transfer and will be available for all courses, programmes and training schemes unless otherwise stated in the relevant Programme or Training Scheme Regulations. Credit recognition and transfer and recognition of prior learning for some qualifications may be governed by policies and procedures set out by external regulatory bodies.

Misconduct during the assessment of prior learning/credit recognition and transfer and recognition of prior learning process will be treated as misconduct during assessment and will be dealt with in accordance with student misconduct provisions set out in these Regulations (see section 13: Misconduct). Applicants who wish to seek credit through assessment of prior learning for courses in which they intend to enrol must formally request at least 30 working days before the course start date unless otherwise agreed by the Head of School, may take longer to process due to the time required for the authentication of evidence.

MIT will apply according to the following principles:
- The process of granting credit will be educationally sound, fair, consistent, efficient, effective and timely
- Applicants must provide appropriate and authentic evidence to support their application for assessment of prior learning
- The workplace/non-formal learning environment can provide equivalent learning opportunities to those provided in formal study.
- Workplace/non-academic performance can provide equivalent evidence of meeting learning outcomes to that associated with formal study.
- The workplace/non-formal experience of every individual is unique and so assessment of prior learning/credit recognition of prior learning applications will be considered on an individual basis.
- The assessor will determine equivalence in the assessment of prior learning.
- Credit may be granted for prior learning that satisfies MIT course outcomes; and
- Applicants who have been assessed as having the knowledge and skills equivalent to a course, assessment standard, training scheme or programme will be granted credit for it (Section 4 Transfer Credit).

4.1. Transfer credit means granting credit from a qualification undertaken at another approved tertiary institution towards an AIT qualification.

4.2. A student who has completed study at another institution may be granted credit subject to the qualification being approved for credit, and in accordance with:

Section 3 above.

4.4. A conceded pass or equivalent may not be transferred for credit.

Section 5 Study at another Tertiary Institution.

5. A student must seek prior approval from the relevant programme leader for concurrent enrolment in a paper at another tertiary institution where they wish
4.2.5 Instalment payments must be completed within the duration of the course.

4.3. When payment is due - international students

4.3.1 Fees must be paid in full, or a signed agreement made for payment in instalments, by the start of the course.

4.3.2 In exceptional circumstances, students may be approved to pay their fees in instalments.

4.3.3 Students may apply to pay fees in instalments by completing and submitting an Instalment Application form.\footnote{Instalment Application forms for international students are available from the MIT International Centre. Completed forms must be submitted to the MIT International Centre along with supporting information.}

\textbf{Note:} International students will only be considered for payment in instalments if they have studied at MIT for at least one year, have a good financial history, good academic results and their application is supported by the Head of School. Agreements for the payment of fees in instalments will incur an administration fee.

4.3.4 Instalment payments must be completed within the duration of the course.

4.4. Eligibility for domestic fees

4.4.1 To be eligible for domestic fees, students must verify before enrolling that they are domestic students (as defined in the Glossary), including citizens or permanent residents of New Zealand, the Cook Islands, Tokelau or Niue, or Australian citizens or permanent residents residing in New Zealand.

4.4.2 Until sufficient documentation proving that a student is a domestic student is provided (see section 4.4.1), students will be liable to pay full international fees (see sections 8.3.6 and 8.3.7: Refunds - international students).

4.5. Liability for unpaid fees

4.5.1 Students who do not pay their fees on time are liable for:

\begin{itemize}
  \item All unpaid fees; and
  \item All external costs of collection from appointed agencies.
\end{itemize}

4.6. Consequences of unpaid fees

4.6.1 Students who fail to pay their fees are in breach of their enrolment agreement with MIT. This may invalidate their enrolment, unless they have made a commitment to pay their fees (either in writing or through attendance in the course).

4.6.2 Students with unpaid fees may be able to arrange payment under a payment plan. Payments plans must be agreed in writing with MIT.
4.6.3 Until students have paid their fees in full they will not:
- Receive their final course results (see section 12.16.2: Notification of final course results);
- Have course credits recorded on their official record of learning;
- Be enrolled in further programmes, training schemes or courses (see section 2.8: Refusal or cancellation of enrolment);
- Be granted or allowed to graduate with any award; or
- Have their academic records transferred.

Note: This applies unless students have made, and are fully adhering to, a valid arrangement with MIT to pay their fees in instalments (see sections 4.2: When payment is due – domestic students and 4.3: When payment is due – international students) or by way of a payment plan (see section 4.6.2).

4.6.4 MIT will enforce commitments to pay unpaid fees (e.g. via a debt collection agency).

4.7. Fees paid by a company or other third-party

4.7.1 Companies or other third parties, who have confirmed that they are paying a student’s fees by producing an order number or a letter confirming payment, are liable for any outstanding fees, including where the student withdraws or transfers their enrolment. This applies even if the student no longer works for that company.

5. Cancellations, Postponements and Timetable Changes

5.1. Cancellation or postponement of a programme, training scheme or course

5.1.1 MIT reserves the right to cancel or postpone a programme, training scheme or course if:
- There are insufficient enrolments before the programme, training scheme or course is planned to start; or
- For any other reason where cancellation is necessary for the sound management of MIT and its resources.

At least six months’ notice will be given prior to cancelling or postponing a programme offered to international students.

5.1.2 Where MIT cancels or postpones a programme, training scheme or course, all student fees will be (as determined by the student):
- Refunded in full; or
- Credited to another programme, training scheme or course.

5.1.3 Immigration New Zealand will be notified where cancellations or postponements affect international students.

5.2. Timetable changes

5.2.1 Where students are enrolled in a course and the timetable changes after enrolment, but before the course start date, MIT will endeavour to provide an alternative course that meets their requirements, or will withdraw the student’s enrolment and refund their fees in full.
5.3. Unforeseen circumstances

5.3.1 MIT disclaims liability in the event of a programme, training scheme or course being suspended from delivery for an indefinite period of time as a result of unforeseen circumstance(s) beyond MIT’s control.

6. Withdrawals

6.1. General provisions

6.1.1 Students may apply to withdraw from a course by completing and submitting a Withdrawal and Transfer Application form.\(^5\)

6.1.2 Withdrawal applications will only be accepted within the duration of the course in which the student is enrolled.

6.1.3 Withdrawal from a course does not prejudice a student’s right to apply for re-enrolment in that course.

6.1.4 Students who enrol before learning that they have not passed a pre-requisite course must withdraw from any affected courses and, if appropriate, ensure another enrolment is substituted. MIT reserves the right to cancel a student’s enrolment in a course where they do not meet the pre-requisite for enrolment.

6.1.5 Students who enrol and later become subject to exclusion as a result of insufficient academic progress, must withdraw from any affected courses. MIT reserves the right to cancel such enrolments at its discretion (see section 2.8: Refusal or cancellation of enrolment and section 11: Academic Progress).

6.2. Withdrawal by MIT

6.2.1 MIT may withdraw students from a course where they are enrolled but have not attended within the first 15 working days (or ten working days for quarter based courses) from the course start date. All reasonable efforts will be made to contact students to determine whether they wish to be withdrawn. If a student does not respond to these efforts, they may be deemed to have withdrawn.

6.2.2 In exceptional circumstances, students may be withdrawn from a course at the discretion of the Executive General Manager, Academic.

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\(^5\) Withdrawal and Transfer Application forms for domestic students are available from the Campus Office. Completed forms must be submitted to the Campus Office or Academic Registry along with supporting information. International Student Withdrawal and Transfer Application forms are available from the MIT International Centre. Completed forms must be submitted to the MIT International Centre along with supporting information.
6.3. MIT’s withdrawal period

6.3.1 The withdrawal period is the period during which students may withdraw from a course without incurring an academic penalty on their academic record (see section 6.4: Consequences of withdrawal).

6.3.2 MIT’s withdrawal period is up to 60 per cent of the course duration. The withdrawal period starts from the course start date, not the programme or training scheme start date or the date on which the student started the course (where they started after the earliest course start date).

6.3.3 Where students change courses more than once during a year, the withdrawal/transfer dates will apply from the start date of the course in which they initially enrolled. This applies to full-time and part-time courses.

6.3.4 The date of withdrawal will be the date that the completed MIT Withdrawal and Transfer Application form is received by the Campus Office or Academic Registry (for domestic students) or the MIT International Centre (for international students).

6.4. Consequences of withdrawal

6.4.1 The following table details what will be recorded on the academic record of students who withdraw, or are withdrawn, from a course:

<table>
<thead>
<tr>
<th>Date of withdrawal</th>
<th>Academic record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the last full refund date (see section 8: Refunding Fees).</td>
<td>There will be no academic record for the relevant course.</td>
</tr>
<tr>
<td>After the last full refund date but before the end of MIT’s withdrawal period (see section 8: Refunding Fees and section 6.3: MIT’s withdrawal period).</td>
<td>The grade 'W' (withdrawn from course) will be recorded against the relevant course (see section 12.11: Summative assessment grades).</td>
</tr>
<tr>
<td>After MIT’s withdrawal period (see section 6.3: MIT’s withdrawal period).</td>
<td>The grade 'NC' (did not complete course) will be recorded against the relevant course (see section 12.11: Summative assessment grades).</td>
</tr>
</tbody>
</table>

6.4.2 Immigration New Zealand will be notified of withdrawals by international students.
7. Transfers

7.1. Transfers between/within programmes, training schemes or courses at MIT

7.1.1 Students may apply to transfer between MIT programmes, training schemes or courses by completing and submitting a Withdrawal and Transfer Application form.

7.1.2 Transfers will only be made with the approval of the relevant Head/s of School and where students meet the requirements of the relevant Programme or Training Scheme Regulations into which they wish to transfer.

7.1.3 Transfers are only accepted:

- Within ten working days after the course start date or 20 per cent of the course duration, whichever is lesser, or in the case of distance or online students, within five working days from the student’s initial communication with the course lecturer; The Head of School may extend or shorten this period in exceptional circumstances taking into account, amongst other factors, a student’s likelihood of success.

- Within the current academic year; and

- If places are available in the relevant course.

7.1.4 Transfer time frames are calculated from the start date of the course in which a student initially enrolled. This applies to full-time and part-time courses.

7.1.5 The date of transfer will be the date that the completed Withdrawal or Transfer Application form is received by the Campus Office or Academic Registry (for domestic students) or the MIT International Centre (for international students).

7.1.6 Students who enrol before learning that they are ineligible to enrol in a course (due to insufficient academic progress or not meeting the pre-requisite for enrolment), may apply to transfer their enrolment to an alternative course (see section 2.8: Refusal or cancellation of enrolment and section 11: Academic Progress).

7.2. Fees associated with transfers

7.2.1 An administration fee may be charged for each transfer initiated by a student. The fee must be paid before the transfer application will be processed.

7.2.2 Where transfers involve the payment of further fees, students must pay or arrange for payment of the additional fees when requesting the transfer.

7.2.3 Students must pay any direct costs (e.g. equipment, uniform, books) incurred by the MIT as a result of the transfer.

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Deleted: in accordance with the Programme or Training Scheme Regulations and
Deleted: Practice Lead

Deleted: Practice Lead

Deleted: Practice Lead

6 Withdrawal and Transfer Application forms for domestic students are available from the Campus Office. Completed forms must be submitted to the Campus Office or Academic Registry along with supporting information. International Student Withdrawal and Transfer Application forms are available from the MIT International Centre. Completed forms must be submitted to the MIT International Centre along with supporting information.
7.2.4 No transfer applications will be processed until approved by the relevant Head of School and any outstanding fees have been paid.

7.3. Transfer to another institution

7.3.1 Transferring to another institution is treated as a withdrawal from MIT (see section 6: Withdrawals).

7.4. Transfers - domestic students

7.4.1 Domestic student fees are not transferable between institutions.

7.5. Transfers - international students

7.5.1 By accepting a place in an MIT programme or training scheme, international students enter into a contract with MIT for the period defined in their student visa. Unless their circumstances fall within specific criteria set out in sections 8.3 or 8.4 there will be no transfer of tuition fees for study within this period.

7.5.2 Where Immigration New Zealand Regulations require the payment of one year’s tuition fees in order for a student to be granted a visa, there will be no transfer of tuition fees if an international student does not complete the whole year of study.

7.5.3 Immigration New Zealand will be notified of transfers by international students.

7.6. Deferral of study - international students

7.6.1 International students who wish to defer their study to the following enrolment period must notify the MIT International Centre at least ten working days before the start of the course they initially enrolled in. Students can only defer study for one enrolment period.

7.6.2 International students who defer their study must meet Immigration New Zealand requirements and re-apply for a further visa or provide evidence of a changed visa status.

7.6.3 Immigration New Zealand will be notified of deferral of study by international students.
8. Refunding Fees

8.1. General provisions

8.1.1 Refunds will be calculated from the date that a completed Withdrawal or Transfer Application form\(^7\) is received by the Campus Office or Academic Registry (for domestic students) or the MIT International Centre (for international students).

8.1.2 Where MIT cancels or postpones a course, all fees will be refunded in full or credited to another course, at the student’s discretion.

8.1.3 Students who withdraw from or cease attending a course before their fees are paid will be responsible for the payment of all outstanding fees.

8.1.4 Full-time and part-time courses will be treated in the same manner with regard to the refund of fees.

8.1.5 Where students owe other fees to MIT, those fees will be deducted from any refund.

8.1.6 Where it is known that student fees have been paid by a recognised third-party (including by student loan), any refund will be paid back to that third-party and not to the student, unless the student produces sufficient evidence (for example, a written authority) from the third-party authorising payment directly to them.

8.1.7 Refunds will be paid directly into a bank account. Printed confirmation of the bank account details (e.g. a deposit slip, bank statement or similar document that meets MIT’s audit requirements) into which the refund is to be paid is required before a refund will be made.

8.1.8 Students are responsible for any bank fees, transaction fees, duties or taxes payable in respect of any refund. These may be deducted from the refund amount.

8.1.9 Students whose enrolment is cancelled following misconduct are not entitled to a refund of fees (see section 13: Misconduct).

8.1.10 External examination fees will be refunded, less an administration fee, provided students advise MIT of their withdrawal before the cut-off date set by MIT each year. Where fees have been sent to the examining body, students must request the refund directly from the appropriate organisation, within the publicised time frame.

8.1.11 Refunds will only be held in credit for the calendar year in which the refund has been processed unless otherwise agreed in writing by the Academic Registrar, or in the case of international students, the International Director.

8.1.12 No refund of less than $10.00 (including GST) will be made. Credit balances of less than $10.00 (including GST) in a student’s fees account at the end of each year will be transferred to MIT’s Student Hardship Fund account, unless an objection in writing is received before the end of the year.

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\(^7\) Withdrawal and Transfer Application forms for domestic students are available from the Campus Office. Completed forms must be submitted to the Campus Office or Academic Registry along with supporting information.

International Student Withdrawal and Transfer Application forms are available from the MIT International Centre. Completed forms must be submitted to the MIT International Centre along with supporting information.
### 8.2. Refunds – domestic students

#### 8.2.1 On-campus students:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Refunds</th>
<th>Admin Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT before the course start date; or</td>
<td>100% tuition fees plus full resource fees</td>
<td>Nil</td>
</tr>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT within 5 working days of the start date or 10% of the course duration, whichever is less; or</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>• MIT withdraws a student who has not attended within the first 15 working days (or 10 working days for quarter based courses) from the course start date (see section 6.2: Withdrawal by MIT); oracciones; or</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>• Course cancelled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT after 5 working days (or 10% of the course duration, whichever is less) but within 10 working days from the course start date (or 20% of the course duration, whichever is less).</td>
<td>80% tuition fees No resource fees refunded</td>
<td>Up to $50.00 (incl. GST) per application</td>
</tr>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT after 10 working days from the course start date; or</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>• For courses less than 0.03 EFTS, Withdrawal and Transfer Application form submitted to MIT after the course start date or after the examination entry cut-off date (whichever is earlier).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 8.2.2 Distance and online students:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Refunds</th>
<th>Admin Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT before the course start date; or</td>
<td>100% tuition fees plus full resource fees</td>
<td>Nil</td>
</tr>
<tr>
<td>• Course cancelled; or</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>• There is no communication with the course lecturer (e.g. email, phone call, Canvas access); or</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>• A summative assessment or assignment has not been completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Withdrawal and Transfer Application form submitted to MIT within 5 working days following the initial communication with the lecturer.</td>
<td>80% tuition fees No resource fees refunded</td>
<td>20% of the course fees up to a maximum of $50.00 (incl. GST) per application</td>
</tr>
</tbody>
</table>

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8 Students may retain the course materials. Where students return the course materials, and MIT deems the materials to be reusable, the resource fees may be refunded.
### 8.3. Refunds – international students

8.3.1 By accepting a place in a programme or training scheme, international students enter into a contract with MIT for the period defined in their student visa. Unless their circumstances fall within specific criteria outlined in this section or section 8.4: Refunds on compassionate or exceptional grounds, there will be no refund of tuition fees for study within this period.

8.3.2 International students:

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Refunds</th>
<th>Admin Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MIT declines or withdraws an offer of a place to the student; or</td>
<td>100%</td>
<td>Nil</td>
</tr>
<tr>
<td>• MIT is unable to provide the programme or training scheme offered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student visa application or extension to visa application is rejected by</td>
<td>100% if a Withdrawal and Transfer Application form (accompanied by appropriate evidence the application has been rejected by Immigration New Zealand) is received by MIT within 10 working days of the student receiving notification from Immigration New Zealand</td>
<td>$100.00 (incl. GST)</td>
</tr>
<tr>
<td>• International Student Withdrawal and Transfer Application form received by</td>
<td>70% of tuition fees</td>
<td>30% of tuition fees</td>
</tr>
<tr>
<td>the MIT International Centre at least ten working days before the earliest course start date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• International Student Withdrawal and Transfer Application form requesting transfer to another institution received by the MIT International Centre at least ten working days before the earliest course start date.</td>
<td>70% of tuition fees paid directly to the institution to which the student is transferring</td>
<td>30% of tuition fees</td>
</tr>
</tbody>
</table>
### Circumstances of Refund

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>Refunds</th>
<th>Admin Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT withdraws or declines to offer a place before the earliest course start date as a result of the student supplying fraudulent information.</td>
<td>70% of tuition fees</td>
<td>30% of tuition fees</td>
</tr>
<tr>
<td>Immigration New Zealand Regulations require payment of one year's tuition fees in order to be granted a student visa and the student does not complete the whole year of study;</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Student is on a student visa and fails to enrol at MIT before the earliest course start date;</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Ten working days prior to the earliest course start date has passed;</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Student has started study but has not maintained or obtained a student visa;</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Student has deferred their study for an enrolment period (see section 7.6: Deferral of study - international students) but does not enrol and/or attend the deferred period; or</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Student with a special visa application under section 61 of the Immigration Act 2009 and Immigration New Zealand requires the enrolment to be cancelled.</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

8.3.3 MIT will not compensate or repay students any commission or fees paid to an agent. Students must claim any fees they have paid directly to an agent from that agent. Any commission or fees paid by MIT relating to the student’s recruitment, enrolment or accommodation will be deducted from the amount of any refund payable. This includes (but is not limited to):

- Homestay placement fees;
- Airport shuttle fees; and
- e-Visa administration fees.
8.3.4 Except where international students transfer to another institution (see section 7.5: Transfers - international students) or obtain a changed immigration visa, refunds will be paid on the return of the student to their own country and on receipt by MIT of appropriate evidence that they have stopped studying in New Zealand. Students must provide documentation to show that they have cancelled their student visa and have returned home, or a changed immigration visa must be sighted by MIT.

8.3.5 Refunds will be paid in New Zealand dollars or a nominated currency (at the current exchange rate) at the student’s or recognised third party’s discretion (see section 8.1.6):

- Directly into an overseas nominated bank account;
- To another institution; or
- To the student in New Zealand on sighting a changed immigration visa (e.g. work visa).

8.3.6 International students who gain permanent residency after the start of a course will not receive a refund for that course. However, they will be treated as a permanent resident for courses that start after they gain residency, whether in the same or a different programme or training scheme (see section 4.4: Eligibility for domestic fees), and will be refunded any international fees paid in advance (provided they notify MIT and provide sufficient evidence of their changed residency status).

8.3.7 International students enrolled in a programme or training scheme with full year courses who gain permanent residency, must pay the international fees for the full year regardless of the date on which permanent residency is granted during that year (see section 4.4: Eligibility for domestic fees).

8.4. Refunds on compassionate or exceptional grounds

8.4.1 No refunds will be made after the refund periods stated in the Student Regulations except at the discretion of the General Manager, Academic Services (for domestic students) or the International Director (for international students) on:

- Compassionate grounds, where the student’s ability to study has been significantly affected by events beyond their control, including but not limited to:
  - Illness;
  - Injury; or
- Exceptional grounds.

8.4.2 The decision to refund fees on compassionate or exceptional grounds, and the amount of the refund, may take into consideration how much of the course the student has completed prior to withdrawal. Part refunds may be approved. Fees may also be transferred to another programme, training scheme or course or to the same programme, training scheme or course for a different intake.

8.4.3 To be considered for a refund on compassionate or exceptional grounds, a student’s written application to withdraw must be received within the academic year in which the student is enrolled, accompanied by a completed Withdrawal under Compassionate Consideration form.
Application Form and appropriate documentary evidence (e.g. a medical certificate or other appropriate evidence of the illness, injury or exceptional circumstances).

8.4.4 For injury or illness, international students must provide medical reports from an Immigration New Zealand approved panel doctor. Further information about approved panel doctors is available from MIT International Student Support Services or Immigration New Zealand.

9. Attendance

9.1. General provision

9.1.1 Students are expected to engage in all classes (face to face and online), including being punctual and present for the duration of the class.

9.1.2 Some programmes or training schemes may specify minimum attendance requirements in the Programme or Training Scheme Regulations. Failure to meet these requirements may result in students not completing a course, programme or training scheme successfully.

9.2. International students

9.2.1 Additionally, international students must meet Immigration New Zealand attendance requirements in order to fulfill student visa requirements.

9.2.2 Attendance is a condition for maintaining a student visa and failure to attend may result in deportation. MIT therefore encourages international students to attend 100 per cent of the programme in which they are enrolled.

9.2.3 International students who are unable to attend any scheduled class(es) are expected to advise MIT as soon as practicable.

9.2.4 In the case of absences of longer than one scheduled course day, or repeated absences, students must as soon as practicable provide MIT with:
- A medical certificate (in the case of illness or injury); or
- Suitable documentation clearly indicating the reason(s) for non-attendance.

9.2.5 Where an international student returns to their home country due to illness or injury as outlined in section 8.4.1, the student must as soon as practicable provide MIT with medical reports from an Immigration New Zealand approved panel doctor. These medical reports may be required by Immigration New Zealand to consider whether there were genuine reasons for an absence(s).

9.2.6 Further information about approved visa requirements and panel doctors is available from Immigration New Zealand or International Student Support Services.

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9 Withdrawal under Compassionate Consideration Application Forms for domestic students are available from Academic Registry and must be submitted to the Academic Registry along with supporting information. Withdrawal under Compassionate Consideration International Student Application Forms for international students are available from the International Office and must be submitted to the International Office along with supporting information.
10. Research

10.1. Ethical approval

10.1.1 Students must obtain ethical approval for all proposed research involving:

- Human subjects (including student course work research)
- Either MIT staff or students;
- A Te Ao Māori or Tiriti o Waitangi (Treaty of Waitangi) dimension; or
- Any use of MIT data which is not in the public domain.

Such research must not be undertaken until approval is received in writing from the Ethics Sub-Committee of the Academic Board.

10.1.2 A member of the academic staff will supervise each student research project that requires ethical approval. See the MIT Guidelines for Ethical Approval for further information.

11. Academic Progress

11.1. General provisions

11.1.1 The purpose of this section is to ensure that students who have not made satisfactory academic progress in their studies are given support and academic advice regarding their future study.

11.1.2 This section applies to all students enrolled in assessed courses.

11.1.3 This regulation may be overridden by provisions in the Programmes or Training Scheme Regulations for fewer repeat enrolments (e.g., where practicum or clinical courses are approved by external bodies).

11.2. Academic requirements

11.2.1 Students who fail (see section 12.11: Summative assessment grades) the same course twice cannot automatically re-enrol in that course (see section 2.8.1: Refusal or cancellation of enrolment). Where a course is a compulsory part of a programme, students cannot automatically enrol in any further courses making up that programme.

The Head of School will determine whether a student can enrol or re-enrol based on the student's likelihood of passing the failed course given a third enrolment.

11.2.2 Students who fail (see section 12.11: Summative assessment grades) the same course three or more times cannot automatically re-enrol in that course (see section 2.8.1: Refusal or cancellation of enrolment). Where a course is a compulsory part of a programme, students cannot automatically enrol in any further courses making up that programme.

In exceptional circumstances the Executive General Manager, Academic may authorise further enrolment.

11.2.3 Full-time students who fail (see section 12.11: Summative assessment grades) more than 50 per cent of their enrolled credits in any one enrolment period10, and part-time students who fail more than 50 per cent of their enrolled credits in their two most recent enrolment periods10 of study, ...

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10 An enrolment period is usually a full-year, semester, trimester, or quarter. For the purposes of section 11.2.3, two delivery quarters shall be deemed to be an enrolment period.
cannot automatically enrol or re-enrol in any further courses (see section 2.8.1: Refusal or cancellation of enrolment).

The decision whether students can enrol or re-enrol in further courses will be based on a student’s likelihood of succeeding in further study and will be made by:

- The Head of School (for students who have made insufficient progress on a first occasion);
- The Campus General Manager (for students who have made insufficient progress on a second occasion); or
- The Executive General Manager, Academic (for students who have made insufficient progress on three or more occasions).

11.2.4 All decisions to allow students to enrol or re-enrol in further courses will be reported to the relevant Programme Committee(s).

11.2.5 The Head of School will ensure that these students are provided with appropriate support for their on-going study.

11.2.6 Insufficient academic progress may impact students’ access to loans and allowances. This may apply even where MIT has allowed a student to enrol or re-enrol. Further information on eligibility for loans and allowances is available from StudyLink.

12. Assessment and Moderation

12.1. General provisions

12.1.1 All programmes that result in the granting of a qualification listed on the New Zealand Qualifications Framework will involve summative assessment.

12.1.2 All summative assessment at MIT will measure learning outcomes fairly, accurately and equitably.

12.1.3 Students will be advised when a course begins of:

- Assessment information and requirements;
- Assessment timetables;
- Pass and grade values;
- How achievement will be reported;
- Appeal provisions; and
- Arrangements for the return of assessment evidence.

12.1.4 Summative assessment may be achievement or competency-based as specified in the relevant Programme or Training Scheme Regulations.

12.1.5 Students are responsible for familiarising themselves with assessment rules and procedures for their course.

12.1.6 During assessment, students must observe any direction given by the assessment supervisor and any rules that apply (e.g. rules specifying the type of equipment and technology that may be used, time limits and the need for silence).
12.2. Academic integrity

12.2.1 Students must behave honestly in all summative assessment. All work presented by students for summative assessment must reflect their own learning, have been substantively written or authored by them, and be their own work (unless formally referenced and acknowledged – see section 12.3: Plagiarism and plagiarism detection software). Work must not be submitted elsewhere in any other programme, training scheme or course unless otherwise permitted by the Head of School.

12.2.2 Notwithstanding section 12.2.1, work may be presented by a group of students for summative assessment where this is specified in the assessment information.

12.2.3 MIT treats misconduct during assessment very seriously. Misconduct during assessment is defined in the Glossary (see section 23: Glossary) and involves any attempt by a student to gain an unfair advantage in a summative assessment (including cheating and plagiarism) or sharing of information about a summative assessment. Suspected incidents of misconduct during assessment will be dealt with in accordance with section 13: Misconduct and, if an investigation is required, the investigation will be carried out in accordance with section 15: Misconduct and Complaints Investigations.

12.3. Plagiarism and plagiarism detection software

12.3.1 Plagiarism is regarded as misconduct during assessment (see section 13: Misconduct) and is forbidden.

12.3.2 Plagiarism is using someone else’s work without indicating that the ideas are not your own. Plagiarism may be either intentional or unintentional. It involves paraphrasing or copying information (e.g. from books, journal articles, electronic sources such as the internet or databases, sound recordings, films, other students, your own previous work) without appropriately acknowledging/referencing the source.

12.3.3 All cited material must be formally referenced and acknowledged. Guidelines for appropriately referencing and acknowledging other people’s work are available from each School and the Library.

12.3.4 To check academic integrity, MIT may use plagiarism-detection software (e.g. Turnitin) or other means to confirm that a summative assessment is a student’s own work and/or compare two or more of a student’s summative assessment submissions (to ensure an assessment has not been submitted previously for assessment – see section 12.2.1: Academic integrity). Work may be retained on a plagiarism-detection database for on-going comparison with other work submitted.

12.3.5 By enrolling in a course at MIT, students agree to their work being submitted to plagiarism-detection software for checking. Declining to allow the use of the plagiarism-detection software by MIT could result in a student being unable to complete a programme, training scheme or course.

12.4. Student availability

12.4.1 Students are responsible for satisfying all summative assessment requirements and for making themselves available to undertake all summative assessments at the published time and place.

12.4.2 Students who have two or more examinations/tests scheduled at the same time must inform the Head of School in writing as soon as practical (ideally at least 20 working days before the examinations/tests are to be held). Wherever possible, students will be required to sit all examinations/tests on the same day.
12.5. Changes to summative assessment

12.5.1 Changes to summative assessment requirements will not be made by MIT after a course begins except in exceptional circumstances. Any such changes will be notified in writing to students enrolled in the course and will not disadvantage any student.

12.6. Summative assessment in Te Reo Māori

12.6.1 Summative assessment may be completed in Te Reo Māori if it is practicable and a translator approved by MIT for language fluency and subject expertise is available.

12.6.2 Students requesting summative assessment in Te Reo Māori must, within five working days after the course start date, give notice in writing to the relevant Head of School of their request.

12.6.3 The Head of School will provide a written response to the request within ten working days after the course start date.

12.7. Examination and test assistance

12.7.1 Students with an impairment or other condition such as illness or injury, or who are pregnant, and require assistance to take an examination or test must apply in writing to the Head of School for approval. Wherever possible, applications should be sent at least 15 working days before the date of the examination or test and must:

- State the reason why assistance is required;
- Include appropriate evidence of the impairment or other condition; and
- Be endorsed by the course lecturer and the Coordinator for Students with Disabilities.

The Head of School may grant assistance for the duration of a programme, training scheme or course where they consider it appropriate.

12.7.2 Examination and test assistance may not be available for some programmes, training schemes or courses.

12.7.3 Examination and test assistance may be provided in the following ways:

- Additional time. This would normally not exceed 20 minutes for each hour of the examination or test;
- Assistance by a reader;
- Assistance by a writer;
- Assistance by a reader/writer;
- Assistance by a New Zealand sign language interpreter; or
- A combination of the above.

12.7.4 Breaks may be allowed during the examination or test if the Coordinator for Students with Disabilities has given prior approval.

12.8. Extensions

12.8.1 Students with a legitimate reason (e.g., illness, injury, bereavement or other exceptional circumstances beyond their control) may apply for an extension to the due date for submission of an assessment. Extensions may not be available for all courses.
12.8.2 Requests for extensions are to be made to the academic staff member responsible for the assessment prior to the assessment due date (unless due to exceptional circumstances this was not possible). Supporting information/evidence is required (e.g. medical certificate).

12.8.3 Extensions will be agreed in writing specifying new timeframes.

12.9. Late or non-submission of assessment, or failure to attend a test or examination

12.9.1 Students may be penalised for the late submission of an assessment (e.g. through a reduction of marks or non-marking of an assessment).

12.9.2 In some cases, late or non-submission of an assessment or failure to attend a test or examination may result in students failing the course (e.g. where the assessment is compulsory or makes up a significant number of marks for the course).

12.9.3 Penalties and consequences for late or non-submission of an assessment, or failure to attend an examination will be advised to students in course information.

12.9.4 Students will not be disadvantaged or penalised for the late submission of an assessment or failure to complete a test or examination where this is as a result of an MIT technology failure or other MIT issue.

12.10. Notification of summative assessment outcomes

12.10.1 Summative assessments will be marked and students notified of outcomes as soon as possible. Unless otherwise notified, this will be within ten working days of the assessment taking place or being due.

12.11. Summative assessment grades

12.11.1 In courses where a competency-based summative assessment system is used, one of the following results will be specified:

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn from course</td>
</tr>
<tr>
<td>NC</td>
<td>Did not complete course</td>
</tr>
<tr>
<td>CT</td>
<td>Credit transfer</td>
</tr>
<tr>
<td>CC</td>
<td>Cross credit, and/or credit recognition</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of prior Learning</td>
</tr>
</tbody>
</table>

12.11.2 Where students are assessed against an assessment standard listed on the Directory of Assessment Standards, the results available for that assessment standard (Excellence, Merit, Achieved, and Not Achieved) may be specified.
12.11.3 In courses where an achievement-based summative assessment system is used, one of the following results will be specified:

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pass with distinction</td>
</tr>
<tr>
<td>B</td>
<td>Pass with merit</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
</tr>
<tr>
<td>D</td>
<td>Fail</td>
</tr>
<tr>
<td>E</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>FCW</td>
<td>Failed course work</td>
</tr>
<tr>
<td>FF</td>
<td>Failed final</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn from course</td>
</tr>
<tr>
<td>NC</td>
<td>Did not complete course</td>
</tr>
<tr>
<td>AP</td>
<td>Aegrotat pass</td>
</tr>
<tr>
<td>X</td>
<td>Exemption</td>
</tr>
<tr>
<td>CT</td>
<td>Credit transfer</td>
</tr>
<tr>
<td>CC</td>
<td>Cross credit and/or credit recognition</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>CP</td>
<td>Conceded pass</td>
</tr>
<tr>
<td>RP</td>
<td>Restricted pass</td>
</tr>
</tbody>
</table>

12.11.4 MIT may, at its discretion, grant results that distinguish between levels of achievement within each passing grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Pass with distinction</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Pass with merit</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Pass</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
<td>Pass with merit</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
<td>Pass</td>
</tr>
<tr>
<td>B-</td>
<td>65-69</td>
<td>Pass</td>
</tr>
<tr>
<td>C+</td>
<td>60-64</td>
<td>Pass</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
<td>Pass</td>
</tr>
<tr>
<td>C-</td>
<td>50-54</td>
<td>Pass</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Fail</td>
</tr>
<tr>
<td>E</td>
<td>0-39</td>
<td>Fail</td>
</tr>
<tr>
<td>F</td>
<td>0-39</td>
<td>Not passed compulsory assessment</td>
</tr>
</tbody>
</table>
12.12. Attendance only criteria

12.12.1 Attendance only criteria will be specified as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO</td>
<td>Attendance only (pass)</td>
</tr>
<tr>
<td>NC</td>
<td>Did not complete the course (fail)</td>
</tr>
</tbody>
</table>

12.13. Further assessment and resubmission

12.13.1 Opportunities for further assessment and resubmission may be available for some programmes, training schemes and courses. Where available, Programme and Training Scheme Regulations may specify eligibility criteria for further assessments and resubmissions, including the maximum number available.

12.14. Restricted pass (RP) and conceded pass (CP)

12.14.1 Students who marginally fail a course (with a D, FF or FCW grade) may be considered for a restricted or conceded pass in that course. Restricted and conceded passes may not be available for some programmes, training schemes or courses.

12.14.2 Students who are granted a restricted pass are not able to continue with any further courses where such a course is a pre-requisite for further study.

12.14.3 Students who are granted a conceded pass are able to continue with further courses where such a course is a pre-requisite for further study.

12.14.4 Decisions whether to grant a restricted or conceded pass will be made at the discretion of the Programme Committee and will be:

- Based on the student’s performance in the current year of study and in the programme or training scheme as a whole; and
- Made in accordance with MIT processes (available to students upon request).

12.14.5 Decisions on the granting of a restricted or conceded pass will be made automatically by the Programme Committee. Students cannot apply for a restricted or conceded pass.

12.14.6 Students will be granted no more than:

- One restricted pass for a programme or training scheme of three years or less; or
- Two restricted passes for a programme of greater than three years.

12.14.7 Students will be granted no more than:

- One conceded pass for a programme or training scheme of three years or less; or
- Two conceded passes for a programme of greater than three years.

12.14.8 A restricted or conceded pass will only apply to the programme or training scheme for which it is granted, and cannot be transferred or credited to another programme or training scheme.

12.14.9 Students may decline a restricted or conceded pass. However, they cannot reclaim the pass if they re-enrol in that course and fail to pass.
12.15. Aegrotat pass (AP)

12.15.1 MIT’s aegrotat provisions only apply to achievement-based summative assessments. Aegrotat passes may not be available for some programmes, training schemes or courses.

12.15.2 MIT’s aegrotat provisions are intended to ensure that students are not unfairly disadvantaged if, in specified circumstances beyond their control, they are unable to undertake or are impaired in the completion of an achievement-based summative assessment.

12.15.3 Rather than use these aegrotat provisions, MIT prefers that students have the opportunity to complete a summative assessment by providing:

- An extension of time [see section 12.8: Extensions];
- An opportunity for further assessment or resubmission [see section 12.13: Further assessment and resubmission]; or
- Examination or test assistance to undertake the assessment (such as a reader/writer) [see section 12.7: Examination and test assistance].

12.15.4 Wherever possible, students should attempt an assessment and apply for an aegrotat pass on the basis of impaired performance.

12.15.5 Students will be eligible to be considered for an aegrotat pass if:

- Due to illness, injury, bereavement, or other exceptional circumstances beyond their control, they are:
  - Unable to present work for a summative assessment at the time that it is due and where an extension of time is not available; or
  - Unable to attend a test or examination; or
  - Prevented from preparing for a summative assessment; or
  - Seriously impaired in their performance in a test or examination; and
- An alternative summative assessment is not available; and
- The relevant Programme or Training Scheme Regulations allow for an aegrotat pass to be granted; and
- They are enrolled in the programme or training scheme to which the application relates, and all fees have been paid.

12.15.6 Students who fail to present work for or to undertake a summative assessment through lack of familiarity with the published assessment requirements of a course cannot apply for an aegrotat pass.

12.15.7 Students seeking consideration for an aegrotat pass must submit a completed MIT Aegrotat Application\footnote{Aegrotat Application forms are available from the Campus Office.} form to the relevant Campus Office within five working days of the date on which the assessment was due or the date of the test or examination. Applications must be accompanied by a medical certificate or other appropriate documentary evidence of the illness, injury, bereavement, or other exceptional circumstance and contain the opinion of a suitably qualified person that the student was incapable of presenting the work for assessment or of attending the
test or examination or that their performance was impaired. Reason(s) for the above must be included.

12.15.8 The Head of School is responsible for determining whether to accept an application to be considered for an aegrotat pass. Students will be notified within five working days whether their application has been accepted. Aegrotat decisions are made by the Programme Committee at the end of the course when all other summative assessments have been completed and are considered only if students have failed the course.

12.15.9 The Programme Committee will grant an aegrotat pass only if it is satisfied that a student would have passed the course were it not for the illness, injury, bereavement or other exceptional circumstance.

12.15.10 The following provisions apply when granting an aegrotat pass:

- An aegrotat pass can only be used for one summative assessment in each course;
- An aegrotat pass can only be granted in a course where there is more than one summative assessment and students have met all other summative assessment requirements; and
- In determining whether to grant an aegrotat pass, only the results of the course for which the aegrotat pass has been sought will be considered.

12.15.11 Where students are granted an aegrotat pass, the grade recorded on their academic transcript will be an AP (aegrotat pass).

12.15.12 Where students are declined an aegrotat pass, the actual grade achieved will be recorded on their academic transcript.

12.16 Notification of final course results

12.16.1 Final course results notices will be issued to students within ten working days of the final course completion date, the final course examination, or the last examination of a predetermined examination period unless otherwise approved by the General Manager, Academic Services and notified in writing to students.

12.16.2 Final course results notices will be issued to students only when they have paid their fees for that course in full (see section 4.6.3: Consequences of unpaid fees).

Note: Students with unpaid fees will be eligible to complete an examination or assessment.

12.16.3 Students who have not received their final course results notice because of unpaid fees may apply in writing to the Academic Registry to receive their results notices once full payment of fees has been made.

12.16.4 The Academic Registry issues official Academic Transcripts to students upon request and payment of an administration fee.

Note: The information contained in the Academic Transcript is a complete record of study, including passes and fails in all courses studied.

12.16.5 Where a current student is eligible but dies before receiving their final course results notice, their next of kin or personal representative may apply in writing to MIT to receive their final results.
12.17. Recounts and the return of assessment evidence

12.17.1 Within ten working days of receipt of examination outcomes, students may apply for:

- A copy of their examination script (an administration fee may be charged for this) or to view their marked examination script; and
- A recount of marks. This includes a check that all questions have been marked and no errors have been made in the counting of marks. An administration fee will be charged for recounts of marks. Where marks are found to be incorrect, the administration fee will be refunded. Students may not apply for a re-mark.

When the period of ten working days has expired, examination scripts will be made available to students. Recounts will not be considered after that date.

12.17.2 Following a summative assessment (excluding examinations – see section 12.17.1), students are entitled to:

- Their marked assessment at the same time as receiving their assessment outcome (this will not apply where the permanent return could jeopardise the security of the assessment - in such situations, students will receive their marked assessments, be provided with feedback and will be informed of their right of appeal, but must then return all materials relating to the assessment, including their completed scripts, to the Lecturer);
- Feedback on what was expected in the assessment and on how results were determined so they can monitor their progress; and
- A recount of marks (upon application). An administration fee will be charged for recounts of marks. Where marks are found to be incorrect, the administration fee will be refunded. This includes a check that all questions have been marked and no errors have been made in the counting of marks. Students may not apply for a re-mark.

12.17.3 Copies of all marked examination scripts and assessments (including evidence from practical assessments) will be retained by MIT for at least 12 months after the completion of the course, unless a longer retention period is required by an external authority. After this time, assessment evidence may be destroyed and copies will no longer be available.

12.18. Advice to external organisations/people

12.18.1 Students must provide written permission to MIT before their results can be forwarded to any other person or organisation, unless already specified in an existing agreement between MIT, the student and the person or organisation or as provided in section 12.16.5.

12.19. Moderation

12.19.1 Summative assessments submitted by students may be subject to internal and external moderation. Presentations and/or practical assessments may be recorded or photographed, and retained as evidence for moderation purposes.

12.20. Credit

12.20.1 Credit for a course will be granted to students when the prescribed course requirements specified in the course outline have been successfully completed and the Programme Committee has approved the final mark/grade. Credit may also be granted for the successful completion of an Assessment Standard.
12.20.2 Subject to section 12.20.3, to be granted credit, students must be enrolled in the course and have paid all fees.

12.20.3 Credit may be granted for prior learning (see section 3: Recognition of Prior Learning, Credit Recognition, and Credit Transfer).

13. Misconduct

13.1. General provisions

13.1.1 Incidents of student misconduct will be addressed to ensure that MIT maintains the highest academic standards and provides a safe and effective learning environment (see section 23: Glossary for definitions of misconduct, misconduct during assessment and examples of behaviours that constitute misconduct).

13.1.2 Students who assist, procure or encourage another person to act in a manner that constitutes misconduct will be dealt with as if they had committed misconduct themselves.

13.1.3 MIT may refer students who act in a manner that breaches any New Zealand legislation, rules or regulations so as to commit an offence under the laws of New Zealand to the Police and/or other appropriate authorities.

13.2. Urgent immediate action in the event of misconduct

13.2.1 Dismissal from class or campus: In serious cases of alleged misconduct where, on reasonable grounds, it is considered necessary to maintain order, safety or an effective learning environment:

- The lecturer in charge of a class may dismiss students from attending class for a period not exceeding two working days;
- The Campus General Manager may dismiss students from that General Manager’s campus or any defined area within that General Manager’s campus for a period not exceeding two working days; or
- Campus Security may dismiss students from the campus or any defined campus area for a period not exceeding two working days.

Note: In exceptional circumstances, the period of dismissal may be extended to a period not exceeding five working days. Only the MIT Council, Chief Executive, or Executive General Manager, Academic may suspend students after the initial dismissal period.

13.2.2 Suspension: In serious cases of alleged misconduct where, on reasonable grounds, it is considered necessary to maintain order, safety or an effective learning environment, the MIT Council, Chief Executive or Executive General Manager, Academic may suspend students from attending classes and/or the campus or any defined campus area to allow an investigation to take place and a decision to be made. For the avoidance of doubt, only the MIT Council, Chief Executive or Executive General Manager, Academic may issue a formal written trespass notice to any student.
13.3. Investigation of misconduct

13.3.1 The decision to investigate alleged incidents of misconduct by students enrolled in programmes for students with special educational needs (as defined in section 23: Glossary) will be made by staff who are familiar with the student in consultation with the Head of School (or delegate), and will take into account whether the alleged misconduct has occurred as a direct consequence of the student’s disability. This determination may be made in consultation with students’ family/whanau and caregivers.

13.3.2 Misconduct investigations will be carried out in accordance with section 15: Misconduct and Complaints Investigations.

13.4. Penalties for misconduct

13.4.1 Penalties for proven incidents of misconduct will be imposed in a consistent way taking into account all of the circumstances of the individual incident.

13.4.2 In making a decision on the imposition of a penalty, decision makers will have regard to:

- The seriousness of the misconduct;
- Previous incidents of proven misconduct by the student;
- The best welfare and possible re-integration of the student concerned;
- The wider implications of the behaviour and proposed penalty on other students; and
- Any factors mitigating the student’s actions such as an expression of contrition, payment of full restitution, a willingness to seek medical treatment or other professional counselling.

13.4.3 Penalties that may be imposed by a Head of School, the Deputy Principal School of Secondary-Tertiary Studies, or a Campus General Manager are:

- A written reprimand and/or warning detailing further penalties to be applied if students re-offend;
- The imposition of such sum of money or action considered to be reasonable restitution for the damage caused;
- Personal development activity (e.g. anger management course); and
- In the case of misconduct during assessment:
  - a mark of zero, or no pass for the assessment;
  - other reduced mark for the assessment; and
  - for competency-based assessment, a further assessment under controlled conditions may be possible upon payment of an administration fee.

These penalties may have an impact on a student’s academic progress (see section 11: Academic Progress).

Note: Where a more severe penalty is recommended (including in the case of second and subsequent incidents of misconduct during assessment), the matter will be referred to the Chief Executive, (or where nominated by the Chief Executive, the Executive General Manager, Academic) for consideration (see section 13.4.4). Students from the School of Secondary-Tertiary Studies will be referred to the Principal, School of Secondary Tertiary Studies or the Pathways Manager for the imposition of a more serious penalty (see section 13.4.5).
13.4.4 Penalties that may be imposed by the MIT Council, Chief Executive or Executive General Manager, Academic are:

- Any of the penalties outlined in section 13.4.3;
- Suspension from attendance at MIT or any of its classes for such period as the MIT Council or Chief Executive thinks fit (including without limitation, issuing a written trespass notice if the MIT Council or Chief Executive considers this is appropriate in the circumstances);
- Cancellation of enrolment (exclusion);
- Refusal of enrolment (exclusion) for such a period as the MIT Council, Chief Executive or Executive General Manager, Academic deems fit (including permanently); and
- Refusal to grant an award, or revocation of an award already granted, if satisfied that a student has made any untrue or misleading statement or is guilty of any breach of regulations or dishonest practice in relation to the award (see section 17.2.6: Entitlement to awards).

13.4.5 Penalties that may be imposed by the Principal, School of Secondary Tertiary Studies or Pathways Manager for misconduct by students from the School of Secondary-Tertiary Studies are:

- Any of the penalties outlined in section 13.4.3;
- Return to a secondary school or other suitable provider recommended by the Principal or Deputy Principal;
- Stand down period (such period should incorporate support for the re-integration of the student into the programme); and
- Daily report for a period of time determined by the Principal or Pathways Manager.

Note: Where a more severe penalty is recommended, the matter will be referred to the Chief Executive (or where nominated by the Chief Executive, the Executive General Manager, Academic) for consideration (see section 13.4.4).

13.5. Appeal of misconduct decisions

13.5.1 Students who have been disciplined by MIT for misconduct and believe that they have been unjustly treated may appeal the decision.

13.5.2 An appeal may only be made on one or more of the following grounds:

- The procedures used for investigating or resolving the misconduct were unfair or flawed;
- That new evidence has become available that could have a material effect on the outcome;
- That all relevant factors were not taken into account;
- That the decision reached is at odds with the evidence provided; or
- The penalty imposed was out of proportion to the nature of the misconduct and the circumstances of the case.

13.5.3 Appeals will be carried out in accordance with section 16: Appeals.
13.6. **Misconduct records**

13.6.1 Where students are found to have committed misconduct, this decision including any penalties imposed will be kept on their record.

13.6.2 Where an allegation of misconduct is not proven, or a decision is overturned on appeal, no record will be kept on a student’s record.

14. **Concerns and Complaints (including Complaints relating to Academic Decisions)**

14.1. **General provisions**

14.1.1 MIT takes concerns and complaints seriously and is committed to providing students with access to fair, effective and culturally appropriate procedures for raising and resolving issues.

14.2. **Concerns**

14.2.1 MIT expects staff and students to work together to directly resolve concerns if possible, but recognises that this may not always be achievable. Student Support staff are available to assist students in expressing and resolving concerns.

14.2.2 MIT staff members may escalate a concern to the level of a complaint (see section 14.3) if they deem the issue to be of a serious nature and/or where the matter is not suitable for informal resolution. Privacy implications will be taken into account in these situations.

14.3. **Complaints**

14.3.1 Students who do not feel safe raising a concern with those most directly involved, or who consider that a concern has not been resolved to their satisfaction, may make a formal complaint by:

- Expressing their dissatisfaction and seeking some form of redress; or
- Requesting a change to an academic decision.

14.3.2 Complaints are to be made in writing to the Head of School stating:

- The student’s name and contact details;
- The nature of the complaint; and
- Steps already taken to address the issue, and the resolution sought.

14.3.3 Time limits for submitting complaints are as follows:

- Complaints seeking a change to an academic decision (whether the academic decision relates to the complaintant or to a fellow student) will only be accepted where received by the Head of School within ten working days following notification of the decision to the student; this period will be extended by an additional five working days where the student notifies the Head of School in advance in writing that they are considering making a complaint.
- All other complaints will only be accepted where received by the Head of School within three months of the date of the action or omission giving rise to the complaint.
- The Head of School may agree to extend these periods in exceptional circumstances.

Students will have the opportunity to appear personally (with support if desired) and to submit any explanations, reasons or facts relevant to the appeal. MIT will provide a support person if required.

Appeals against misconduct decisions made by a Practice Lead or an Executive General Manager (except for students from the School of Secondary-Tertiary Studies – see section 13.5.6) will be heard by the Chief Executive.

Students must lodge a written application for appeal with the Chief Executive within ten working days of the date of the communication of the decision. Applications should include:

- The name of the person who made the decision;
- Brief details of the alleged misconduct and the action taken;
- An outline of the grounds for appeal;
- If, after appealing the decision to the Chief Executive, students still believe that they have been unjustly treated, they will be entitled to appeal the decision to the Student Appeal Committee of the MIT Council (see section 13.5.5).

Appeals against misconduct decisions made by the Chief Executive (except students from the School of Secondary-Tertiary Studies – see section 13.5.6) will be heard by the Student Appeal Committee of the MIT Council.

The membership and terms of reference of the Student Appeal Committee of Council are set out in MIT Statute One: The Council Membership, Meetings, Fees and Committees Statute.

Students must lodge a written application for appeal with the Secretary of the MIT Council within ten working days of the date of the communication of the decision. Applications should include:

- The name of the person who made the decision;
- Brief details of the alleged misconduct and the action taken;
- An outline of the grounds for appeal.

Decisions of the Student Appeal Committee of Council are final and there will be no further right of appeal. Appeals against the decision of the Chief Executive or an Executive General Manager are final and there will be no further right of appeal.

Students must lodge a written application for appeal within ten working days of the date of the communication of the misconduct decision. Applications should include:

- The name of the person who made the decision;
- Brief details of the alleged misconduct and the action taken;
- An outline of the grounds for appeal.
14.4. Investigation of complaints

14.4.1 Complaints investigations will be carried out in accordance with section 15: Misconduct and Complaints Investigations.

14.5. Appeal of complaints decisions

14.5.1 Students who are dissatisfied with the outcome of their complaint may appeal the decision.

14.5.2 An appeal may only be made on one or more of the following grounds:

- There is new relevant information which has a bearing on the matter, and which was previously unavailable.
- There was a procedural flaw in the management of the process.

Note: Appeals that require the appeal authority to substitute their judgement for that of the initial investigator will not be considered.

14.5.3 Appeals will be carried out in accordance with section 16: Appeals.

15. Misconduct and Complaints Investigations

15.1. Scope

15.1.1 This section deals with investigations of:

- Alleged incidents of misconduct (see section 13: Misconduct); and
- Complaints (see section 14: Concerns and Complaints).

15.2. Investigation process

15.2.1 Investigations will be carried out in accordance with the principles of natural justice. In particular:

a. Investigations will be carried out by an independent person who has not been involved in the matter;

b. All parties involved in the investigation (whether as complainant or those being investigated for alleged misconduct) will have a fair opportunity to be heard on the matter and will have the right to:

  - Be informed of the nature of any allegation against them, including the evidence on which the allegation is based and the name of the person making the allegation;
  - Be treated as innocent until proved guilty;
  - Be advised of the outcome of an investigation process, subject to the Privacy Act 1989 or any confidentiality requirements;
  - Be provided with all relevant information on which the investigation is based;
  - Have the matter dealt with in a timely and sensitive manner;
  - Respond to the allegation, explain their position, and be listened to;
  - Have access to advice and support throughout the process;
  - Receive adequate written notice of any meeting or hearing;

Deleted: <#> follow MIT’s formal complaints procedures which are set out in the MIT Complaints Resolution Policy. MIT will listen to and work to resolve complaints in a prompt, fair and professional manner, and in accordance with the principles of natural justice.

Deleted: <#> students are not satisfied with the outcome of MIT’s formal complaints process, they can raise their concerns with NZQA. If the issue is not resolved by NZQA, students can also make a complaint to the Office of the Ombudsman.

International student complaints

If international students are not satisfied with the outcome of MIT’s formal complaints process, they can raise their concerns with NZQA about the pastoral care, advice or services received from MIT or its agents. If the complaint is of a financial or contractual nature, NZQA will refer it to the Dispute Resolution Scheme (DRS) operator, FairWay Resolution Limited. If the issue is not resolved by NZQA, students can also make a complaint to the Office of the Ombudsman.

Further information regarding how to make a complaint to NZQA, the DRS Code Administrator or to the Office of the Ombudsman is available from International Student Support Services.
15.3. Investigations will be dealt with in a timely manner. Wherever possible, investigations will be completed and outcomes communicated to students within ten working days of the matter becoming known to MIT. Where this time frame is unable to be met, the student will be advised in writing.

15.4. Students have a responsibility to:

- Provide full and accurate information to the person investigating the matter; and
- Follow MIT’s investigation process in good faith (including attending investigation meetings as required).

15.5. Where a matter is to be investigated, students will be:

- Advised in writing as soon as possible;
- Provided with all relevant information (taking into account any relevant legal rights and responsibilities, for example, privacy or health and safety); and
- Invited to attend a meeting to provide an explanation or information relevant to the investigation (where a student is unable to attend a meeting in person, they may choose to attend remotely via Skype or other teleconferencing methods); or to respond to the allegation in writing.

15.6. Failure by students to attend the meeting will not prevent a decision being made. Where students fail to attend the meeting, the outcome of the investigation will be forwarded to them in writing (see section 15.9).

15.7. At the meeting:

- The investigator will outline the timeline and steps of the investigation process; and
- Students will be provided with a reasonable opportunity to respond to any allegation(s) and put forward their point of view.

15.8. The investigator will give due consideration to all of the information presented and any explanations/comments from students before any decision is made.

15.9. Students will be advised in writing of the outcome of the investigation following the meeting. The advice will include:

- In the case of proven misconduct, any penalties to be imposed (see section 13.4: Penalties for misconduct);
- In the case of upheld complaints, any appropriate and available remedy/ies to be applied;
- Appeal procedures (see section 16: Appeals).

15.10. All written communication to students will be by email to their student email account as well as by courier post to the last address recorded on the student management system or by hand to the student concerned and receipt recorded.
16. Appeals

16.1 Scope

This section deals with student appeals of:

- Misconduct decisions (see section 13: Misconduct)
- Complaints decisions (see section 14: Concerns and Complaints).

16.2 Appeal process

16.2.1 Appeals are to be submitted to the Student Advocacy Officer who will lodge the application on behalf of the student to the office of the Chief Executive.

16.2.2 All appeal applications are to be made in writing stating:

- The student’s name and contact details;
- The nature of the appeal;
- Steps already taken to address the issue, decisions and the resolution sought; and
- An outline of the grounds for appeal (for misconduct see section 13.5: Appeal of misconduct decisions and for complaints see section 14.5: Appeal of complaints decisions).

16.2.3 Appeals must be received not more than ten working days after the date on which the relevant decision was formally notified to the student.

This period will be extended by an additional five working days where the student notifies the Student Advocacy Officer or the Student Appeals Committee of Council are to be submitted to the Council Secretary.

Where the appeal relates to decision by the Executive General Manager, Academic, the appeal will be heard by the Chief Executive.

Appeals against decisions of the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive) will be heard by the Student Appeal Committee of the MIT Council.

The Chief Executive (or nominated by the Chief Executive, the Executive General Manager, Academic) will hear appeals against a Campus General Manager’s decision.

Where the appeal relates to decision by the Executive General Manager, Academic, the appeal will be heard by the Chief Executive.

Appeals against decisions of the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive) will be heard by the Student Appeal Committee of the MIT Council.

The Chief Executive (or nominated by the Chief Executive, the Executive General Manager, Academic) will hear appeals against a Campus General Manager’s decision.

Where the appeal relates to decision by the Executive General Manager, Academic, the appeal will be heard by the Chief Executive.

Appeals against decisions of the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive) will be heard by the Student Appeal Committee of the MIT Council.

The Chief Executive (or nominated by the Chief Executive, the Executive General Manager, Academic) will hear appeals against a Campus General Manager’s decision.

Where the appeal relates to decision by the Executive General Manager, Academic, the appeal will be heard by the Chief Executive.

Appeals against decisions of the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive) will be heard by the Student Appeal Committee of the MIT Council.

This period will be extended by an additional five working days where the student notifies the Student Advocacy Officer.

The nature of the appeal;

Steps already taken to address the issue, decisions and the resolution sought; and

An outline of the grounds for appeal (for misconduct see section 13.5: Appeal of misconduct decisions and section 14.5: Appeal of complaints decisions).

16.2.4 Students will have the opportunity:

- To appear personally and to submit any explanations, reasons or facts relevant to the appeal; and
- To be accompanied by another person to act as an adviser or support person (MIT will provide a support person if requested).

16.2.5 Every appeal will be considered on its merits.

16.2.6 When determining the outcome of the appeal, decision makers may:

- Uphold the appeal and require any appropriate and available remedy to settle the appeal;
- Vary the decision (including in the case of misconduct decisions, imposing any other penalty that is authorised under the Student Regulations); or
- Dismiss the appeal and uphold the original decision.

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16.2.9 Students will be advised in writing of the outcome of their appeal within ten working days of the appeal being heard. All written communication to students will be by email to their student email account as well as by courier post (to the last address recorded on the student management system) or by hand to the student concerned and receipt recorded.

16.3. Appeal to the Council of MIT

16.3.1 Appeals against decisions of the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive) will be heard by the Student Appeal Committee of the MIT Council (see MIT Statute 1: Council Membership, Meetings, Fees and Committees).

16.3.2 An appeal to the Student Appeal Committee of the MIT Council may only be made on the grounds that there was a procedural flaw in the assessment of the appeal by the Chief Executive (or Executive General Manager, Academic where acting on behalf of the Chief Executive).

16.3.3 Appeals to the Student Appeals Committee of Council are to be submitted via the Student Advocacy Officer in the first instance. The Student Advocacy Officer will lodge the application to the Student Appeal Committee on behalf of the student, via the Council Secretary.

16.3.4 Appeals must be received not more than ten working days after the date on which the relevant decision was formally notified to the student. This period will be extended by an additional five working days where the student notifies the Student Advocacy Officer in advance in writing that they are considering making an appeal. The Student Appeal Committee may agree to extend these periods in exceptional circumstances.

16.3.5 The Student Appeal Committee will consider whether there has been a procedural flaw in the investigation of the Appeal and may, at their discretion:
- Cancel the appeal decision and refer the matter back to the Chief Executive for further assessment; or
- Uphold the decision.

16.3.6 The decision of the Student Appeal Committee shall be final.

16.4. Further avenues for redress

16.4.1 Where, following the completion of the appeals process, students are not satisfied with the outcome, they can raise their concerns with NZQA. If the issue is not resolved by NZQA, students can also make a complaint to the Office of the Ombudsman. While students are entitled to raise their concerns with NZQA or the Office of the Ombudsman at any time during the complaints or appeals process, we strongly recommend that students first utilise MIT’s internal dispute resolution measures.

International students

16.4.2 If international students are not satisfied with the outcome of MIT’s formal complaints process, they can raise their concerns with NZQA about the pastoral care, advice or services received from MIT or its agents. If the complaint is of a financial or contractual nature, NZQA will refer it to the Dispute Resolution Scheme (DRS) operator, FairWay Resolution Limited. If the issue is not resolved by NZQA, students can also make a complaint to the Office of the Ombudsman.

Further information regarding how to make a complaint to NZQA, the Office of the Ombudsman or the DRS Code Administrator (for international students) is available from Student Support or International Student Support Services.
17. Awards

17.1. Awards granted by MIT

17.1.1 The following awards may be granted by MIT:

Sealed awards
- Master’s Degree
- Postgraduate Diploma
- Postgraduate Certificate
- Graduate Diploma
- Graduate Certificate
- Bachelor’s Degree
- Level 7 Diploma
- Level 6 Diploma
- Level 5 Diploma
- Certificate (Levels 1 – 6)

Unsealed awards
- Certificate of Achievement
- Certificate of Attendance
- Certificate of Proficiency

17.2. Entitlement to awards

17.2.1 Students will only be granted an award for a programme or training scheme in which they are enrolled, unless they have met the requirements for the programme or training scheme through recognition of prior learning, credit recognition, or credit transfer (see section 3: Recognition of Prior Learning, Credit Recognition, and Credit Transfer).

17.2.2 Awards are granted upon the successful completion of a programme or training scheme.

17.2.3 Students who have met the requirements for a qualification as defined in the relevant Programme Regulations may apply to be granted the qualification.

17.2.4 Where the granting of an award is subject to meeting the requirements of an external authority, the requirements of that authority must be satisfied before an award can be granted.

17.2.5 Students must have paid (or have made arrangements to pay and be adhering to those arrangements) all outstanding fees before they will be deemed eligible to be granted an award and graduate (see section 4.6: Consequences of unpaid fees).

17.2.6 MIT may refuse to grant or may revoke any award if satisfied that a student made any untrue or misleading statement or is guilty of any breach of regulations or dishonest practice in relation to the award (see section 13: Misconduct).
17.3. Granting of awards for deceased students

17.3.1 The following provisions apply where a student qualifies for an award but dies before receiving it:

- Where the student has applied to receive the award before their death, the award will be granted posthumously. This will happen unless the student’s personal representative or next-of-kin has, with the consent of the MIT Council, withdrawn the application; or
- In any other case, the student’s personal representative or next-of-kin may apply for the award which will then be granted.

17.4. Parchments

17.4.1 The graduand’s legally documented name, as recorded in MIT’s official records, will appear on their parchment.

17.4.2 Where graduands wish to modify their name, they must provide appropriate evidence of the name change with their confirmation to graduate (see section 2.7: Name change).

17.4.3 Graduands who wish to receive their parchment written in Te Reo Māori must apply to the Academic Registry at least 15 working days before graduation. Only one parchment will be issued per award, either in English or Te Reo Māori. The name of the award being granted will be printed on the parchment as it was approved by Academic Board.

17.4.4 Awards will be conferred in the following format:

<table>
<thead>
<tr>
<th>Award</th>
<th>Parchment/statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate awards (Master’s Degree, Postgraduate Diploma, Postgraduate Certificate, Bachelor Honours Degree)</td>
<td>A parchment, in appropriate form, under MIT’s common seal, signed by the Chair of Council and Chief Executive, stating that the postgraduate award has been conferred.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>A parchment, in appropriate form, under MIT’s common seal, signed by the Chair of Council and Chief Executive, stating that the graduate diploma has been conferred.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>A parchment, in appropriate form, under MIT’s common seal, signed by the Chief Executive and Executive General Manager, Academic, stating that the graduate certificate has been conferred.</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>A parchment, in appropriate form, under MIT’s common seal, signed by the Chair of Council and Chief Executive, stating that the degree has been conferred. The parchment will also state the class of honours (if any) granted.</td>
</tr>
<tr>
<td>Level 7 Diploma</td>
<td>A parchment, in appropriate form, under MIT’s common seal, signed by the Chair of Council and Chief Executive, stating that the diploma has been conferred.</td>
</tr>
</tbody>
</table>
### Award Parchment/statement

- **Level 5 Diploma**
  - A parchment, in appropriate form, under MIT’s common seal, signed by the Chief Executive and Executive General Manager, Academic, stating that the diploma has been conferred.

- **Level 6 Diploma**
  - A parchment, in appropriate form, under MIT’s common seal, signed by the Chief Executive and Executive General Manager, Academic, stating that the diploma has been conferred.

- **Certificates (Levels 1 – 6)**
  - A parchment, in appropriate form, under MIT’s common seal, signed by the Chief Executive and Executive General Manager, Academic, stating that the certificate has been conferred.

### Awards granted upon the attainment of a qualification not listed on the NZQF (unsealed awards):

- **Certificate of Achievement**
- **Certificate of Attendance**
- **Certificate of Proficiency**
  - A statement, in appropriate form, signed by the Head of School (or nominee).

### 17.5. Graduation ceremonies

#### 17.5.1 Graduation ceremonies will take place for the ceremonial conferral of awards to graduands as follows:

<table>
<thead>
<tr>
<th>Award granted upon the attainment of a qualification listed on the NZQF (sealed awards):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master’s Degree</strong></td>
</tr>
<tr>
<td><strong>Postgraduate Diploma</strong></td>
</tr>
<tr>
<td><strong>Postgraduate Certificate</strong></td>
</tr>
<tr>
<td><strong>Graduate Diploma</strong></td>
</tr>
<tr>
<td><strong>Graduate Certificate</strong></td>
</tr>
<tr>
<td><strong>Bachelor Honours Degree</strong></td>
</tr>
<tr>
<td><strong>Bachelor’s Degree</strong></td>
</tr>
<tr>
<td><strong>Level 7 Diploma</strong></td>
</tr>
<tr>
<td><strong>Level 6 Diploma</strong></td>
</tr>
<tr>
<td><strong>Level 5 Diploma</strong></td>
</tr>
<tr>
<td><strong>Certificates (Levels 1 – 6)</strong></td>
</tr>
<tr>
<td><strong>Awards will be conferred at a ceremony determined by the MIT Council.</strong></td>
</tr>
<tr>
<td><strong>Where the Chair of Council is absent from a ceremony, the Council may authorise another person to confer these awards.</strong></td>
</tr>
<tr>
<td><strong>The words used by the Chair of Council, or such other person as may have been appointed by the Council to confer the award will be as follows:</strong></td>
</tr>
<tr>
<td><strong>“By the authority vested in me by the Council of Manukau Institute of Technology, I [Name] confer [the award stated] upon those who have satisfied the requirements of this Institute.”</strong></td>
</tr>
</tbody>
</table>

#### Awards granted upon the attainment of a qualification not listed on the NZQF (unsealed awards):

- **Certificate of Achievement**
- **Certificate of Attendance**
- **Certificate of Proficiency**
  - These are not deemed to be formal awards and may be issued by the Head of School in the manner of their choice.
17.6. **Academic dress**

17.6.1 Degree and postgraduate graduands of MIT will appear for graduation ceremonies in the academic dress proper to their degree or postgraduate award.

17.6.2 The following table details the academic dress requirements for specific MIT awards:

<table>
<thead>
<tr>
<th>Award</th>
<th>Academic dress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awards granted upon the attainment of a qualification listed on the NZQF (sealed awards):</strong></td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>• Cambridge Bachelor of Arts gown.</td>
</tr>
<tr>
<td></td>
<td>• Hood lined with satin coloured green PMS329 and</td>
</tr>
<tr>
<td></td>
<td>edged with satin coloured gold PMS324C.</td>
</tr>
<tr>
<td></td>
<td>• Black trencher with a tassel coloured green PMS329.</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>• Cambridge Bachelor of Arts gown.</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>• Hood lined with satin coloured green PMS329 and</td>
</tr>
<tr>
<td></td>
<td>edged with satin coloured navy blue PMS288C.</td>
</tr>
<tr>
<td></td>
<td>• Black trencher with a tassel coloured green PMS329.</td>
</tr>
<tr>
<td>Bachelor Honours Degree</td>
<td>• Cambridge Bachelor of Arts gown.</td>
</tr>
<tr>
<td></td>
<td>• Hood lined with satin coloured green PMS329 and</td>
</tr>
<tr>
<td></td>
<td>edged with satin coloured light green PMS324C.</td>
</tr>
<tr>
<td></td>
<td>• Black trencher with a tassel coloured green PMS329.</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>• Cambridge Bachelor of Arts gown.</td>
</tr>
<tr>
<td></td>
<td>• Hood lined with satin coloured green PMS329.</td>
</tr>
<tr>
<td></td>
<td>• Black trencher with a tassel coloured green PMS329.</td>
</tr>
<tr>
<td>Level 7 Diploma</td>
<td>• Cambridge Bachelor of Arts gown.</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>• Scarf lined with satin coloured green PMS324C.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>• No specific requirements.</td>
</tr>
<tr>
<td>Level 6 Diploma</td>
<td>• May appear dressed in a Cambridge Bachelor of Arts gowned as decreed.</td>
</tr>
<tr>
<td>Level 5 Diploma</td>
<td></td>
</tr>
<tr>
<td>Certificates (Levels 1 – 6)</td>
<td>• No specific requirements.</td>
</tr>
<tr>
<td><strong>Awards granted upon attainment of a qualification not listed on the NZQF (unsealed awards):</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>• No specific requirements.</td>
</tr>
<tr>
<td>Certificate of Attendance</td>
<td></td>
</tr>
<tr>
<td>Certificate of Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

17.6.3 The academic dress for members of MIT at the MIT Graduation Ceremony will be as follows:

- The robe for the Chair of Council is the academic dress of the person holding the position of Chair together with the MIT stole for the Chair of Council;
- The robe for the Chief Executive is the academic dress of the person holding the position of Chief Executive together with the MIT stole for the Chief Executive; and
- Members of MIT attending or taking part in public ceremonies for which academic dress is prescribed may choose to wear the academic dress appropriate to their degree.
18. Intellectual Property

18.1.1 Ownership of intellectual property created by students in the course of their enrolment at MIT will be determined in accordance with the MIT Intellectual Property Policy.

19. Information and Communications Technology Use

19.1.1 The use of MIT information and communication technology systems are governed by the MIT Acceptable Use Policy and other Information Technology policies.

20. Comments and Feedback

20.1.1 MIT is committed to continuous improvement and welcomes student comments and feedback.

20.1.2 Students may be surveyed and asked to express their views and rate MIT programmes, training schemes and services. Published results will maintain the confidentiality of individual students completing the survey. Outcomes will be used to inform the ongoing improvement of MIT programmes, training schemes and services and may be reported to MIT staff and to external agencies. Reports may also be made available to students.

20.1.3 Employers of MIT graduates, providers of further education to MIT graduates and other stakeholders may be surveyed and asked to express their views and rate MIT programmes and training schemes, including how well graduates have met the outcomes of their qualifications and how well programmes have prepared graduates for work or further study. Published results will maintain the confidentiality of individual graduates. Outcomes will be used to inform the ongoing improvement of MIT programmes, training schemes and services and may be reported to both MIT staff and to external agencies. Reports may be made available to students.

21. Dealing with Harassment

21.1.1 MIT is committed to providing an environment free from sexual, racial and other forms of harassment. MIT will neither tolerate nor condone harassment of staff, students or members of the public.

21.1.2 Students must not harass other students, staff or any member of the public while engaged in MIT activity.

21.1.3 Harassment will be dealt with in accordance with the MIT Anti-Harassment Policy.
22. Health and Safety

22.1.1 MIT is committed to providing and maintaining a healthy and safe environment for all staff, students, contractors, and other visitors, in compliance with the Health and Safety at Work Act 2015.

22.1.2 The creation and maintenance of a healthy and safe place to work and study is the shared responsibility of staff and students.

22.1.3 Students are expected to behave in a safety conscious manner to ensure their own safety and the safety of others and:
- Actively participate in health and safety activities;
- Ask if they have questions about health and safety; and
- Report any health and safety issues and concerns.

22.1.4 Students must at all times follow MIT health and safety policies, procedures and safe work practices. This includes, but is not limited to:
- Complying with any safety instruction(s) given by MIT staff members;
- Following agreed safe work practices such as wearing any personal protective equipment such as safety glasses, prescribed footwear and protective clothing in designated areas;
- Reporting to a staff member any incident that has led to an accident or a near miss; and
- Following MIT’s evacuation procedures in the event of fire or other emergency (or any drills).

22.1.5 Students are expected to make themselves familiar with all MIT health and safety policies and procedures, including any specific policies and procedures related to their area of study.

22.1.6 Smoking is prohibited on all MIT campuses (see the MIT Smoke Free Environment Policy for more information).
## 23. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>Staff whose duties include, or who directly assist staff whose duties include, all of the following in some measure: lecturing, lesson preparation, student assessment, pastoral care, and whose duties may also include: research, curriculum development, teacher development, or staff who directly advise those described above on academic matters.</td>
</tr>
<tr>
<td>Academic transcript</td>
<td>The official record of a student’s study at MIT. Academic transcripts record all outcomes from courses studied by students, including both pass and fail results.</td>
</tr>
<tr>
<td>Achievement-based assessment</td>
<td>Where a set of criteria is defined for a particular course or learning outcome and the student’s level of achievement is assessed against these criteria. Achievement-based summative assessment is recognised through the allocation of a mark or grade.</td>
</tr>
<tr>
<td>Achievement standard</td>
<td>A nationally registered, coherent set of learning outcomes and associated assessment criteria, together with technical and management information that supports delivery and assessment; achievement standards specify three different standards of performance (Achieved, Merit, Excellence) and the method of assessment, which may include national external assessment. Achievement standards are derived from the New Zealand Curriculum and are usually associated with NCEA and secondary school delivery.</td>
</tr>
<tr>
<td>Admission</td>
<td>The process of being assessed and approved for participation in a programme, training scheme or course for which entry is restricted.</td>
</tr>
<tr>
<td>Aegrotat pass</td>
<td>A pass granted to a student where, in specified circumstances beyond their control, they are unable to undertake or are impaired in the completion of an achievement-based summative assessment.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The collection and evaluation of evidence to establish the level of an individual’s performance against a set of outcomes.</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The criteria against which the standard of performance required to meet one or more stated outcomes is assessed.</td>
</tr>
<tr>
<td>Assessment evidence</td>
<td>A student’s work on which assessment decisions are based (regardless of format or medium). Assessment evidence includes, but is not limited to, examination scripts, tests and assessments.</td>
</tr>
<tr>
<td>Assessment standard(s)</td>
<td>Unit standards and achievement standards listed in the Directory of Assessment Standards (DAS) managed by NZQA.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Physical presence at a class or virtual presence through engagement in an online environment.</td>
</tr>
</tbody>
</table>
| Award                       | As defined in section 159 of the Education Act 1989: 
  (a) a certificate, diploma, degree, or other qualification that is listed on the New Zealand Qualifications Framework [parchment]; or 
  (b) a certificate or other document granted in recognition of a student’s achievement and completion of a training scheme [statement].                                                                                         |
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>Bachelor’s Degrees are qualifications listed on the NZQF. Bachelor’s Degrees will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Bachelor Honours Degree</td>
<td>Bachelor Honours Degrees are qualifications listed on the NZQF. Bachelor Honours Degrees will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Campus</td>
<td>All land and premises in the possession or occupation of MIT.</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificates (statement) are:</td>
</tr>
<tr>
<td></td>
<td>• Qualifications listed on the NZQF with the meaning and characteristics ascribed to them by NZQA, or</td>
</tr>
<tr>
<td></td>
<td>• Documents granted in recognition of a student’s achievement and completion of a training scheme.</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>Certificates of Achievement are unsealed awards (statements) issued by MIT in recognition of a student’s achievement in a credit bearing training scheme, which at MIT generally emphasises technical and/or practical knowledge and skills. Training schemes are usually (but not always) less than 40 credits and do not lead to the award of a qualification listed on the New Zealand Qualifications Framework. All MIT Certificates of Achievement are formally assessed in that a student’s progress is assessed in a manner that determines completion.</td>
</tr>
<tr>
<td>Certificate of Attendance</td>
<td>Certificates of Attendance are unsealed awards (statements) issued by MIT in recognition of a student’s attendance at a learning opportunity. Certificates of attendance are generally provided for non-assessed learning opportunities where a minimum level of attendance is specified and the student has met that requirement. A Certificate of Attendance does not contain any formal assessment.</td>
</tr>
<tr>
<td>Certificate of Proficiency (CoP)</td>
<td>Certificates of Proficiency are unsealed awards (statements) issued in recognition of a student’s achievement in assessed course(s) or assessment standards selected from a programme leading to a qualification listed on the New Zealand Qualifications Framework. Certificates of proficiency are credit bearing and may be cross-credited to relevant programmes and/or training schemes. All Certificates of Proficiency are formally assessed in that a student’s progress is assessed in a manner that determines completion.</td>
</tr>
<tr>
<td>Chief Executive</td>
<td>The person appointed by the MIT Council as Chief Executive of Manukau Institute of Technology pursuant to section 180(1)(a) of the Education Act 1989.</td>
</tr>
<tr>
<td>Competency-based assessment</td>
<td>The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.</td>
</tr>
<tr>
<td>Complaint</td>
<td>A written expression of dissatisfaction from a student who:</td>
</tr>
<tr>
<td></td>
<td>• Considers they have been unfairly treated by MIT, or who is making a complaint against another student, and as a result considers there has been a direct and significant adverse impact on them; and</td>
</tr>
<tr>
<td></td>
<td>• Seeks redress through MIT’s formal complaints resolution process.</td>
</tr>
<tr>
<td></td>
<td>Complaints include challenges to academic decisions made by MIT.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Computer systems</td>
<td>Any computer or computer system controlled and/or operated by MIT including, but not limited to desktop computers, laptops, Blackberry, PDA, ipad, tablet or other handheld smart phone devices and the applications, software, internet, email, network accessed via these systems, and the storage of information on these systems.</td>
</tr>
<tr>
<td>Conceded pass (CP)</td>
<td>A pass that may be granted to students where they have marginally failed a course. Students with a conceded pass are able to continue with any further courses where such a course is a pre-requisite for further study.</td>
</tr>
<tr>
<td>Concerns</td>
<td>Concerns involve a student seeking an informal resolution for a situation where they consider appropriate standards have not been met. Concerns may be escalated to a complaint where not resolved or deemed to be of a serious nature.</td>
</tr>
<tr>
<td>Council</td>
<td>The governing body of MIT constituted in accordance with section 222AA of the Education Act 1989</td>
</tr>
<tr>
<td>Course</td>
<td>A self-contained block of study. A specified course or collection of courses forms a programme or training scheme. A course may include one or more assessment standards which may or may not add up to the total value of the course. A course may also be referred to as a paper, module or unit of study.</td>
</tr>
<tr>
<td>Credit</td>
<td>A value assigned to a segment of learning that reflects the estimated student time/effort required to satisfactorily meet the assessment requirements. One credit represents a notional ten hours of learning, practice, and assessment time.</td>
</tr>
<tr>
<td>Credit recognition</td>
<td>The granting of credit for having successfully completed a similar course to the required level, credits, and learning outcomes. Determined through an equivalence mapping exercise from the academic transcript and learning outcomes already achieved. Recorded on a student’s transcript as cross credit.</td>
</tr>
<tr>
<td>Credit recognition</td>
<td>See credit recognition and/or credit transfer.</td>
</tr>
<tr>
<td>Credit recognition</td>
<td>The granting of credit for having successfully completed a course that is an exact match to the required level, learning and outcomes.</td>
</tr>
<tr>
<td>Credit recognition</td>
<td>The granting of credit for having successfully completed a similar course to the required level, credits, and learning outcomes. Determined through an equivalence mapping exercise from the academic transcript and learning outcomes already achieved. Also known as credit recognition.</td>
</tr>
<tr>
<td>Did not complete the course (NC)</td>
<td>The situation that arises when a student has stopped attending a course but has not withdrawn from the course during the withdrawal period.</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diplomas are qualifications listed on the NZQF. Diplomas will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Directory of Assessment Standards (DAS)</td>
<td>An NZQA managed and hosted directory containing assessment standards (achievement standards and unit standards) divided hierarchically into fields, sub-fields and domains of learning.</td>
</tr>
<tr>
<td>Dismissal/dismiss</td>
<td>To prevent a student from attending class and/or the campus or any defined campus area for a period not exceeding two working days for alleged misconduct. In exceptional circumstances, dismissal may be extended to a period not exceeding five working days.</td>
</tr>
<tr>
<td>Domestic student</td>
<td>As defined in section 159 of the Education Act 1989: “A person who is then: (a) a New Zealand citizen; or (b) the holder of a residence class visa granted under the Immigration Act 2009 who satisfies the criteria (if any) prescribed by regulations made under (section 159A of the Education Act 1989); or (c) a person of a class or description of persons required by the Minister for Tertiary Education, by notice in the Gazette, to be treated as if they are not international students.” Note: A refugee is considered to be a domestic student when they have: (a) made a claim to be recognised as a refugee and are the holder of a valid temporary visa; or (b) been recognised as a refugee and their application for residence is being processed. [NZ Gazette - Domestic Students (Tertiary Education) Notice 2011]</td>
</tr>
<tr>
<td>EFTS</td>
<td>Equivalent full-time student. The Tertiary Education Commission decides if a course is either full-time or part-time by applying what’s called an EFTS value to each course. The EFTS value is a measure of the amount of study or the workload involved in undertaking a course.</td>
</tr>
<tr>
<td>Enrolment</td>
<td>The process of allocating to an eligible student a place in a programme, training scheme or course.</td>
</tr>
<tr>
<td>Enrolment period</td>
<td>The period during which particular courses are offered. Usually, a semester, trimester, quarter, or full-year.</td>
</tr>
<tr>
<td>Entry criteria</td>
<td>Conditions established for entry of students into a programme, which are deemed necessary to ensure students enrolled in the programme have a reasonable chance of successfully completing the programme. Entry criteria are set out in the Programme or Training Scheme Regulations.</td>
</tr>
<tr>
<td>Exclusion</td>
<td>The cancellation of a student’s enrolment, or the refusal to enrol a student at MIT on any of the grounds set out in the Student Regulations. Exclusion may be permanent or for a fixed term.</td>
</tr>
<tr>
<td>Exemption</td>
<td>Either recognition (but not a cross credit) for a substantially equivalent prescribed course for which the student must then choose an alternative course of study; or is given for a lower level New Zealand Qualifications Framework unit standard when a similar higher level New Zealand Qualifications Framework unit standard has been successfully achieved.</td>
</tr>
<tr>
<td>Experience</td>
<td>Learning acquired through life experience, work experience, or a combination of non-formal and formal learning.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Failed course work (FCW)</td>
<td>The situation that arises when a student has achieved an overall course result of 50 per cent or over but less than the minimum mark in one or more compulsory summative assessment other than the final examination.</td>
</tr>
<tr>
<td>Failed final (FF)</td>
<td>The situation that arises when a student has achieved an overall course result of 50 per cent or over but less than 40 per cent in the final examination.</td>
</tr>
<tr>
<td>Fees</td>
<td>Fees charged by MIT, including but not limited to tuition fees, resource fees, student services fees, administration fees and sundry fees.</td>
</tr>
<tr>
<td>Formal learning</td>
<td>Study undertaken either at MIT or another approved educational institution.</td>
</tr>
<tr>
<td>Formative assessment</td>
<td>An assessment designed to contribute to a student’s awareness, ability, knowledge or competence. Formative assessment is intended to provide developmental feedback to the student on their progress and enables academic staff to monitor student learning and modify their teaching practice to address issues. Formative assessment is not intended to contribute to a student’s academic grade.</td>
</tr>
<tr>
<td>Full-time student</td>
<td>The Study Link definition of full-time student will apply.</td>
</tr>
<tr>
<td>Further assessment</td>
<td>The opportunity for a student to undertake a further assessment (such as completing a further examination, test, assignment etc.) to meet course requirements. Note: Further assessment which involves undertaking a further examination or test may also be referred to as a “resit”.</td>
</tr>
<tr>
<td>Graduand</td>
<td>A person who has completed the requirement for an MIT award but has not had their award ceremonially conferred.</td>
</tr>
<tr>
<td>Graduate</td>
<td>A person who has had an award granted.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Graduate Certificates are qualifications listed on the NZQF. Graduate Certificates will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Harassment</td>
<td>A physical or verbal act, which may include the use of written material or visual behaviour, that is unwelcome, offensive or hurtful, or expresses hostility against or ridicules. Harassment involves an act that is repeated or significant to the extent that it has a detrimental effect on a person's enjoyment, performance or opportunities in work or study. It may involve the threat of negative or promise of positive influence on a situation or achievement in work or study. It may involve bullying through the use of power to humiliate, intimidate or threaten.</td>
</tr>
<tr>
<td>Head of School</td>
<td>The staff member who has overall responsibility for the Programme or Training Scheme.</td>
</tr>
<tr>
<td>Information and Communication Technology Systems (ICTs)</td>
<td>MIT telecommunications, computers systems, and audio-visual systems.</td>
</tr>
</tbody>
</table>
| Intellectual property | Any work in which intellectual property rights exist including, but not limited to:  
  • Course materials;  
  • Research data and outputs;  
  • Assessment materials;  
  • Administrative materials;  

### Term Definition

- Computer software, videos and recordings;
- Creative, literary works, artwork;
- Discoveries/innovations/inventions;
- Patents, copyright, designs, trademarks;
- Patentable and potentially patentable subject matter and associated know how;
- Plant variety; and
- MIT data.

#### Intellectual property rights
Proprietary rights concerning all original work governed by the Copyright Act 1994, the Patents Act 2013, the Designs Act 1953, the Trade Marks Act 2002, the Layout Designs Act 1994, the Plant Varieties Act 1987 any amendments to these or subsequent acts and any other intellectual property law.

#### International student
Any student who is not a domestic student.

#### Learning outcome
An expected result of learning in terms of skills, knowledge and attributes.

#### Level
The level of an award as defined by New Zealand Qualifications Authority.

#### Master’s Degree
Master’s Degrees are qualifications listed on the NZQF. Master’s Degrees will have the meaning and characteristics ascribed to them by NZQA.

#### Micro-credential
As defined in the NZQA Training Scheme Rules 2012:

> "Micro-credential means a kind of training scheme which:
>     a. certifies the achievement of a specific set of skills and knowledge;
>     b. has a statement of purpose and clear learning outcomes;
>     c. has demonstrable support from the relevant industries, employers, or communities;
>     d. has a credit value that is from 5 to 40 credits (inclusive);
>     e. would typically not duplicate current quality assured learning approved by NZQA."

#### Misconduct
Misconduct is any student behaviour that:

- Breaches any of MIT’s statutes, regulations, policies or any other rules made for the good governance of MIT;
- Breaches any of the laws or legislation of New Zealand;
- Brings or has the potential to bring MIT into disrepute;
- Interferes with MIT’s pursuit of its educational objectives;
- Fails to have regard for the rights of others; or
- Interferes with the safety of persons or property;

and

- Occurs on or in the vicinity of campus;
- Occurs in the context of any official MIT activity (including practicum, off-campus visits, work-experience or online activities); or
- Is related to a student’s status as a student of MIT.

Misconduct includes but is not limited to:

- Breaches of any of MIT’s statutes, regulations, policies or any other rules made for the good governance of MIT;
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing to comply with directions given by any staff member to maintain safety, good order or discipline;</td>
<td></td>
</tr>
<tr>
<td>Acting in a disorderly, reckless, offensive or obscene manner;</td>
<td></td>
</tr>
<tr>
<td>Smoking in any buildings or in any other designated non-smoking area;</td>
<td></td>
</tr>
<tr>
<td>Failing to comply with penalties applied under the Student Regulations;</td>
<td></td>
</tr>
<tr>
<td>Committing misconduct during assessment;</td>
<td></td>
</tr>
<tr>
<td>Committing any criminal offence;</td>
<td></td>
</tr>
<tr>
<td>Consuming, having in one’s possession, or controlling alcoholic liquor (except as part of teaching activities or with the approval of authorised MIT staff), drugs or any other mind-altering substance (other than those medically prescribed);</td>
<td></td>
</tr>
<tr>
<td>Possession of a firearm (including an airgun, paint ball gun, etc.) or weapon;</td>
<td></td>
</tr>
<tr>
<td>Acting or behaving in a way that is detrimental to the proper conduct, reputation or good order of MIT;</td>
<td></td>
</tr>
<tr>
<td>Impairing, interfering with or otherwise prejudicing the studies, duties or activities of any other student or staff member of MIT;</td>
<td></td>
</tr>
<tr>
<td>Failing to comply with any instruction relating to safety given by any person duly authorised to give such instruction;</td>
<td></td>
</tr>
<tr>
<td>Refusing to leave a class/student activity when the staff member in charge requests they leave because the student is:</td>
<td></td>
</tr>
<tr>
<td>– Acting or is likely to act without due regard to personal safety or the safety of others; or</td>
<td></td>
</tr>
<tr>
<td>– Acting or is likely to act to impede or interfere with normal teaching activities and/or learning of others;</td>
<td></td>
</tr>
<tr>
<td>Failing to pay such sum of money or complete an action imposed by way of restitution under the Student Regulations; and</td>
<td></td>
</tr>
<tr>
<td>Falsifying evidence or not disclosing required information regarding meeting the entry criteria for a programme, training scheme or course.</td>
<td></td>
</tr>
</tbody>
</table>

### Misconduct during assessment (cheating)

An attempt by a student to gain an unfair advantage in a summative assessment. It includes, but is not limited to, the student:

- Copying information directly from another student (current or past), either in whole or in part, with or without their consent;
- Allowing another student to copy their summative assessment (in part or whole);
- Facilitating the electronic transfer, or giving soft copies, of their assessment work to other students;
- Providing copies of the summative assessment (in part or whole) to other students;
- Providing copies of their summative assessment (in part or whole) to other students;
- Failing to exercise reasonable care and responsibility in protecting their work from being accessed by other students. This includes giving someone the opportunity to copy their work;
- Using or having access to prohibited resources or reference material, written or electronic, in a test or examination;
- Communicating with another student, or external person during a test/examination to transfer information by way of electronic, voice, visual or other means (except where required to do so as part of the summative assessment).
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing or taking test or examination question papers</td>
<td>or copies (in part or whole) without approval;</td>
</tr>
<tr>
<td>Failing to follow the invigilator’s instructions;</td>
<td></td>
</tr>
<tr>
<td>Submitting all or part of a previously completed assessment without permission;</td>
<td></td>
</tr>
<tr>
<td>Using material from a commercial essay or assignment services;</td>
<td></td>
</tr>
<tr>
<td>Plagiarism (i.e. using the work of another without indicating that the ideas are not your own);</td>
<td></td>
</tr>
<tr>
<td>Falsifying the results of research;</td>
<td></td>
</tr>
<tr>
<td>Working together on a summative assessment when it should be individual work;</td>
<td></td>
</tr>
<tr>
<td>Presenting someone else’s work as your own for summative assessment;</td>
<td></td>
</tr>
<tr>
<td>Any action that is aimed to defeat the purpose of the summative assessment;</td>
<td></td>
</tr>
<tr>
<td>Breaching any rule or regulation relating to summative assessment;</td>
<td></td>
</tr>
<tr>
<td>Academic or research practices that bring or are likely to bring MIT into disrepute;</td>
<td></td>
</tr>
<tr>
<td>Misrepresenting a disability, temporary illness or injury or exceptional circumstances beyond one’s control and then seeking special conditions or an aegrotat pass;</td>
<td></td>
</tr>
<tr>
<td>Impersonating someone else or having someone else take an assessment for you;</td>
<td></td>
</tr>
<tr>
<td>Damaging or hiding learning resources to prevent someone else from using them;</td>
<td></td>
</tr>
<tr>
<td>Note: Misconduct during assessment is a form of student misconduct (see definition of Misconduct).</td>
<td></td>
</tr>
</tbody>
</table>

**Moderation**

The process of ensuring that summative assessment activities are fair, valid, and consistent with the required standard across a number of assessors or assessing organisations.

**New Zealand Qualifications Authority (NZQA)**

The Government agency responsible for “…
- Managing the New Zealand Qualifications Framework
- Administering the secondary school assessment system
- Independent quality assurance of non-university education providers
- Qualifications recognition and standard-setting for some specified unit standards.”


**New Zealand Qualifications Framework (NZQF)**

A comprehensive list of all quality-assured qualifications in New Zealand. (replaced the New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the Register) and the National Qualifications Framework from 1 July 2010)

**Parchment**

The document (sealed award) issued to a student upon successful completion of a programme which certifies that they have met the requirements for being granted a qualification which is listed on the New Zealand Qualifications Framework.

**Part-time student**

The Study Link definition of part-time student will apply.

**Plagiarism**

Using someone else’s work without indicating that the ideas are not your own. Plagiarism may be either intentional or unintentional. It involves paraphrasing or copying information (e.g. from books, journal articles, electronic sources such as the internet or databases, sound recordings, films, other students, your own previous work) without appropriately acknowledging/referencing the source.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>Qualifications listed on the NZQF. Postgraduate Certificates will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>Qualifications listed on the NZQF. Postgraduate Diplomas will have the meaning and characteristics ascribed to them by NZQA.</td>
</tr>
<tr>
<td>Pre-requisite</td>
<td>One or more specified courses that must be completed before a student is permitted to proceed to another course.</td>
</tr>
<tr>
<td>Principles of natural justice</td>
<td>Natural justice is the procedural right of a person against whom an allegation has been made to be treated fairly and to have their case heard in an unbiased manner.</td>
</tr>
<tr>
<td>Programme</td>
<td>As defined in section 159 of the Education Act 1989: “A programme of study or training leading to a qualification listed on the New Zealand Qualifications Framework.” A programme is a coherent arrangement of learning or training, made up of one or more courses. For the purposes of these Regulations, the terms ‘programme’ and ‘training scheme’ are deemed to include all MIT educational offerings (including programmes, training schemes, micro-credentials, training and short courses) unless expressly excluded.</td>
</tr>
<tr>
<td>Programme Committee</td>
<td>A committee established by the Academic Board for each programme or group of related programmes with responsibility for monitoring and reviewing the quality of the programme(s) and the treatment and progress of students in the programme(s).</td>
</tr>
<tr>
<td>Programme Document</td>
<td>The definitive document for each programme, which sets out the authoritative information about the programme including the Programme or Training Scheme Regulations, course outlines and delivery information.</td>
</tr>
<tr>
<td>Programme or Training Scheme Regulations</td>
<td>Regulations that prescribe requirements for entry into and completion of a programme/training scheme and courses making up the programme/training scheme. A summary of the regulations for each programme/training scheme is available from the relevant Campus Office.</td>
</tr>
<tr>
<td>Programmes for students with special educational needs</td>
<td>Programmes that include as a requirement for entry that students must have an intellectual disability and/or other special learning needs.</td>
</tr>
<tr>
<td>Qualification</td>
<td>The formal acknowledgement of an individual’s achievement against a set of learning outcomes.</td>
</tr>
<tr>
<td>Recognition of prior learning (RPL)</td>
<td>The process involving formal assessment of a student’s relevant and current knowledge and skills (which may have been obtained through formal training or on the job or life experience) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification. Recognition of Prior Learning does not include credit transfer (CT) or cross credit (CC).</td>
</tr>
<tr>
<td>Refund period</td>
<td>The period, subject to specified conditions, in which a student may receive a full or partial refund of fees as set out in the Student Regulations.</td>
</tr>
<tr>
<td>Resource fees</td>
<td>Non-teaching related fees paid by students to cover specific course-related costs (e.g. tools).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Restricted pass (RP)</td>
<td>A pass that may be granted to students where they have marginally failed a course. Students with a restricted pass are not able to continue with any further courses where such a course is a pre-requisite for further study.</td>
</tr>
<tr>
<td>Resubmission</td>
<td>Another opportunity for a student to meet assessment criteria and requirements and resubmit an assessment.</td>
</tr>
<tr>
<td>Short course</td>
<td>Study or training that is neither a Programme nor a Training Scheme. Short courses are typically not TEC funded.</td>
</tr>
<tr>
<td>Sealed award</td>
<td>A qualification to which the Institute’s seal is attached.</td>
</tr>
<tr>
<td>Selection criteria</td>
<td>The criteria on which applicants are selected for entry into a programme where there are more applicants who meet the entry criteria than places available.</td>
</tr>
<tr>
<td>Smoke and smoking</td>
<td>As ascribed to the term “to smoke” in section 2 of the Smoke-free Environments Act 1990:</td>
</tr>
<tr>
<td></td>
<td>(a) means to smoke, hold, or otherwise have control over an ignited tobacco product, weed, or plant; and</td>
</tr>
<tr>
<td></td>
<td>(b) includes to smoke, hold, or otherwise have control over an ignited product or thing whose customary use is or includes the inhalation from it of the smoke produced from its combustion or the combustion of any part of it; but</td>
</tr>
<tr>
<td></td>
<td>(c) does not include to hold or have control over an ignited product or thing customarily used as incense.”</td>
</tr>
<tr>
<td>Statement</td>
<td>A document (unsealed award) stating that the requirements for the granting of a certificate of achievement, certificate of proficiency or certificate of attendance have been met.</td>
</tr>
<tr>
<td>Student</td>
<td>Any person:</td>
</tr>
<tr>
<td></td>
<td>• enrolled, or in the process of applying to be enrolled, in a programme or training scheme delivered by MIT; or</td>
</tr>
<tr>
<td></td>
<td>• participating in any programme, training scheme or course delivered by MIT, provided that this does not include a person who is acting solely in a teaching or instructing capacity.</td>
</tr>
<tr>
<td></td>
<td>Note: the Student Regulations do not apply to educational offerings that are not open to the public unless specifically agreed in writing.</td>
</tr>
<tr>
<td>Student services fee</td>
<td>A compulsory charge covering the provision of student services.</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>A formal assessment event that contributes to a student’s final course mark/grade and which has a bearing on whether credit is attained.</td>
</tr>
<tr>
<td>Sundry fees</td>
<td>Fees that are not specific to a particular course, including but not limited to fines, cross credit fees, credit transfer fees, recognition of prior learning fees, qualification fees and fees charged on behalf of a third-party.</td>
</tr>
<tr>
<td>Suspension/suspend</td>
<td>To prevent a student from attending classes and/or the campus or any defined campus area for a set period of time as a result of alleged misconduct. Suspension conditions may vary depending on the nature and seriousness of the alleged misconduct.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Training scheme</td>
<td>As defined in section 159 of the Education Act 1989: “Study and training that leads to an award but does not, of itself, lead to an award of a qualification listed on the New Zealand Qualifications Framework.”</td>
</tr>
<tr>
<td></td>
<td>For the purposes of these Regulations, the terms ‘programme’ and ‘training scheme’ are deemed to include all MIT educational offerings (including programmes, training schemes, micro-credentials, training and short courses) unless expressly excluded.</td>
</tr>
<tr>
<td>Transfer</td>
<td>The process of withdrawing from a course, programme, training scheme or institution and moving to another.</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>Teaching related fees.</td>
</tr>
<tr>
<td>Unit standard</td>
<td>A nationally registered, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All unit standards are registered on the Directory of Assessment Standards</td>
</tr>
<tr>
<td>Unsealed award</td>
<td>Awards to which the Institute’s common seal is not affixed.</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>When a student has stopped attending a course and has submitted an MIT Withdrawal and Transfer Application form or has been withdrawn by MIT.</td>
</tr>
</tbody>
</table>
1. The Academic Board is established by the Manukau Institute of Technology Council pursuant to Statute 3: The Academic Statute.

2. Membership of the Academic Board shall be comprised as follows:
   a) Chief Executive (ex-officio);
   b) Deputy Chief Executive, Māori (ex-officio);
   c) Deputy Chief Executive, Pasifika (ex-officio);
   d) Executive General Manager, Academic (ex-officio);
   e) General Manager, Academic Services/Academic Director (ex-officio);
   f) Research Director (ex-officio);
   g) Chairs of the Academic Board sub-committees (excluding Programme Committee Chairs) (ex-officio);
   h) One Campus General Manager elected by all Campus General Managers;
   i) One Practice Lead/Head of School elected by all Practice Leads/Heads of School;
   j) Two academic staff representatives from each Campus elected by all academic staff members from that Campus;
   k) Academic Registrar (ex-officio);
   l) Academic Quality Leader (ex-officio);
   m) Institute Librarian (ex-officio);
   n) Two student representatives appointed annually by the Student Executive Board; and
   o) Members co-opted by the Academic Board for a term as required.

3. The term of office of elected members shall be for two years. Elected and appointed members may be re-elected or re-appointed for a second or further term.

4. Elected and appointed members shall take office at the February meeting of the Academic Board each year.

5. The Chief Executive or their nominee shall chair the Academic Board.
6. Attendance

a) Academic Board members are expected to attend scheduled meetings wherever possible.

b) In the event that a member is unable to attend a meeting (in exceptional circumstances), in accordance with Statute 3: The Academic Statute they should nominate a substitute to attend that meeting in their place. That substitute, for the purposes of that meeting, shall have the full rights and privileges of the member for whom they are deputising.

c) Records of attendance shall be kept for every formal meeting of the Academic Board and recorded in the minutes of the meeting.

d) The Academic Board may, by resolution, dismiss elected, appointed or co-opted members who fail to attend three consecutive meetings of the Academic Board without having given prior notice and nominating a substitute.

DOCUMENT MANAGEMENT AND CONTROL

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<tr>
<th>Council Approval</th>
<th>22 February 2018XX</th>
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<td>Council Minute Reference</td>
<td>C02/22XX</td>
</tr>
<tr>
<td>Academic Board</td>
<td>14 February 2018XX</td>
</tr>
<tr>
<td>Academic Board Minute Reference</td>
<td>AB2/17XX</td>
</tr>
<tr>
<td>Effective Date</td>
<td>22 February 2018XX</td>
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<tr>
<td>Version</td>
<td>V3.01</td>
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AB11/11 INTERNATIONAL STUDENTS ADVISORY SUB-COMMITTEE REPORT

Purpose

To provide the Academic Board with an update from the International Students Advisory Sub-Committee meeting held on Thursday, 11 October 2018.

Commentary

Matters considered at the October meeting of the International Students Advisory Sub-Committee included:

- Programme cancellation notification process (recommendation for endorsement)
- International students under 18 years of age (recommendation for endorsement)
- Code of Practice (The Code) 2018 self-review, attestation and internal audit report
- Post-study work rights

Recommendation

That the Academic Board receive the report from the International Students Advisory Sub-Committee to the 14 November 2018 Academic Board meeting and endorse the two recommendations in the report.

Responsible for Report
Christopher Handscomb
International Director

Recommended by
Peseta Sam Lotu-ligu
DCE Pasifika / Acting EGM Student Journey
The International Students Advisory Sub-Committee met on 11 October 2018. Key matters discussed were as follows:

1. **Programme cancellation notification process**

Currently there is not an established policy or procedure for Schools to provide notification of the cancellation of an academic programme, (or course occurrence changes) to the International Centre. The cancellation of an academic programme or course occurrence change causes a number of specific issues and concerns for international students as outlined below:

1. **Code compliance concerns:** The Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) requires that:

   a. “Signatories must ensure that the marketing and promotion to prospective international students of services provided by signatories includes clear, sufficient, and accurate information enabling those students to make informed choices about the services provided.”

   The intent of this clause is that once a programme is promoted offshore to agents and international students, the onus is on the provider to deliver that programme to remain Code compliant.

2. **Visa concerns:** International students are required to have a valid visa enabling them to study the programme of study outlined on their visa; the process of obtaining a visa can take up to six weeks, therefore, to ensure that a student is on a valid visa, sufficient notice needs to be provided to agents and students should a change or cancellation of a programme of study be required. NB: Students have at times missed a number of classes due to not being able to obtain a change to their visa in time.

3. **Long conversion time:** International students can often be in the sales pipeline for easily up to one year and sometimes longer, (as they work to satisfy conditions such as meeting the required English language / IELTS level etc.), therefore prospective students typically make preparations to study at MIT a long time before the programme commences.

The factors outlined above necessitate that the International Team require at least three months notification of a course date change, or cancellation, to ensure that international students (and their agents) are given the necessary amount of time to modify their study plans, change their travel and accommodation plans and apply for a new visa to study either another MIT programme or change to a different provider.

The impact of programme changes can have significant negative consequences on prospective international students, not providing a reasonable amount of notice to these students is contrary to MIT values. Furthermore the lack of a policy and procedure to deal with programme cancellations and changes, exposes MIT to significant risk in the upcoming EER where our international provision will be closely audited. Finally, the detrimental impact of not providing a reasonable amount of notification to make changes has a very negative impact on agent relationships, which directly leads to decreased student numbers and revenue.

**Recommendation:**

The International Students Sub-Committee recommends to the Academic Board that programme cancellations, or modifications to occurrences and start dates, are advised by the General Manager.
of the relevant campus to the International Director in writing at least three months before the programme commencement date.

Details such as how many course occurrences are cancelled and when / if other occurrences will be offered are also required. Marketing should also be copied into the notification so that the website and other collateral can be modified. The International Director will acknowledge receipt of the notification and advise all International Team members who will then notify affected agents and students of the change.

2. **International students under 18 years of age:**

The Committee discussed whether MIT should continue to enrol international students under the age of 18 and the impact if we ceased to accept these students.

**The concerns:**


The revised 2016 Code implemented more stringent requirements on providers who accept students under the age of 18. The Code requires significantly increased levels of support and monitoring for students under the age of 18, with close communication required with the parent or legal guardian responsible for the student. Furthermore, the requirements on the provider in regards to the provision of accommodation are particularly onerous, in particular, the requirement for Police vetting of homestays hosting students under 18 means that eight weeks advance notice is required by the homestay provider, (this causes significant difficulties as giving this much notice is not always feasible).

In addition, there is a requirement to obtain written confirmation from a parent or legal guardian regarding the plan for handing over the care of an international student after the student’s enrolment with the signatory ends, this is particularly challenging if the student is changing institutions at the end of a programme of study with MIT.

In summary, significant additional resources are required to monitor and ensure the safety and wellbeing of international students under the age of 18, the International Centre has real concerns as to whether we have the required level of resourcing to ensure the safety and wellbeing of these students.

**The EER:**

The upcoming EER will focus on International students and undoubtedly students under 18 years of age will be of particular interest to the auditors and the International Centre is concerned that our processes and resourcing for supporting students under 18 are not sufficiently robust; it is possible that this could impact negatively on the outcome of the EER.

**Institutional reputational risk:**

There is the possibility of significant reputational risk if there were to be an incident with a student under the age of 18 and MIT was found to be non-compliant with the Code, (or was seen to be negligent in any way with regards to students under the age of 18).

**The impact of ceasing to accept students under 18:**

**Revenue decrease:**
The Business Information Team produced a report showing that on average there has been about 15 EFTS under the age of 18 for each of the last three years, this equates to about $270,000 of revenue annually. The majority of the under 18 EFTS for 2017 and 2018 were split evenly between the Otara and Manukau campuses, with only two EFTS for Technology Park. In 2016 the EFTS were split evenly between the three campuses.

NB: If we stop enrolling students under 18, it does not necessarily mean that we will lose this revenue as some students may simply defer starting their studies with us until after they turn 18; furthermore we can partner with providers (such as English language schools) where students can study until they progress to MIT after turning 18.

In the view of the Committee, the risk involved in continuing to enrol students under the age of 18 for the relatively small amount of revenue generated does not warrant the continuation of this practice.

Revenue increase:

Diverting current resources required for students under the age of 18 will help to provide more robust pastoral care support to students over 18, furthermore any additional resources which may potentially be allocated to the International Team would yield a greater return if invested in recruiting and supporting students over 18 years of age.

Recommendation:

The Committee recommends that MIT ceases to accept enrolments from international students who will be under the age of 18 years on the commencement date of their programme. It is recommended that this change be implemented from 1 January, 2019.

3. Code of Practice (CoP) 2018 self-review, attestation and internal audit report

The Committee noted that the CoP 2018 attestation was submitted on 24 September. Agnes Wilson (Risk and Assurance Manager) undertook an internal audit of the self-assessment process undertaken prior to the CE signing the attestation form. The internal audit report provided positive assurance that a detailed and accurate self-review assessment exercise had been completed which set out a very clear self-assessment of MIT’s observation of the outcomes and processes within the Code. No recommendations were made in the report.

The Committee acknowledged the work of the International Team in undertaking the self-review.

4. Post-study work rights

The Committee noted that the post-study work rights immigration policy changes will have a negative impact on international student numbers in 2019, however it also noted that a number of strategies are being implemented to mitigate the impact.

Christopher Handscomb
International Director
CORRESPONDENCE
– OPEN SESSION
Hon Chris Hipkins

MP for Rimutaka
Minister of Education
Leader of the House
Minister of State Services
Leader Responsible for Ministerial Services

Mr Peter Winder
Manukau Institute of Technology
Private Bag 9406
Manukau City 2240

18 Oct 2018

Dear Mr Winder

Engagement of external security providers

I write regarding the engagement of external security providers.

The State Services Commission (SSC) commenced an inquiry on 16 March 2018 into the circumstances, reasons and outcome of Southern Response Earthquake Services Limited’s engagement of external security consultants, including Thompson and Clark Investigations Ltd (TCIL). The inquiry terms of reference were subsequently widened to cover all State sector agencies.

Unlawful or inappropriate intrusions into the activities of the public by providers that are engaged by agencies are serious allegations. Public assurance that external security resources are being used in a manner that is consistent with the expectations of the State services is required, to maintain public trust and confidence in the activities of the State sector.

Tertiary education institutes do not fall within the scope of the State Services Commissioner's powers of inquiry and I acknowledge the importance of avoiding any perceived or actual interference with academic freedom and autonomy. These are concepts that underpin a free and democratic society. However, it is my view that it is in the public interest that tertiary education institutions, as part of the wider State sector, are able to provide an assurance to me that the use of external security providers (if any) is both lawful and appropriate.

I do not have authority to issue a direction to you in relation to the operation of your institution, but I am able to counsel and advise.

I seek your assurance, through the Tertiary Education Commission (TEC), that if your institute or its subsidiaries have engaged, and used, any external security providers, they have done so in a manner that is consistent with public expectations of the State sector. If you or your subsidiaries have not used any external security consultants, please provide that advice to TEC.

TEC will provide you with advice and assistance, should you require this, for any review you consider necessary to achieve the assurance I am seeking. Gillian Dudgeon, Deputy Chief Executive, Delivery is the contact at TEC. TEC will liaise with SSC to ensure any review is consistent with the approach taken across the broader State sector.
Ultimately, to review any aspect concerning the operation of your institution, or its subsidiaries, is a matter for you and your council to consider and determine. I would, however, appreciate it if your Council’s assurance on these important matters were provided to TEC within a month from the date of this letter.

Yours sincerely,

Chris Hipkins
Minister of Education
Hon Chris Hipkins

MP for Rintaka
Minister of Education
Leader of the House
Minister of State Services
Minister Responsible for Ministerial Services

Gus Gilmore
Chief Executive Officer
Manukau Institute of Technology
Private Bag 94006
Manukau
AUCKLAND 2241

By email: gus.gilmore@manukau.ac.nz

6 NOV 2018

Dear Gus,

I am writing to let you know that Performance-linked Funding for the Student Achievement Component (SAC) will end from 1 January 2019.

By removing Performance-linked Funding, I am supporting a broader approach to improve students’ outcomes. There is already a range of levers used to encourage better educational performance, and address poor performance, including the Tertiary Education Commission’s (TEC’s) monitoring processes and funding decisions. The current approach of Performance-linked Funding was a blunt tool which has outlived its usefulness.

Performance-linked Funding for SAC was introduced in 2011 as an incentive for tertiary education organisations (TEOs) to improve students’ education outcomes. In 2017, the last year the policy was applied, around $5 million of SAC funding was taken back from TEOs under Performance-linked Funding. This is less than 0.25% of the $2.1 billion of SAC funding provided to the sector.

The TEC monitors and publishes educational performance indicators on student’s achievement, such as completing qualifications, and data on the post-study outcomes of students. The TEC and the New Zealand Qualifications Authority (NZQA) also work together to address any issues with the quality of provision. This broader and more sophisticated approach to measuring and managing sector performance enables us to take away some of the complexity in the tertiary funding system, and focus on performance and the quality of outcomes for New Zealand’s learners.

I look forward to working with you to deliver a quality public tertiary education system that provides New Zealander’s with the opportunity to discover their potential.

Yours sincerely,

[Signature]

Chris Hipkins
Minister of Education
Dear Gus,

I am writing to announce the publication of MyQ results on the qualification pages of our careers.govt.nz website. These results will be published on Wednesday 21 November. Learners may access MyQ results directly from careers.govt.nz, or alternatively from the My Results tab on www.myq.co.nz.

Intention of Rate My Qualification (MyQ)
The TEC provides information to help prospective learners make decisions about tertiary education. MyQ is a satisfaction tool enabling graduates to provide feedback on aspects of their tertiary experience and qualification. The qualitative feedback gathered by MyQ, coupled with the quantitative information supplied by the Key Information for Students (KIS), provides prospective learners and their whānau a rich insight into qualifications when making tertiary enrolment decisions. MyQ supports the information prospective learners and their whānau can also access on Tertiary Education Organisation (TEO) websites, through the Occupational Outlook tool, and by talking to teachers, friends and whānau.

Your MyQ results
We are seeing overwhelmingly positive MyQ results for Manukau Institute of Technology (MIT). An outstanding 86% of your graduates would recommend their MIT qualifications to others. This is 2% higher than the results for the tertiary sector. Please find attached your MyQ results, which tell a positive story, and we encourage you to incorporate these into your qualification marketing campaigns. These results build a quality profile with learners and are something we all want to see promoted.

For further information on how to promote MyQ to your recent graduates, please contact the MyQ team via ratemyqual@tec.govt.nz. We would be pleased to work with you to see more graduates “have their say” on the quality education they receive at MIT.

Kind regards

Tim Fowler
Chief Executive

DDI 04 462-5287
M 027 221-3266
E tim.fowler@tec.govt.nz
PO Box 27-048, Wellington 6141, New Zealand
www.tec.govt.nz

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## TEO Summary

<table>
<thead>
<tr>
<th></th>
<th>Eligible Responses</th>
<th>Overall Satisfaction</th>
<th>Prepared me for work</th>
<th>Helped career progress</th>
<th>Helped career prospects</th>
<th>Knowledge used</th>
<th>Percentage Employed</th>
<th>Recommend to a friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manukau Institute of Technology</td>
<td>86</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>90%</td>
<td>84%</td>
<td>65%</td>
<td>86%</td>
</tr>
<tr>
<td>All TEOs</td>
<td>7890</td>
<td>93%</td>
<td>86%</td>
<td>85%</td>
<td>87%</td>
<td>76%</td>
<td>76%</td>
<td>83%</td>
</tr>
</tbody>
</table>
Manukau Institute of Technology: detailed results

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>GRADUATES</th>
<th>RESPONSES</th>
<th>PREPARED FOR WORK</th>
<th>CAREER PROGRESS</th>
<th>CAREER PROSPECTS</th>
<th>OVERALL SATISFACTION</th>
<th>KNOWLEDGE USED</th>
<th>PAID EMPLOYMENT</th>
</tr>
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Manukau Institute of Technology does not yet have any detailed results publishable
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<tr>
<th>SUBJECT AREA</th>
<th>QUALIFICATION TYPE</th>
<th>PREPARED FOR WORK</th>
<th>CAREER PROGRESS</th>
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<th>OVERALL SATISFACTION</th>
<th>KNOWLEDGE USED</th>
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<tbody>
<tr>
<td>Business and Management</td>
<td>Bachelors degrees</td>
<td>83%</td>
<td>89%</td>
<td>91%</td>
<td>82%</td>
<td>68%</td>
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<tr>
<td>Business and Management</td>
<td>Level 4 certificates</td>
<td>94%</td>
<td>92%</td>
<td>98%</td>
<td>94%</td>
<td>84%</td>
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<tr>
<td>Business and Management</td>
<td>Level 5-7 Diplomas</td>
<td>84%</td>
<td>91%</td>
<td>95%</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>Business and Management</td>
<td>Level 7 graduate certs/dips</td>
<td>82%</td>
<td>78%</td>
<td>91%</td>
<td>87%</td>
<td>77%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Bachelors degrees</td>
<td>84%</td>
<td>85%</td>
<td>94%</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>Level 1-3 certificates</td>
<td>84%</td>
<td>90%</td>
<td>90%</td>
<td>96%</td>
<td>77%</td>
</tr>
<tr>
<td>Human Welfare Studies and Services</td>
<td>Bachelors degrees</td>
<td>91%</td>
<td>92%</td>
<td>95%</td>
<td>95%</td>
<td>92%</td>
</tr>
</tbody>
</table>
## National results

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>QUALIFICATION TYPE</th>
<th>PREPARED FOR WORK</th>
<th>CAREER PROGRESS</th>
<th>CAREER PROSPECTS</th>
<th>OVERALL SATISFACTION</th>
<th>KNOWLEDGE USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Bachelors degrees</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Office Administration</td>
<td>Level 1-3 certificates</td>
<td>85%</td>
<td>73%</td>
<td>79%</td>
<td>92%</td>
<td>64%</td>
</tr>
<tr>
<td>Other Health</td>
<td>Bachelors degrees</td>
<td>93%</td>
<td>82%</td>
<td>79%</td>
<td>91%</td>
<td>68%</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Bachelors degrees</td>
<td>77%</td>
<td>81%</td>
<td>71%</td>
<td>89%</td>
<td>54%</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Bachelors degrees</td>
<td>95%</td>
<td>92%</td>
<td>96%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Level 7 graduate certs/dips</td>
<td>96%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Manukau Institute of Technology (MIT) – Engagement of external security providers

I refer to Chris Hipkins’ recent letter, received on 18 October 2018.

Campus Security

MIT’s security services are provided via a mixed delivery model, with approximately 70% of services provided internally by MIT staff and approximately 30% by external contractors. All security services (whether delivered internally or externally) are subject to a standard set of operating procedures and policies.

I confirm that MIT currently engages the following external campus security providers:

- Simply Security Limited provides contractor security guards that work alongside MIT’s own security staff;
- Ara Group NZ Limited (formerly Intellisec Limited) provides electronic access control services and security cameras;
- Armouguard Security provides fire alarm monitoring and secure cash pickup services;
- Tracktik Software Inc provides security reporting system software; and
- Armstrong Corporation Limited provides locksmith and key cutting services.

Cybersecurity

I confirm that MIT currently engages the following external cybersecurity providers:

- PricewaterhouseCoopers Consulting provides forensic and cyber security services;
- Chillisoft Limited provides software and services related to Data Loss Prevention;
- Trend Micro Incorporated provides endpoint security software;
- Fortinet Incorporated provides firewalls and network security; and
- Microsoft provides security software.

Having made all reasonable enquiries, I am comfortable that MIT’s use of external security providers is lawful and appropriate and consistent with the State Services Code of Conduct.
If you require any further information, please let me know.

Yours faithfully
MANUKAU INSTITUTE OF TECHNOLOGY

Peter Winder
Chair of Council

Copy to: Gus Gilmore, Chief Executive
Michelle Teirney, Executive General Manager Strategy and Support Services
Jenna Woolley, Executive General Manager Technology
4 December 2018

Iona Holsted
Secretary of Education
Ministry of Education
33 Bowen Street
Wellington 6011

By email to: Iona.Holsted@education.govt.nz

Kia ora Iona,

I wanted to take the opportunity to update you on the progress the Manukau Institute of Technology (MIT) has made since 2013. That year was probably the most challenging one for MIT since its inception nearly 50 years ago. It had committed to building a new campus in Manukau and as a result of the major contractor (Mainzeal) collapsing, MIT had to take on additional debt so it could finish the new building (debt facility was $75m and at one stage we had drawn down $55m). The then Secretary of Education approved the borrowing consent and since then we have been in a period of transformation.

As part of the borrowing consent, the Secretary of Education requested a Financial Monitor be appointed in order to receive regular reports on our progress. Since then we have been working closely with Simon Hunter, a partner at KPMG who was appointed to the role.

Four years on from those “dark days” I’m delighted to report that Simon has written to the Tertiary Education Commission saying that he saw little need for him to continue monitoring MIT. He has also produced his critique of where MIT has been and most important how it will look over the next five years. I have attached a copy for your reference.

From the MIT Council’s perspective we are happy with the progress we have made and are mindful of the opportunities and challenges ahead.

Our focus has been on driving educational excellence and financial sustainability. We have employed a new Chief Executive, Gus Gilmore, and he has subsequently refreshed his management. Gus with us has led this transformation.

The Institute has been refreshing its strategy and I want to highlight some of those strategic choices to you:

- The Institute is much more outwardly focused and is re-engaging with its community, employers and students
- It has underway a property transformation project to ensure that all of its student facing facilities are fit for purpose and responsive to modern work day practices. This includes the recent commitment to building a new Technology Park to house all of our trades’ provision. We are not building this ourselves but will lease a new purpose built facility across the road from our Manukau building. Going forward Manukau will become our largest campus, ideally situated to rail and bus transportation for our staff and students

Cont/...
- At our Otara Campus we are working with MBIE and Panuku to sell off land and buildings which can be used for social and other affordable housing for the community. This does not mean we are exiting Otara but rather focusing delivery to our North Otara site.

- We have reviewed a large part of our programmes and introduced new ones. We re-started Te Reo Māori courses and now teach Tongan and Samoan languages. Next year we will add two more Pasifika languages. We are tentatively planning an Adult Initial Teacher Training programme so we can assist in building the teacher pipeline. This will have a focus on bilingual teaching and we are partnering with several South Auckland schools to make this happen. We have announced an extension to our most successful Nursing programme and will roll out a new Māori centric Bachelor of Nursing to compliment the mainstream programme.

- We continue to run an aggressive cost control programme. We scrutinise everything we spend and are very aggressive on costs if they do build on our overall strategy.

- We have led in the transition from Secondary School to Tertiary study space for students. We have the only Secondary Tertiary High School and have over the last five years achieved strong outcomes for our students with a number going on to trades and achieving degrees. We pioneered a number of other initiatives that have been rolled our nationally.

- Come 2022 we will have completed our transformation and be debt free. This result has been achieved with falling enrolments and not a single extra dollar from the Crown. We have not received any bailouts and have calved a way through the most competitive environment in the country. As at the beginning of 2018 there were 60 tertiary providers in South Auckland.

We would welcome the opportunity to invite you to MIT to continue the discussion around the many possibilities in South Auckland and the role we see ourselves playing across Auckland and Nationally.

Kind regards and best wishes for the festive season,

Peter Winder
Chairman, Manukau Institute of Technology Council.